

THE DEVELOPMENT OF EDUCATIONAL RELATIONSHIP-FOCUSSED  
READING SUPPORT STRATEGIES

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## **OPSOMMING**

Die doel van die studie was om opvoedkundige verhoudingsgebaseerde leesstrategieë te ontwerp vir die opvoeders van leerders wat leeshindernisse ervaar.

Die aard van opvoedingsverhoudings moes eerstens bepaal word, in terme van die emosionele, kognitiewe en normatiewe aktiwiteite wat 'n impak het op leerders se gevoelens, kennis en waardes en houdings, en vir die doel van hierdie studie, hoedat hierdie aspekte leesvaardighede beïnvloed. Aspekte van leesontwikkeling sowel as leeshindernisse en toepaslike aktiwiteite vir leeshindernisse is beskryf. Die belangrikste leesvaardighede blyk te wees leesmotivering, en linguistiese vaardighede soos die gebruik van fonemiese, morfemiese, sintaktiese en semantiese leidrade, asook leesbegrip. Op hierdie teoretiese begroning is die verhoudingsgebaseerde leesstrategieë ontwikkel en toegepas, bestaande uit toepaslike lees- en verhoudingsaktiwiteite.

Kwalitatiewe navorsing is aangewend in die ontwerp en toepas van die leesstrategieë. Data oor die program is verkry vanaf leerders, onderwysers en ook die navorser self as 'n deelnemer aan die navorsing. Die data is getrianguleer om bevindings te lewer. Die bevindings is dat lees- en verhoudingsaktiwiteite net suksesvol kan wees indien dit gelyktydig toegepas word in terme van verhoudingsgebaseerde leesstrategieë, en met die samewerking van die opvoeders en leerders. Aanbevelings word gedoen soos gegrond op die bevindings. Die beperkings asook die bydrae van die navorsing word ook vermeld.

### **SLEUTELWOORDE**

Geletterdheid

Leesvaardighede

Leeshindernisse

Opvoedingsondersteuning

Leesondersteuning

Opvoedingsverhoudings

Ondersteuningstrategieë

## **SUMMARY**

The aim of the study was to establish how and compile educational relationship-focussed reading support strategies for educators to support learners who experience barriers to reading.

The educator-learner relationship first had to be delineated by establishing the dimensions of the relationship, namely emotional, cognitive and value-driven activities that impact on the learner's feelings, knowledge and attitudes towards his or her world, and for the purpose of this study, how these pertain to the learner's reading development. Components of reading development, as well as barriers to reading and appropriate supportive reading activities were also described. The most essential reading skills are indicated to be a motivation to read, linguistic cueing in reading in terms of phonemic, morphemic, syntactic and semantic cueing, sight word recognition and comprehension. On this theoretical basis the reading support strategies were compiled encompassing reading and relationship-focused activities. Aims for achieving the relationship and reading skills were established, for which appropriate reading and relationship activities were then compiled.

Qualitative research was implemented in the design and implementation of the reading strategies. Data were obtained from implementing the reading and relationship-focussed strategies, from learners' reading profiles, from educators' and learners' evaluation of the strategies, as well as from the researcher's own evaluation as a research participant. All the results were then triangulated to arrive at the findings of the research. These indicate that the reading and relationship activities will be successful if presented simultaneously, and with full cooperation by educators and learners alike. The contribution as well as the limitations of the research are indicated, and finally recommendations are provided.

### **KEY WORDS**

Literacy

Reading

Barriers to reading

Educational support

Reading support

Educational relationships

Support strategies

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# TO WHOM IT MAY CONCERN

## Statement by language practitioner

11 November 2008

I, A S du T Sonnekus, hereby state that I was responsible for the language editing of this PhD thesis of Ms Hanlie Kruger.

I have been doing language editing and translating for Northwest University of Potchefstroom for almost 7 years now, working in many different disciplines, and my name appears on the language practitioner's roll of the institution.

Mr Johan Blaauw, who is responsible for language services regarding NWU texts, has agreed that his name may be used as reference.

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## CHAPTER 1

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION AND RESEARCH PROBLEM STATEMENT

Maslow's statement that the highest aspiration of every human being is self-actualisation or to maximise one's potential, is well-known (Prinsloo, 2005:33; Biehler & Snowman, 1997:407-408; Feldman, 1996:20). It can be said that the White Paper on Special Needs Education and Training (SA, 2001:5 & 11), without purposefully striving to do so, comes close to contributing towards this human aspiration, when it states that one of the aims of an inclusive education and training system is to ensure that all learners, with and without disabilities, reach their full learning potential in order to achieve adequate (pass-rate) scholastic results.

However, scholastic results in South African schools indicate (Barron, 2006:17; Du Plessis & Azzakani, 2006:6; Van der Berg, 2004:5) that the majority of learners experience barriers to learning, which prevent them from reaching their full learning potential. Literacy skills are prerequisite towards scholastic progress throughout learners' school careers. The *teacher's role* in literacy teaching is made *explicit* in the White Paper on special Needs Education (SA, 2001:49), as being the coordinator and deliverer of instructional services and most able to help learners who experience barriers to learning and reading (Jennings, Caldwell & Lerner, 2006:2).

*Parents' implicit role* is often overlooked, and most often by the parents themselves. Reading is also acquired through primary education provided by the parents generally. When this parenting is inadequate in nature, many learners find it difficult to acquire reading skills, which will prevent them from further scholastic achievement. It is, therefore, not surprising to learn that learners' literacy (reading and writing) and numeracy (counting) skills in South African schools are generally very poor (De Vries, 2005: 1) and therefore a matter of educational (teachers', parents' and educational managers') concern – one in five Grade 12 learners pass with an average of 50%, while one-third of all Grade 12 learners fail Grade 12 (Van der Berg, 2004:5). This research however will focus only on learners' literacy, specifically reading literacy, and the teaching thereof in the classroom.

Reading can be seen as prerequisite for all formal learning throughout learners' scholastic and adult lives – that is why learning to read occurs formally in the Foundation Phase. Several reading skills need to be acquired in the Foundation as well as Intermediate Phases, of which the most critical skills are word recognition and comprehension. Teachers need to be aware of and be experienced in these reading skills, as well as in the instruction of reading, in order to

support the regular development of reading skills and also to prevent possible scholastic failure. In this respect the implementation of everyday education activities can enhance the relationship between educator and learner. Similarly a supportive relationship between teacher and learner can contribute towards learners' development of effective reading skills.

Therefore *the main research question* for this study can be stated as follows:

**How can educational relationship-focussed reading support strategies be developed to support learners with reading?**

In order to clarify the main research question, the following *sub-questions* need to be addressed, the first two through literature review and the third by means of empirical research:

- What do everyday educational relationship activities entail?
- What do reading development and reading support activities entail?
- How can reading be supported through everyday educational relationship activities?
- How can everyday educational relationship activities be integrated with existing reading support activities to develop relationship-focussed reading support strategies that can be implemented by teachers?
- How can education relationship-focused reading support strategies be implemented in a school to establish the suitability of the strategies?

## **1.2 LITERATURE OVERVIEW**

For learners to reach their full learning potential, as indicated above, all dimensions or aspects of their personhood (physical, cognitive, emotional, social, moral and spiritual) must be developed (Donald, Lazarus & Lolwana, 2008:20) in terms of whole-person development. Because of shortcomings in learners' development and education (at school and at home), this whole-person development of a learner may suffer. These educational barriers to learning manifest in poor scholastic results in terms of poor reading, writing, spelling, listening, speaking, reasoning and numeracy skills (NICHCY, 2003:2; Biehler & Snowman, 1997:218-219; Kirk, Gallagher & Anastasiow, 2000:220).

For educators (parents as well as teachers) to provide the proper education in terms of whole-person development as described above, the relationship that the educator establishes with the learners has a strong influence on learners' skills and attitudes towards reading. The educator who does not establish relationships with the learner, will definitely have some impact on the learner's reading ability (Jennings, Caldwell & Lerner, 2006:47-48; Winkler et al., 2001:84 & 88).

Emotional and social intimacy between educator and learner will strengthen the educator-learner relationship (McEvilly & Tiley, 1997:66; Jennings et al., 2006:22) and provide a stable background for reading instruction.

Some school practices may, however, contribute to the developing of barriers to learning and reading. Reading instruction that does not meet a learner's needs may be an important factor that contributes to a learner experiencing barriers to reading. Learners who do experience barriers to reading often have unsatisfactory relationships with educators. Educators often view these learners as being aggressive, lacking self-discipline and being unmotivated. Learners who experience barriers to reading seldom receive praise or acknowledgement and are often criticised by their educators. Negative and harmful attitudes of educators towards learners may cause emotional barriers to learning and reading, such as aggressive behaviour, learned helplessness, low self-esteem, depression, anxiety and lack of motivation. Emotional barriers to reading can often be overcome when reading is taught in interesting and non-threatening ways and learners begin to enjoy learning and reading (Jennings et al., 2006:9, 24 & 26-27; Department of Education, Directorate: Inclusive Education, 2002:110, 134, 136 & 138).

The National Commission on Special Needs in Education and Training (NCSNET, 1997:15-18 & 102), and the White Paper 6 on Special Needs Education and Training (SA, 2001:3, 6, 16 & 34; Department of Education, Directorate: Inclusive Education, 2002:108), acknowledge and emphasise the central role of educators. The fact is emphasised that all children can learn, that all children need support and also that learning does occur in the home. The role of teachers and parents as support providers are of such importance that the White Paper 6 (SA, 2001:7) regards inadequately and inappropriately trained educators and the non-involvement of parents as a reason why learners experience barriers to learning in the first place.

In literature, researchers also emphasize the important role and responsibility of teachers and parents for the total well-being and development of the learner/child in their care (Jennings et al., 2006:163; Pretorius, 1998:40; Donald, Lazarus & Lolwana, 2002:26-27, 104&290; Pretorius, 2000:158-159; Leslie, 2003:15-17). Research has shown that, if educators create an invitational milieu in which educational goals are realised, the scholastic achievement, self-concept, attitude and conduct of learners improve (Jennings et al., 2006:163; Pretorius, 2000:161; Dowds & Hess, 1996:17 & 22, 24; Kirk et al., 2000:240-241, 253; Pretorius & Le Roux, 1998:294). At the centre of the invitational milieu in which educational goals are realised, is the **relationship** between the educator and learner, which encompasses accommodation of the learner's feelings, knowledge and attitudes towards reading. This relationship predisposes the learner to being receptive to education in general and reading instruction in particular, and is therefore an

essential element of the whole-person development and self-actualisation of every learner (Pretorius, 1998:6-9 & 12; De Klerk & Le Roux, 2003:12-13).

The nature of this relationship will be described in detail in chapter 2.

Even though the central role of educators to *support learners with learning and reading* is acknowledged and emphasised by White Paper 6 (Department of Education, 2001:3, 6-7, 10, 16, 18, 24 & 34; Department of Education, Directorate: Inclusive Education, 2002:108), the South African education system is failing to equip learners with skills, including reading skills, to carry them through life (Bloch, 2005: 35; Boyle, 2006: 13; Pelsler, 2006:10). Some of the problematic factors include inadequately and inappropriately trained educators, educators who lack commitment and/or knowledge to support learners, incompetent management of schools and staff, lack of quality teaching materials and resources such as proper classrooms, desks and chairs, books and libraries (Naidu & Govender, 2005: 1; Govender, 2006:1, Boyle, 2006:13; De Vries, 2004: 27; Du Plessis & Azzakani, 2006: 6). Included in these factors ought to be *inadequate educator-learner relationships* as well as *lack of knowledge about reading development and the teaching of reading skills*.

The involvement of parents is also problematic in the South African educational context. Some of the problem factors include single-parent families, working mothers, teenage pregnancies, poverty and insufficient knowledge about how parents may contribute to their children's schooling and education (Pretorius, 2000:160; Donald, Lazarus & Lolwana, 2008:213). According to the 2001 Census 8,5 million adults in South Africa lack a general education. The majority of these adults are also parents who, because of their own lack of education, find it very difficult to be actively involved in the education of their children (Anon., 2004:8).

Because of these factors, educators (teachers and parents) may become unresponsive to the needs and well-being of their learners, may abuse alcohol and/or resort to violence and abuse of their learners/children (Boyle, 2006: 13; Donald, Lazarus & Lolwana, 2008:169-171; Pretorius, 1998:291 & 294-296; Leslie, 2003:15-17). According to the White Paper on Special Needs Education (SA, 2001:7) the result of these behaviours by educators is that the relationship between educators and learners suffers, which results in learners experiencing barriers to learning and reading. Such learners are prevented from scholastic achievement (Ntshingila, 2004: 1; Boyle, 2006:13; Louw, Van Ede & Ferns, 1998:347 & 351).

Reading can be seen as prerequisite for all formal learning in learners' scholastic and adult lives, as stated above. Reading itself also requires other prerequisite skills like language skills (oral and written). These language and reading skills rely mostly on the above-mentioned

emotional and social skills, which are acquired through primary education provided by the parents generally. When this parenting is inadequate in nature, many learners find it difficult to acquire reading skills, which will prevent them from further scholastic achievement (Jennings, Caldwell & Lerner, 2006:8-9; Kirk et al., 2000:226-229; Winkler, Modise & Dawber, 2001:83–86). However as indicated already, parents will not be the focus of this research.

To become a skilful reader so that a person is able to use reading for studying without any problems (Dednam, 2005:127) learners need to master skills such as word recognition and comprehension. Apart from the role that parents or primary caregivers play in helping learners to become skilful readers, as stated above, teachers are accountable as educators for the learning and development of learners and therefore play the central role in mediating the most effective learning possible in all their learners (Donald, Lazarus & Lolwana, 2008:151; Landsberg, 2005:68; Department of Education, Directorate: Inclusive Education, 2002:60, 108 &114). *The educator-learner relationship is essential in this regard.*

The nature of this relationship will be discussed in chapter 2.

Reading is mostly seen as an action of decoding or an action whereby meaning is constructed from language as represented by graphic symbols. However, reading is much more than mere decoding. It can be said that the act of reading entails the decoding of graphic symbols and the integration of these symbols into the inner language system to give meaning to the text (Dednam, 2005:122-123). Reading is an interactive process in which readers construct meaning in a given situational context (Pike et al, in Dednam, 2005:124). Sampson, Rasinski and Sampson (2003:115-116) state that reading is a transaction or communication that occurs between human beings and their environment. During reading the attention of the reader continually shifts between decoding and comprehension.

Decoding and comprehension encompass many different skills which learners need to enable them to understand all types of printed materials that they have to read. Minskoff (2005: 3) organises reading skills into four major skill areas of reading instruction and identifies specific skills of reading to be taught as part of the four skill areas. The four major skill areas are pre-reading, word identification, fluency and comprehension. Pre-reading includes language, visual processes, cognitive processes, experience and motivation as specific skills to be taught. Word identification includes phonics, visual analysis, structural analysis and combined methods. Fluency includes automatic word identification, reading smoothly and with inflection and speed. The instruction of reading comprehension should include language-based factors, cognitive processes and text structures.

The theories of reading development, as well as that of reading instruction, will be described in chapter 3.

Literature also describes several reading support activities, which will be presented in chapter 4 as applicable activities for each of the described reading skills that were identified in chapter 3, and which will then be integrated into the relationship activities for the development of the relationship-focussed reading support strategies. This will then be implemented in the empirical part of this research (as described in chapter 5), namely activities for motivation, grapho-phonetic and phonemic cueing, morphemic, syntactic and semantic cueing, combined phonemic, semantic and syntactic cueing, vocabulary and sight word cueing, and comprehension (literal, inferential, evaluative and appreciative comprehension).

### **1.3 AIMS OF THE RESEARCH**

With reference to the research question stated in the introduction the overall aim of this research can be formulated as follows:

**To develop educational relationship-focussed reading support strategies for teachers to support learners with reading.**

The research has the following specific objectives to realise this overall aim:

- To establish what everyday educational relationship activities entail
- To establish what reading development and reading support activities entail
- To establish how reading can be supported through everyday educational relationship activities
- To establish how everyday educational relationship activities can be integrated with existing reading support activities to develop education relationship-focussed reading support strategies that can be implemented by teachers.
- To establish how education relationship-focussed reading support strategies can be implemented in a school to establish the suitability of the strategies.

### **1.4 RESEARCH DESIGN**

Qualitative research was undertaken from an applied research perspective (intervention research) to develop support strategies for educators to support learners with reading. The key concept in qualitative research is the idea that interpretation of reality is socially constructed by

individuals in interaction with their world. Interpretation of reality differs from one individual or social setting to another, and changes over time.

The design of the empirical research, as well as the theoretical paradigm on the basis of which the empirical research was designed, is described in detail in chapter 6. A paradigm or theoretical framework is the organizing framework for the theory and design of empirical research. It is a way of viewing one's research material and includes basic assumptions, major questions to be answered, models of research practice and theory, and methods for finding the answers to questions.

The theoretical paradigm governing the empirical part of this study is the *interpretive* interpersonal approach. Neuman (2000:71) describes the interpretive approach as "the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds". The definition of Neuman is supported by the definition of Erickson (in Gall, Gall & Borg, 2007:31) who describes interpretive research as the study of the immediate and local meanings of social actions for the actors involved in them.

The key concept in qualitative research is the idea that meaning is socially constructed (interpreted) by individuals in interaction with their world. Interpretation of reality differs from one individual/social setting to another, and changes over time. The interpretive approach was applied in this research because it encompasses all the qualities of qualitative research. Interpretive researchers focus on how people interpret their experiences, how they construct their worlds and what meaning they attribute to their experiences. The overall interpretation of the findings of the study will be the *researcher's understanding of the participants' understanding* of what has been studied (Merriam, 2002:3-7 & 38; Cohen, Manion & Morrison, 2003:22-23).

The qualitative empirical investigation was conducted in four phases:

### **Phase 1: The literature study**

To gather information to develop the reading support strategies, a literature study was conducted on the following:

- The educational relationship (chapter 2).
- The development of reading and reading skills (chapter 3).
- Reading support activities (chapter 4).

## **Phase 2: Development of the reading support strategies**

Relationship-focussed reading support strategies were developed based on the literature study. Everyday educational relationship activities were integrated with reading support activities to constitute the education-relationship-focussed reading support strategies (see par. 1.5 below). The compilation of these strategies is described in chapter 5.

## **Phase 3: The design and empirical implementation of the relationship-focussed reading support strategies and reporting of the results**

The methodology followed for the design and implementation of the empirical research is described in chapter 6, and the results thereof are described in chapter 7.

## **Phase 4: The effectiveness of the support strategies is evaluated**

The effectiveness of the relationship-focussed reading support strategies is also discussed in chapter 7.

### **1.4.1 Data collection methods**

The following data collection methods were selected and developed as the research instruments for the empirical study:

- **Interviews**

For the purposes of this study, a *focus group interview* was conducted, which was *semi-structured*. The interviews were conducted with the educators of Grade 1 to Grade 7 classes to obtain information about the context of the school and the learners. This had to be determined in order to describe the context in which the reading and relationship-focussed support activities would be presented. Evaluation of the support strategies can only be credible if the context of the empirical research is taken into account.

- **Portfolios of learners**

Portfolios of learners were compiled before the implementation of the strategies to obtain a profile of all the learners' starting level performance. The portfolios were completed by the class educators of the learners in their classes. This information was necessary to establish the entry

levels of the learners in each class so that applicable reading and relationship-focussed activities could be developed.

- **Test protocols for learners**

Three test protocols were compiled to obtain information from the learners themselves on their attitudes and feelings towards reading. The purpose was to integrate the learners' perception of themselves and of the researcher with the educators' perception about the learners' reading as described in the portfolios, and of the researcher's presentation of the sessions. The first protocol was applied before the start of the implementation of the strategies, and the second and third protocols were applied in the middle and at the end of the implementation of the strategies.

- **Observation by the educators**

The class educators were requested to be present and to observe while the researcher presented the relationship-focussed reading support strategies. The educators then completed an observation protocol of each session in the duration of implementation of these strategies. The purpose with the observation and the completion of the protocols was for the educators to evaluate the relationship-focussed reading support strategies presented by the researcher and to record the reactions of the learners to these strategies.

- **Participant observation by the researcher**

While presenting the support strategies the researcher also observed the reactions of the learners to these strategies, also with the aim to evaluate the success of the strategies. The educators and the researcher used the same observation protocol. The researcher also added her own notes on these observation protocols, which will be referred to as the researcher's field notes.

#### **1.4.2 Population and participants**

In qualitative research the participants are selected for specific reasons – they present the phenomenon that the researcher wants to understand. In qualitative research the researcher aims to *understand* rather than *explain* the specific situation of the participants within the context that they live. Qualitative researchers seek out individuals, groups and settings where the specific processes being studied are most likely to occur, and whose characteristics that interest the researcher will provide the data that the researcher requires. Typical, as well as

divergent characteristics, are important when selecting participants for qualitative research. Twenty-nine learners participated in this research, as will be described in detail in chapter 5.

### **1.4.3 Data analysis**

When analysing data the qualitative researcher's goal is to organise a large quantity of specific details or raw data into a coherent picture, model or set of interlocked concepts. This can be achieved by describing and integrating the raw data into conceptual categories or themes, guided by the research question. Such descriptions tend to be rich in detail and take the context into account.

It is necessary to describe the most important terms used in this study so that there can be no misunderstanding when a specific term is used.

## **1.5 DEFINITION OF TERMS**

### **Educator**

The term 'educator' in this study refers mostly to teachers as facilitators in the school context unless indicating parents or primary caregivers as well (Swart & Phasha, 2005:219).

### **Support**

Support is an enhanced facilitation of learning through interaction with the teacher as the support provider and is recognised as one of the key strategies to reduce barriers to learning and, by implication, barriers to reading. Support is an integral part of the teaching and learning process in all schools (Department of Education, Directorate: Inclusive Education, 2002:55 & 77).

### **Barriers to reading**

Barriers to reading are those factors which contribute to a learner experiencing difficulty with reading. These factors may also relate to *the individual*, factors in the *home*, the *social and cultural environments* of the learner, factors in the *school environment*, and factors of *cultural and linguistic diversity* (Jennings et al, 2006: 7-9).

## **Reading support activities**

Reading support *activities* are aimed at improving reading skills and preventing reading failure (Daly, Chafouleas & Skinner, 2005:40; Jennings *et al.*, 2006:139).

## **Relationship activities**

Everyday relationship *activities* are those activities of educators aimed at the enhancement of whole-learner development.

## **Education relationship-focussed reading support strategies**

The relationship-focussed reading support *strategies* will encompass a *combination* of specific *reading activities* with *relationship-focussed activities* to form the *relationship-focussed reading support strategies* which are described in chapter 5, with the compilation of the relationship and reading support strategies.

Note: the male form of reference will be used throughout, as indicating the male ***and*** female person (for both learner and educator).

## **1.6 STRUCTURE OF THE RESEARCH REPORT**

Chapter 2 provides an overview of everyday educational relationships between educators and learners, with their different activities. Chapter 3 outlines the development of reading. Chapter 4 describes supportive reading activities. In chapter 5 the reading support strategies, as an integration of relationship and reading activities, are described. Chapter 6 outlines the empirical research design and methodology. Chapter 7 provides the result and discussion of the empirical research. The study is then concluded in chapter 8, where the researcher provides a summary of the findings of the research, limitations and contributions of the study, as well as recommendations for further research.

## **1.7 CONCLUSION**

In this chapter an overview was provided of what this study will entail. The everyday relationship activities will be discussed In the following chapter.

## CHAPTER 2

### EDUCATIONAL RELATIONSHIP ACTIVITIES

#### 2.1 INTRODUCTION

The Inclusive Education model in South Africa is learner-centred. According to the White Paper on Special Needs Education (Department of Education, 2001:6) this concept implies a belief that all learners can learn and need support. Furthermore, the needs of all learners must be met and differences in learners must be respected. The White Paper on Special Needs Education (Department of Education, 2001:7) acknowledges that a broad range of learning needs exists among learners at any point in time. If these learning needs are not met, learners may fail to learn. This will negate the core of the inclusive approach, namely to empower learners by developing their individual strengths and enabling them to participate critically in the process of learning (Department of Education, 2001:16).

Contrary to the medical model, which categorises a learner in terms of an impairment or problem within the learner only, the Inclusive Education model emphasises the identification of barriers to learning in the whole education system and not the learner only. The 'whole system' may include a possible inflexible curriculum, inappropriate languages of learning and teaching, inadequately trained educators, or barriers at home like poverty, together with possible barriers within the learner as such. This model acknowledges that some barriers exist within the learner, such as neurological or intellectual impairment, but that these barriers should be addressed through pedagogical responses focussing on the support of individual learners or groups of learners and not by only testing learners (Department of Education Directorate: Inclusive Education, 2002:17).

The Department of Education (in Donald et al., 2008:151; in Killen, 2000:190-191) sets norms and standards for educators which spell out the multidimensional role of the teacher. The role of the class educator comprise of the following dimensions: mediator of learning; scholar, researcher and life-long learner; leader, administrator and manager; supporter including a pastoral role; interpreter and designer of learning programmes and materials; assessor of learning; specialist. The role of the educator as supporter involves two aspects. Firstly, the educator should promote/create a healthy and inclusive classroom environment. This means that primary prevention, including addressing certain problems in the classroom, is part of the task of the class educator. Secondly, and more important for this research, the role of supporter involves being able to identify and address barriers to learning, including whatever specific needs are involved. The White Paper on Special Needs Education (Department of Education, 2001:18) also makes it clear that the class educator plays an essential role in the inclusive

education system with a focus on the early identification and support of barriers to learning. This includes creating a classroom where everyone feels that they belong, is accepted and will be supported (Swart & Pettipher, 2005:19). Roman and Kay (2007) confirm this by stating that “a good teacher establishes the learning context, just as a therapist establishes the safe environment of a therapeutic relationship. Indeed, if a student is tentative or fearful of making a mistake or of humiliation, adequate learning will not take place” (2007:205).

Learners in the South African education system face many obstacles. These obstacles include poverty, crime, violence, corruption and the HIV/Aids pandemic. Resulting from these circumstances many learners experience fear, a sense of insecurity and barriers to learning (including barriers to reading). This means that learners' optimum cognitive, emotional, physical, social and normative development is threatened. Taking these circumstances into consideration, adequate guidance by educators is critically necessary to support learners to reach their full learning potential. Without adequate guidance by educators no learner will be able to learn sufficiently or achieve self-actualisation (Prinsloo, 2005; Roman & Kay, 2007:205; Pianta & Stuhlman, 2004; Van den Bergh, 1999).

Gordon writes in his book *Teacher Effectiveness Training* (2003), and in an on-line article (Gordon, 2006:2), that the one factor which contributes most to the difference between good and poor teaching, is “the degree of effectiveness of the teacher in establishing a particular kind of relationship with students”, namely the quality of the teacher-student relationship. In Belgium the Family and Welfare Council requested documentation from the Centre for Population and Family studies on child care. In this working document Van den Bergh (1999) also particularly indicates the quality of relationships between children and caregivers as necessary for the development of children's self-esteem. Pianta and Stuhlman (2004) confirm this in their research on teacher-learner relationships, and by stating that the quality of children's relationships with different teachers leads to a variation in their early school adjustment, and actually predicts their social and academic functioning at first grade.

Because of the importance of such good quality relationships between educators and their learners as a key strategy to support the learner to overcome barriers to learning (and reading), and because the educator-learner relationship is the focus of this guidance, this chapter will describe educational relationship-focussed activities. Some of these activities may appear to be everyday educational relationships activities, but it is precisely due to this reason that they are deemed best suitable and familiar to learners and teachers (compare Strydom, 2005:97). Although some of the educational relationship-focussed activities will be repeated in the different sections of this chapter, it must be kept in mind that education is an integrated action.

The educational relationship activities do not occur in isolation and each single activity has an effect on another and on the educator-learner relationship.

To be able to compile the relationship activities as part of the design of the support strategies, it will be necessary to clarify the educational relationship as follows:

- The relevance of the educator-learner relationship;
- Communication in the educator-learner relationship; and
- Dimensions of the educator-learner relationship.

## **2.2 THE RELEVANCE OF THE EDUCATOR-LEARNER RELATIONSHIP**

According to Le Roux (1992:14) a relationship is a dynamic, interactive, truly human stand or alignment with another person or persons, whereby interaction is established and mutual influence is realised. Peterson and Hann (1999:327) describe educator-learner relationships as complex transactional processes involving reciprocal or simultaneous exchanges of behaviour.

The concept *relationship* is also described as a state of being connected or related and also refers to the mutual dealings, connections, or feelings that exist between people (Collins English Dictionary [CED], 2004:1369 & 339; Proctor, 1984:931 & 282). The HAT (2000:1255) emphasises the element of understanding in the relationship that exists between people. Rogers (1961:34, 39-40) declares the educator-learner relationship a helping relationship as it is the intention of the educator to promote the growth, development, maturity, improved functioning and improved coping with life by the learner. Rogers sees the following as components of a relationship: Acceptance, giving recognition to the unconditional self-worth of the person, respect and liking for the learner as a separate person, warmth and understanding.

Pianta *et al.* (in Patrick *et al.*, 2008) define the educator-child relationship as a system of dynamic psychological processes that both incorporate and affect the learner's attitudes, beliefs, motivation and classroom behaviours. They identified attachment, or closeness, without conflict or dependency, as an important characteristic of the educator-learner relationship, as this meets the need for relatedness at school and supports the development of learners' intrinsic and internalised motivation and achievement (Pianta *et al.*, 2008:126). Rogoff *et al.* (in Drury, 2007) describe the educator-learner relationship as 'guided participation', which "stresses tacit forms of communication in the verbal and non-verbal exchanges of daily life and the...arrangements involved in the regulation of children's activities..." (Rogoff *et al.*, 1998:229).

It will be indicated in chapter 5 how such regular daily activities between educator and learner can be integrated into the communication of reading activities in terms of relationship-focussed reading support strategies.

Education, therefore, means accompanying the learner in the fulfilment of his needs. The lack of adequate support in the realisation of the needs of learners forms a severe barrier to successful learning (Prinsloo, 2005:33). From literature it is clear that many educational researchers agree that a relationship between the educator and learner is essential because it is the core – the fundamental aspect (Peterson & Hann, 1999:327) – of this educational (guidance) role of educators. Prinsloo (2005:33-34) states that the forming of relationships is a precondition of self-actualisation. Relationships must be established with the self, educators (teachers and parents) and peers. For the learner these relationships should be positive experiences in order to contribute to the learner's whole-person development. Only with adequate guidance via a positive relationship with his educators will the learner experience love, acceptance, care and a sense of belongingness. All these elements of the affective component of the educator-child relationship contribute to the adequate cognitive, physical, social and normative development of the learner. Wilmes *et al.* (2008:660) state that the educator-learner relationship which best facilitates learning is characterised by trust, safety and mutual respect. Pijl and Meier (in Landsberg, 2005:68) add that an inclusive education system in the South African context can only be successful if teachers exhibit an attitude of acceptance towards all learners. Acceptance is a sub-dimension of emotional guidance and support.

Patrick *et al.* (2008) note that aspects of interpersonal relationships are associated with motivational beliefs (e.g. self-efficacy, interest and goal orientations), behavioural indicators of motivation (for instance effort and self-regulation), as well as achievement. They add that there is “converging evidence that aspects of teacher-child relationships are associated with a range of early adjustment indicators including academic skills, academic risks (such as grade retention), frustration tolerance, work habits, social skills and pro-social behaviour, emotional positivity, behaviour problems, school avoidance and disciplinary actions” (2008:126). Patrick *et al.* (2008:125) conclude that the quality of the relationship between the educator and learner influences academic outcomes because of the significant effect of this relationship on the learner's motivation and school engagement.

It becomes clear from this exposition of the relevance of the educator-learner relationship that **reading instruction cannot occur outside this relationship** and that *communication* within this relationship, as well as the different *dimensions* of this relationship, are essential towards effective reading instruction and reading support.

### 2.3 COMMUNICATION IN THE EDUCATOR-LEARNER RELATIONSHIP

The educator-learner relationship manifests in the communication process between educator and learner. Burleson, Delia and Applegate (1995:35) describe interaction through communication as the primary process which the educator uses to convey culture to the learner and accompany the learner on his way to self-actualisation, as well as the primary process through which the learner lets others know what he feels and thinks. Vaugh and Briggs (2003) point out that learner-teacher interaction is a 'universal classroom element' and that 'pedagogical practices' can only occur within this interaction. Communicative interaction is therefore a key concept regarding the educational relationship. A learner will not be able to reach full learning potential without education, and education is actualised in and through communication. The educator who interacts with the learner will communicate with the learner in order to share information. According to Pretorius and Le Roux (1998:10-11), and Whitchurch and Dickson (1999:695), that which hinders or promotes the contact between educator and learner will also hinder or promote the education of the learner.

Anderson and Hendrickson (2007:45) report that positive educator practices such as educator support (including offers of help and positive rather than punitive behaviour alternatives) and explicit instruction were all associated with higher rates of task-appropriate behaviour and lower rates of negative behaviour by learners. They found a significant connection between negative practices, such as an educator ignoring appropriate requests for assistance (and criticism of learners, also sarcasm), and the negative behaviour of learners. This is confirmed by Wilmes *et al.* (2008:659-660) who report that humiliation, sarcasm and other demeaning methods prohibit learning.

Educator expectations are rooted in classroom interactions. Rosenthal and Jacobson (in Rubie-Davies, 2007:289-290) indicate that when educators hold expectations of particular learners, they interact with their learners in differing ways to such an extent that their initial (sometimes erroneous) expectations are fulfilled. This effect is referred to as the self-fulfilling prophecy effect. It seems that the expectations that educators have of individual learners influence the exchanges (i.e. interactive communication) of educators with learners. This interactive communication can be either positive or negative and may have implications for learner achievement. This is confirmed by Brophy and Good (in Rubie-Davies, 2007) who found in their research that educators were more likely to praise the correct answers from learners of whom they held high expectations ('high-expectation learners'). Learners of whom educators held low expectations ('low-expectation learners') were criticised more often when they answered incorrectly and educators more often accepted poor performances from low-expectation learners than they did from high-expectation learners. While educators accepted the poor

performance from low-expectation learners, they often rephrased questions for high-expectation learners after an incorrect answer and provided learning support to high-expectation learners that the low-expectation learners did not receive to the same degree. Focusing on the consequences of educator expectations for learners' learning achievement, Harris and Rosenthal (in Rubie-Davies, 2007:290) found that teaching high-expectation learners more concepts and more difficult concepts and creating a warm socio-emotional climate, played an important role to convey the 'message' to learners whether their educator have high or low expectations of them, in turn influencing achievement.

However, even though studies have shown that educators have knowledge of validated teacher practices such as clear behavioural expectations, choice options, consistent rewards and consequences, this knowledge about interactive communication is not put into practice in classrooms. Wehby *et al.* (in Anderson & Hendrickson, 2007:44) note that many classrooms are characterised by negative educator-learner interactions, few praise statements by educators and high reprimand rates. Anderson and Hendrickson (2007) conclude that there seems to be a mismatch between what educators know and view as important, and what they actually do in the classroom during instruction.

Prinsloo (2005) asserts that interactive communication which fosters trust and mutual respect between the educator and learners will ensure a positive learning environment. Educators should treat learners fairly and courteously and be consistent in rule enforcement. Educators' interactive communication should make learners feel welcome and appreciated and create opportunities for learners to achieve success. Related research by Yoon (2007:216-217) has shown that educators' interaction with learners either expand or limit learners' opportunities to participate in learning and reading activities. The study focussed on English Second Language (ESL) learners in mainstream classrooms, as the anxiety level of ESL learners apparently was much higher in mainstream classrooms (compared to being part of an ESL classroom) in that study. They were also more sensitive to the educator's interaction, due to cultural differences and having to learn in a language other than their home language. The important implication of this study is that educators' interaction with learners, and not their methods, is the most important factor in promoting learners' participation in reading activities (Yoon, 2007:225).

Pretorius and Le Roux (1998:22, 33 & 37) add that this positive interaction will lead to learners' positive self-concept, identity, responsibility, experiencing life as meaningful, emotional stability, independence, self-control, exploration activities, creativity and achievement orientation. Educators can enhance positive interaction through listening with understanding. According to Rogers (1961) listening with understanding means to see the expressed idea from the learner's point of view, to sense how it feels to him and to achieve his frame of reference in regard to

what he is talking about. Donald (2002) and Sasse (1997) add that the educator should listen without interrupting or making judgements so that he can really hear what the learner says. Educators should resist the temptation to lecture or give quick advice as this may evoke feelings of resistance from learners, and rather guide learners to clarify the problem and to try and find their own solutions (Donald, 2002:258). Hunzer (2008:93) indicates that educators must strive to create a classroom where dialogue is central. This implies that all learners must be given the opportunity to be heard and where all of them have the courage to speak in support of their own views in a class atmosphere free of intimidation. In a dialogue-centred classroom the educator encourages learners to interact with each other, exchanging opinions and ideas with the aim to create new responses.

Donald (2002:258) also stresses the importance of communication skills in the educator-learner relationship since the way in which educators communicate with learners model a way of relating which learners will copy and carry into their own interpersonal relations. Using firm but respectful 'I' messages is a way for the educator to acknowledge and take responsibility for his own feelings in situations, but at the same time convey to learners how their behaviour affects the educator. Contrary to 'I' messages, 'you' messages tend to blame or accuse others. The result of this type of messages is that learners tend to resent the educator or show resistance to classroom activities.

Learning must meet three fundamental requirements of relationship, competence and autonomy. Relationship refers to the task of the educator in making learners feel accepted, having a sense of belongingness, feeling welcome and feeling secure. Competence refers to the task of the educator to guide a learner to discover that he is able to do the tasks that the educator has set, which will lead to the learner feeling in possession of the ability to learn more complicated tasks. Autonomy refers to the task of the educator to make learners feel that they are able to control their learning behaviour (National Center for School Improvement, 2005:5).

From the above perspectives on the relevance of educator-learner relationship, it becomes clear that educator-learner (as well as all other) relationships consist of the following dimensions:

- ❑ An affective component (feelings);
- ❑ A cognitive component (knowledge); and
- ❑ A normative component (attitudes).

## 2.4 DIMENSIONS OF THE EDUCATOR-LEARNER RELATIONSHIP

As gathered from the foregoing the **emotional relationship** deals with the *feelings* that pass between educator and learner. The **cognitive relationship** deals with the *knowledge and understanding* that pass between educator and learner. The **normative relationship**, on the other hand, deals with the *norms, values and attitudes* that pass between educator and learner.

It is only in the presence of the emotional (*feeling*) dimension of the relationship, that the other two dimensions can be realised – the *understanding* by the educator of the needs of the learner, and by the learner of the intention of the educator, as well as the sharing of the same *values and attitudes*. It can also be stated that it is only within *adequate* emotional, cognitive and normative educational relationships that learners can reach self-actualisation and their full learning (and reading) potential.

These three dimensions of the educator-learner relationship are described next.

### 2.4.1 Emotional relationship (feelings)

From the literature the following main sub-dimensions of the emotional dimension can be differentiated:

- Educational interest and concern
- Trust
- Acceptance and approval
- Happy classroom environment.

These are described in more detail.

#### **Educational interest and concern**

Educators need to show interest and be there for the learners to provide moral and emotional support when necessary. A learner has a profound need of a meaningful and intimate relationship with the educator. Therefore the educator-learner relationship is built on and enriched by the interest the educator shows in the characteristics and development of the learner. Inadequate concern by the educator may contribute to a learner feeling insecure with the educator and the pedagogical content practised by the educator.

The educator's concern is realised through learner-centred objectives. The educator intends to communicate and act in ways which will benefit the learner but without necessarily pleasing the

learner. The educator's interest and concern through communication and actions, therefore, aim to foster valued qualities such as effective communication and problem-solving skills, a positive self-concept, feelings of self-worth and strong interpersonal skills, a sense of autonomy, identity and purpose, as well as a strong internal locus of control in the learner (Donald *et al.*, 2008:172-173). These qualities are an integral part of social competence. The educator's concern and interest can be confirmed to the learner by different forms of communication. Howes and Ritchie (2002:39) stress that educators who are available and comforting enable learners to use this secure educator-learner relationship to organise, modulate and regulate their emotions. Contrary to this, learners who do not experience the educator's interest, concern and availability, live with the fear of being left vulnerable and alone. A lack of interest in and concern for the learner may cause a learner to react with aggression towards the educator. The avoidance of punitive, rejecting and neglectful teaching strategies, as well as taking the needs of the learner in consideration when planning daily activities, confirms the educator's interest and concern (Howes and Ritchie, 2002:39-41). De Klerk and Le Roux (2003:15) add that, reflecting on and talking to the learner about what is important to the learner, as well as noticing the learner's efforts and encouraging the learner by giving less importance to the learner's mistakes and more importance to his strengths, will contribute to the confirmation of the educator's concern and interest. For example, telling the learner "your reading was very good today" or "your reading has improved" instead of "why do you always misread/mispronounce this word?" is the more desired approach.

## **Trust**

The building blocks of a relationship of trust are reliance and confidence in the truth, worth and reliability of a person (Collins English Dictionary, 2004:1749). A relationship of trust is vital to the learner because, according to several researchers (Strydom, 2005:101; Pretorius & Le Roux, 1998:6-9 & 21-22; Lerner, 2000:115; Purkey & Novak, 1996:50) an adequate trust relationship with the educator makes it possible for the learner to experience emotional security and a willingness to explore to get to know the environment and himself, and also to socialise.

At the core of a relationship of trust is *emotional communication*, which is characterised by love, warmth and cherishing. Learners learn to trust the educator and will be willing to explore what the educator presents when their needs are met and they feel trusted in turn. According to Purkey and Novak (1996) trust can only develop if the educator's behaviour is consistently positive and characterised by reliability (consistency, dependability and predictability); genuineness (authenticity and congruence); and truthfulness (honesty, correctness of opinion, and validity of assertion). A relationship of trust will only develop if a learner also *perceives* that the educator regards him as trustworthy and he can feel that he is understood and respected.

Therefore trust must be communicated through verbal and behavioural messages such as gestures, genuine interest, involvement and eye contact (Purkey & Novak, 1996:67).

'Trusting' educational relationship activities by the educator will foster emotional stability in the learner. Elliott (2005:35-36:39) indicates that, when the educator ignores his own agenda it will enhance a relationship of trust. This involves implementing what is best for the learner in a certain situation and not what is best for the educator; being honest with the learner; and consistent positive behaviour by the educator (as this makes the learner feel secure). According to De Klerk and Le Roux (2003:14-15) 'trusting' educational relationship activities by the educator include the following: assuring the learner through verbal communication and showing the learner through actions (gestures such as eye contact) that he is precious in the educator's eyes; talking to the learner about his feelings, for example "it seems to me that you feel sad – you want to talk about it?"; believing in the positive nature of human beings – learners *want to* behave and *want* their educators to be proud of them; making it clear to the learner that his feelings (also the negative feelings) are important to the educator by encouraging the learner to talk about his feelings; communicating warmth, for example by greeting the learner with a smile and welcoming words and enquiring (with genuine interest) about the school activities/activities at home.

Vitto (2003:67-70) describes the following behaviour which will *damage* the trust relationship between the educator and learner:

Assuming: Assuming how learners will respond, think and feel will make them feel discouraged. Through an attitude of assuming, educators communicate low expectations for learners. For example, when educators communicate with nagging or constant reminders, educators are assuming that learners cannot change their behaviour or that the educator knows in advance the learners will neglect to do their homework.

Rescuing: Educators should refrain from being too quick to solve learners' problems. Educators should rather explore possibilities with learners to build problem-solving skills.

Directing: Educators who frequently dictate to learners what, when, how and with whom tasks must be accomplished, may prevent the development of cooperation and independence skills in learners. The expectations that the educator has of learners must be clearly communicated, but too much direction can be a barrier in the educator-learner relationship.

Expecting: Setting high expectations for learners will foster the trust relationship. However, it is a barrier to the same relationship if the educator continually makes comments when learners fall short of these expectations.

Adultism: Conveying messages that the educator expects the learners to behave and think and feel like the educator (the adult), creates barriers to the educator-learner trust relationship. Examples of 'adultism' are messages such as 'How come you never...' or 'How many times do I have to tell you'.

According to Vitto (2003:68-70) the following educator behaviour and attitudes will *enhance* the educator-learner relationship of trust:

Exploring: By letting learners discover and reflect on the 'what', 'when', 'where' and 'why' of exploring and problem-solving for themselves, educators convey a message of capability to learners and develop problem-solving skills in learners. Examples of exploring questions are 'How might you consider going about solving this problem next time?' or 'What happened in your group that influenced your project?'

Encouraging/Inviting: While commanding learners (statements such as 'Just do it!') is a barrier to the educator-learner relationship, inviting learners to contribute is a relationship builder. Examples of invitational messages are: 'I would appreciate it if...' or 'It would be very helpful if...'

Celebrations: Recognising learner progress and achievement enhances the educator-learner trust relationship.

Respecting: While expecting learners to have the wisdom of the educator is a barrier to the educator-learner relationship, as described above, exploring how learners view things and discussing with them how they see a situation, is a relationship builder. Questions the educator may ask include: 'What was your understanding of that?' or 'How do you feel about...?'

### **Acceptance and approval**

It is imperative for educators to accept their learners exactly as they are and not because of appearance or achievements. According to Rogers (1961:20-21 & 54) accepting the learner involves accepting each facet of the learner's being, including his feelings and ideas, even if those feelings or ideas are different from those of the educator. Acceptance of the learner can be shown in different ways by the educator. Gouws, Kruger and Burger (2000:69) point out that, knowing a learner and accepting the learner for who he is without harbouring negative feelings,

will foster the relationship of acceptance. Skolnick (2000:25) adds that, to build a strong relationship with a learner, an educator must know the life story of the child. It is the narrative of learners' lives that makes them unique. According to De Klerk and Le Roux (2003:15) the following behaviour by the educator will foster the relationship of acceptance: praising the learner and acknowledging good behaviour at the same time that it is necessary to reprimand the learner about unacceptable behaviour; avoiding criticising, humiliating and mocking the learner; listening to what the learner has to say; showing interest in the learner's plans and ambitions and progress at school; accepting the learner's emotions and not making the learner feel guilty about expressing possible negative feelings by saying, for example: "How dare you say such a nasty thing!"; being patient; discussing matters of concern to the learner with the learner; and to praise, for instance saying to the learner "you've done it, congratulations!"

Regarding praise Pintrich and Schunk (2002:221 & 307) stress that praising learners non-contingently can be detrimental, as this can lead learners to think that they should be praised for just being, not for their actual accomplishments and skills. Praise should rather be in the form of accurate feedback regarding effort and skills required. Jennings, Caldwell and Lerner (2006:163) support the view that praise should be specific. Educators traditionally tend to praise only *achievements* and not *effort*. When an educator praises the learner often, the learner will *experience* or feel the acceptance of the educator. For learners experiencing barriers to learning, praise and encouragement for their efforts is almost more important than the actual achievement. The focus of praise must therefore be to encourage the learner in his *effort* to do his best.

To praise effort as well as improvement teaches the learner to focus on learning goals and strategies to succeed. When the learner fails or performs poorly, he will then correctly blame the failure on lack of own effort and will try harder to succeed. If the learner is praised only for achievements, he will blame lack of intelligence for the failure and will tend not to put in extra effort. If a task is only completed halfway, the educator must praise the parts that the learner has completed – focussing on uncompleted work or achievements that the learner was not able to reach, will only add to feelings of failure. Even if a learner's achievements do not live up to the expectation of the educator but it was his best effort, the educator's focus on the learner's effort and positive qualities will develop his self-esteem and this will help the learner to overcome the barriers he experiences. Effective teachers realise that learners need to be positively recognised and praised to maintain their behaviour and motivation. Vitto (2003:49) asserts that praise and encouragement must meet the following conditions to be effective: It must be genuine; specific about the accomplishment; attribute accomplishments more to effort than to ability; and compare the present accomplishment to accomplishments in the individual's past. An effective praise statement refers to both effort (or process) and result. Effective praise,

therefore, includes statements such as, 'Your hard work (effort) is really paying off in your marks. You advanced from getting four problems correct to getting eight correct in this test (result).'

Kirk et al. (2000:137) report, based on a study by Whitmore, that by the creation of a warm, accepting environment learners improved their reading skills, social behaviour and work habits. In their study the major component of an accepting relationship and environment was that learners were encouraged to express their feelings and concerns. A learner must also *perceive* (hear and see) that he is accepted. A warm tone of voice, a friendly smile and direct communication indicate to the learner that he is accepted. On the other hand, an educator who keeps a learner at a distance, has a forced smile, tightly crossed arms or an indifferent manner, clearly conveys the message to the learner that he is not being accepted by the educator (Purkey & Novak, 1996:67).

### **A happy classroom environment**

Vitto (2003:11) indicates that a classroom environment where the educator often threatens learners, sets ultimatums or behaves inconsistently, has a negative effect on the development of the educator-learner relationship of trust (affective relationship), as well as respect (normative relationship), which in turn has a negative effect on the cognitive development of learners. According to Vitto (2003:46) **emotional safety** is the core element of a positive classroom climate. Optimal learning takes place when learners feel emotionally and physically safe. The following conditions will ensure a safe classroom environment:

Belongingness and acceptance: Maslow's theory of a hierarchy of needs provides a framework for understanding how internal needs interact with external influences of social context, in this instance the classroom environment. This theory explains the relative interaction between human needs such as the need for safety and security, belongingness and love, esteem and self-actualisation. The implication of Maslow's theory for the creation of a positive classroom environment is that, in order to guide learners to self-actualisation, the educator should act in such a way that all learners feel that they are being valued and recognised for their unique talents and skills, therefore accepted for who they are (Donald *et al.*, 2008:103; Vitto, 2003:46).

Freedom: According to Vitto (2003:46-47) the concept 'freedom' plays an important role in the positive and safe classroom environment. Learners should have a clear understanding of expectations, be able to predict consequences and, therefore, be free from arbitrary and unexpected punishment. Learners should be free from fear of harassment, labelling, name

calling, teasing and criticism. Learners should be free from fear of prejudice based on physical appearance, racial, sexual, cultural, athletic, academic and social characteristics. The educator should give the learners freedom to make choices and influence their own learning as well as freedom to express their feelings and opinions. When learners have a say about what, how and with whom learning will take place, they experience ownership, involvement and connection to the class and the work. In this way freedom of choice also fosters belongingness.

The emotional well-being of a learner depends on how well the emotional needs of the learner are fulfilled through the educator-learner relationship. Peterson and Hann (1999:337) note that adequate emotional support makes the learner develop a positive self-concept, self-esteem and a sense of independence, and this enables the learner to reach his full potential. It fosters feelings of security within the learner, which provides a base for exploration and the feeling of confidence that he will be able to overcome challenges. It encourages the acceptance and internalisation of the values and attitudes as exhibited by the educator, as well as a positive response to the educator's expectations. Sasse (1997:25 & 42) adds that adequate emotional support helps the learner to look on demanding situations as challenges to be met, not as obstacles making the learner feel helpless. De Klerk and Le Roux (2003:11) support the above-mentioned authors by stating that, through adequate emotional support, the learner gets the message that the educator trusts him and this enhances the development of the feeling of inherent worth. It also paves the way for the learner to be receptive to the other important dimensions of the educator-child relationship, namely the cognitive and normative relationship. Prinsloo (2005:452) states that only an adequate emotional relationship will make cognitive development possible.

#### **2.4.2 Cognitive dimension (knowledge and understanding)**

The cognitive relationship consists of more than merely transferring knowledge. Through cognitive guidance and support the educator ensures optimal cognitive learning by the learner. Landsberg (2005:68-70) suggests that, to provide effective cognitive support, the educator should create a learner-centred classroom where learners interact with information and people to help them understand learning material. Learners should be equipped with strategies to assess their own work, to review their knowledge and to critically assess what they are expected to learn.

To provide effective cognitive support Donald et al. (2002:179-181) also stress that educators should model, explain or use direct instruction to teach cognitive skills such as problem solving, logical thinking, analysing, interpreting, et cetera. Educators should create an environment which is rich in opportunities for learners to attribute meaning to what they learn. The core of

effective cognitive support is the educator's willingness to demonstrate responsiveness to the needs of learners. This may include guiding learners to take responsibility for their own learning and to facilitate understanding among learners themselves.

Wessels and Van den Berg (2004:14) supply practical guidelines for providing adequate cognitive guidance and support to learners. Educators should

- make sure that every learner knows what to do by structuring every activity;
- know each learner, as well as know what outcomes need to be achieved, and help learners to achieve the outcomes;
- give specific instructions, for example: "Name the three characters in the story and list two characteristics of each";
- be well-organised;
- prepare questions and instructions beforehand;
- make provision for follow-up activities;
- ensure that the learners know and understand the concepts to be used in the activities;
- allow the learners to do the activity without interfering;
- set time limits for the activities; and
- be available to visit learners as they are doing the activities to ensure that learners **do** understand the concepts and are making progress.

Mediation is an important concept that an educator should keep in mind when providing cognitive guidance. Mediation can be described as the process of intentionally intervening (but not directing) to help a learner plan his own actions and construct a new level of understanding. Mediation should take place in what Vygotsky identified as the 'zone of proximal development' (Donald et al, 2008:59-60) which can be described as the space that lies just beyond a learner's present understanding. A learner cannot quite understand something alone but has the potential to do so through proximal interaction with the educator. The educator helps the learner through cognitive guidance to arrive at this new level of understanding. In his study about the relationship between strategy use (i.e. cognitive and metacognitive strategies), motivation and academic achievement. Brent (2003) found that there is a reciprocal relationship between the three aspects – motivation increases strategy use, and greater strategy use will enhance the learner's level of motivation, which will lead to improved academic performance.

The educator therefore has to integrate motivation activities as an affective aspect through which to improve cognitive strategy usage and to enhance academic performance. To accommodate the unique cognitive needs of the learners, an educator needs to have knowledge and understanding of the general knowledge of what education and cognitive

support entail (for example, knowledge of factors that encourage and foster learning), as well as of specific knowledge regarding the needs of individual learners (Lerner, 2000:129 & 170; Rallis in Landsberg, 2005:68).

General knowledge of what cognitive support entails implies that educators have to construct their own meaning of the material they teach. Educators demonstrate, model, use direct instruction, explain, formulate questions, lead discussions, interpret content and focus the attention of learners in order to guide learners to master content and provide the needed support to prevent barriers to learning and reading (Rallis in Landsberg, 2005:68-69; Du Toit, 1996:71-73).

Specific knowledge regarding the needs of individual learners implies that the educator will only be able to provide cognitive support if the educator *knows* and *understands* the learner, while at the same time taking into account the thoughts and feelings of the learner; that is, providing emotional support (Gouws, Kruger & Burger, 2000:68; Pretorius & Le Roux, 1998:8). Rogers (1961:332) comments that understanding **with** the child (empathic understanding) is such an effective approach that it can bring about major changes in personality.

Knowledge and understanding is essential for good communication and leads to the learner feeling acknowledged and competent. Understanding evolves into trust and into the learner being more responsive. According to Elliott (2005:5) certain attitudes and behaviour will contribute to the educator being able to provide adequate cognitive support according to the needs of individual learners. Building on learners' prior knowledge, life experience and interests, will help learners to achieve learning goals. A variety of instructional strategies and resources will meet the requirements of different learning needs. Creating challenging learning experiences for all learners will promote autonomy, interaction and choice. By actively involving all learners in the learning experiences will ensure effective learning. To realise this, educators must identify the individual needs of learners. All learners should be assisted to become self-directed learners.

An important aspect of understanding and knowing the learner is the knowledge that each learner is unique. The educator-learner relationship may be adequate for the whole-person development of one learner at a particular time but inadequate for another. The educator needs to be aware of individual differences and differing needs at different stages of development in order to be flexible in his cognitive support to individual learners.

From a systemic-ecological perspective an important feature of knowledge and understanding as aspects of the cognitive dimension of the educator-learner relationship, is that the learner,

and specifically the development of the learner, can only be understood when personal and individual factors or characteristics of learners are taken into account by the educator. These include the learner's temperament, which refers to behavioural dimensions such as emotionality, mood and adaptability. Characteristics such as aggression, shyness and unresponsiveness may negatively affect such processes as reading and writing. Curiosity and responsiveness, on the other hand, have a positive effect on learning processes. Qualities (abilities, knowledge, skill and experience) and liabilities (this includes genetic defects and physical impairments) of a bio-psychological nature influence the ability of the learner to engage in learning processes. Another important factor is the learner's *perception* of his environment which influences his reaction to his environment and his development and wellness (Swart & Pettipher, 2005:10-14; Peterson & Hann, 1999:341).

### **2.4.3 Normative relationship (attitude)**

According to Prinsloo (2005:31), Landsberg (2005:68) and Donald *et al.* (2002:172&182) the normative stance of the educator himself is revealed when the educator himself cherishes attitudes of tolerance and respect towards diversity. Respect involves an attitude, consideration for other individuals, being clear, honest, courteous, diligent and consistent, and recognition that all individuals are equal and every individual is a person in his own right (Prinsloo, 2005:31; Collins English Dictionary, 2004:1381; Alant & Harty, 2005:92). Invitational education is not possible without mutual respect. By acknowledging and appreciating the uniqueness of the learner, the educator will teach the learner his significant place in the family and society.

Donald (2002:259) also stress that the way in which the educator models mutual respect in his relationship with learners will profoundly influence the attitudes and behaviour of learners towards others. Mutual respect, according to Donald (2002:259), includes respecting the individuality of others as well as the educator expecting respect for himself. Educational relationship activities that ensure mutual respect include recognising learner strengths, which are beyond the demands and views of narrow scholastic achievement. These include physical, social and artistic skills and should form part of the classroom activities. Designing and including specific activities on which the strengths of different learners are actively focused will help learners to realise and acknowledge that all individuals have both strengths and weaknesses. Helping learners to realise that, in spite of differences, all individuals have something to offer, will foster mutual respect.

In this way the learners will follow the example, but the educator also needs to examine his own values and assumptions about the didactic situation and about the learners in his class who experience barriers to learning or reading.

Prinsloo (2005:451) asserts that, in order to provide adequate normative guidance, the educator should make reasonable demands on learners regarding self-discipline, and being corrective at the same time as teaching the learners self-discipline. If little or no demands are made on learners regarding self-discipline this implies educational neglect. In these circumstances learners do not acquire positive norms. They will lack understanding of norms because of a lack of involvement and role modelling. This will manifest in a lack of self-control and having little empathy with others. These learners will find it difficult to integrate into society. The frustration experienced due to a feeling of not fitting in, may manifest as deviant behaviour. Not acquiring positive norms will also negatively affect the emotional development of learners.

The Manifesto on Values, Education and Democracy (Department of Education, 2001:9) underlines the view of the South African Human Rights Commission that values are more than desirable characteristics, but essential for life. This is also applicable to the school community and the normative guidance of the educator. The Manifesto declares that "Learning cannot happen if there is not mutual respect between educators and learners" (Department of Education, 2001:19).

Respect is an essential precondition for communication, teamwork and productivity. Normative support by the educator enhances the learner's social competence, social responsibility, self-control, autonomy and self-esteem. Learners find it easier to gain a clearer concept of themselves, to internalise values and expectations, and to define and judge their own successes and failures. It also teaches the learner concern for others, empathy, rationality, pride, and supports moral development. The educator's attitude and behaviour communicates trust and confidence in the abilities of the learner and conveys the message that the educator believes in the learner's ability to cope with his surroundings (Peterson and Hann, 1999:334).

## **2.5 CRITERIA OF THE EDUCATOR-LEARNER RELATIONSHIP**

Vygotsky's theory that development takes place through social relationships underlines the important role of the educator as support-giver to the learner experiencing barriers to reading. Through emotional, cognitive and normative interaction with the educator, the learner's feelings, knowledge, and attitudes respectively, and eventually reading skills, develop.

The following emotional, cognitive and normative dimensions of the educator-learner relationship will be applied as the criteria by which the relationship (in terms of feelings, knowledge and attitudes respectively) and reading activities will be *selected and included as strategies* in the compiling of the support strategies, as well as by which the *educators will*

*observe* the relationship-focussed reading support strategies as implemented by the researcher in the empirical part of the research.

**Emotional dimension (feelings):**

- Show educational interest and concern: noticing and encouraging the learners' efforts; reflecting on and talking to the learners about what is important to the learners.
- Display trust towards each learner: communicating warmth; showing interest in learners' interests.
- Communicate acceptance and approval: praising learners and acknowledging good behaviour.
- Create a happy classroom environment: create a peaceful atmosphere in the classroom.

**Cognitive dimension (knowledge):**

- Know each learner, as well as know what outcomes need to be achieved, and helps learners to achieve the outcomes.
- Give specific instructions: ensure that the learners know and understand the concepts.
- Ensure that learners **do** understand the concepts and are making progress.
- Model and explain problem solving, logical thinking, analysing, interpreting.

**Normative dimension (attitudes):**

- Exhibit tolerance and respect.
- Make reasonable demands on learners' self-discipline.
- Show empathy and concern towards all the learners in class.
- Explain the value of a skill or activity to the learners, for learners to internalise values and expectancies.

**2.6 CONCLUSION**

One of the core elements of an Inclusive Education model is that the needs of all learners should be met. The educator, as supporter, plays a key role to ensure that all learners achieve the learning outcomes. Without a sound educator-learner relationship the educator will not be able to fulfil his role as support provider. Therefore this chapter highlighted the relevance of the educator-learner relationship. Because the educator-learner relationship is realised through communication, this chapter described what communication is, classroom interaction, as well as the effect of adequate and inadequate communication on the learner. Knowledge of the dimensions of the educator-learner relationship is vital for the educator to fulfil his role as

supporter. For that reason the dimensions of the educator-learner relationship were also discussed. The dimensions include an affective, cognitive and normative component. It is also indicated how the affective, cognitive and normative dimensions will be applied as criteria for the empirical research.

In chapter 5 it will be indicated how the three respective main relationship dimensions, with their sub-dimensions as described in this chapter, can be integrated as relationship-focussed activities together with the reading activities (to be described in chapters 3 and 4), as the criteria for being the necessary activities to be included in the compilation of relationship-focussed reading support strategies.

The following chapter (chapter 3) provides an overview of the development of the various reading skills, as well as barriers to reading.

## CHAPTER 3

### THE DEVELOPMENT OF READING SKILLS

#### 3.1 INTRODUCTION

In this chapter reading skills in general, and the development of reading skills, will be described first. When reading development does not occur as described, barriers to reading may develop. Such barriers will also be described, briefly only, together with the possible causes thereof.

#### 3.2 WHAT IS READING

Reading is mostly seen as an action of decoding or an action whereby meaning is constructed from language as represented by graphic symbols. Reading, however, is much more than mere decoding. It can be said that the act of reading entails the decoding of graphic symbols and the integration of these symbols into the inner language system to give meaning to the text (Dednam, 2005:122-123). Reading is an interactive process in which readers construct meaning in a given situational context (Pike et al. in Dednam (2005:124). Sampson, Rasinski and Sampson (2003:115-116) state that reading is a transaction or communication that occurs between human beings and their environment. During reading the attention of the reader continually shifts between decoding and comprehension.

Taylor et al. (in Dednam, 2005:124) describe the reading process in terms of language, cognitive, socialising and interactive skills. The *language* process of communication cannot be separated from other language processes such as listening and writing; similarly reading skills cannot be learned without *cognitive* processes such as attention, perceiving, giving meaning and memory. Reading also stimulates thought, the questioning of the text, imagination, creative and critical thinking. Graesser, Golding and Long (in Jennings et al., 2006:269) indicate that reading fosters cognitive growth as readers learn to represent people, objects and events in their imagination. In short, reading facilitates cognitive development (Wessels & Van den Berg, 2004:284). Reading is also a *socialising* process, through which the reader is influenced by a writer that is absent when the reader reads the text, and often occurs in a social situation, for example at school or at home. Reading, therefore, is an *interactive* process during which the reader's comprehension of the text is the focal point and is determined by the reader himself, the text and the writer, as well as the context in which the reading is taking place.

Jennings, Caldwell and Lerner (2006:10) also emphasise that constructing meaning of a reading passage is an interactive process. Readers create their own mental version of what they read. What the reader comprehends will therefore be determined by the reader, the written

material and the reading situation. Because meaning is constructed in the reader's mind, the reader is the most important link during the process of constructing meaning. Factors such as the *reader's* background, interest, attitude, purpose and ability greatly determine the meaning that he constructs from text (Jennings et al., 2006:11). The *written material* can be described as the input from which the reader constructs meaning. The text sets limits on the construction of meaning that the reader may make (Jennings et al., 2006:13). For example, reading a telephone directory will limit the reader's construction of meaning to finding information about telephone numbers. The *reading situation* plays a role during the process of constructing meaning from text. Reading for fun at the reader's own pace may aid comprehension for some readers, while studying demanding academic text within a time limit for a test, may make it even more difficult for the learner who experiences barriers to reading. An inviting environment, for example a colourfully decorated reading corner, may also help readers to experience reading as a pleasurable activity, which may positively influence the reader's construction of meaning (Jennings et al., 2006:13).

*Literal* comprehension refers to the reader's understanding of the information stated directly in the text (Jennings et al., 2006:16). In the words of Ruddell (2008:122) literal comprehension is text explicit, which means that, to answer literal questions, the reader must understand the ideas stated directly in the text. Adams and Patterson (2008:2) describe literal comprehension as the basic level of understanding that entails the ability to recognise words accurately, to identify main ideas and supporting details, to understand a sequence of events, to recognise cause-and-effect relationships, to interpret directions and to understand organisational patterns used in various types of text. This level of comprehension provides the foundation for the development of critical and affective comprehension.

*Inferable* comprehension requires the reader to be able to draw inferences from text (Jennings et al., 2006:16). To identify author intent, or to understand relationships between text elements that are not stated directly, the reader must read 'between the lines'. Answers to interpretive questions require the reader to draw conclusions in response to information not stated in the text, such as unstated cause-effect relationships or comparisons, perception of nuance and symbolic use of language and ideas (Ruddell, 2008:123).

Through *evaluative* (critical) comprehension of the text the reader determines the correctness, usefulness, applicability and value of the information in the text. Adams and Patterson (2008:141) add that this level of comprehension entails distinguishing fact from opinion, being able to recognise the author's intent, but also his attitude or bias, and the ability to make critical judgements. To illustrate that an understanding beyond the literal level is necessary for thorough comprehension, Adams and Patterson (2008:141-142) use Jonathan Swift's book

'Gulliver's Travels' as an example. On the literal level the story reads like a fairy tale adventure story, but when the story is read at a more critical level of understanding, it is a bitter satire on mankind.

Adams and Patterson (2008:281) indicate that *affective* comprehension is the reader's reaction to what he reads at the literal and critical levels of comprehension. It includes the reader's intellectual and emotional response to what he reads. It is the ultimate goal of reading to move from mastering basic reading skills to the world of opinions, ideas and feelings, and to use the learned skills to rebuild and reorganise own thoughts and beliefs. The goal of comprehension instruction is to teach learners how to achieve all the different levels of comprehension.

The various essential skills needed for reading, and the development thereof, are described next.

### **3.3 THE DEVELOPMENT OF READING SKILLS**

In this section the development of reading skills will be discussed in terms of an overview that the various reading skills encompass, the development of emergent literacy, the development of language or linguistic skills, and a brief indication of the role of motivation in the development of reading skills.

#### **3.3.1 Overview of various reading skills**

Bouwer (2004:90) asserts that, by dissecting the act of reading into components, it is easy to forget that reading is a dynamic and complex act which cannot be isolated from a context of meaning-making and communication. She (Bouwer, 2004:86, 90) also indicates that, as reading is an act in which overlapping and mutually informative processes contribute continuously to the reader's understanding and thinking about the communication represented by the text, educators should not focus on the skills of reading (and then of writing) separately. However, this argument should not be interpreted such that reading should not be dissected into components at all, or that the skills or strategies needed to be a competent reader should not be taught. Rather, when identifying reading components and teaching reading skills, educators should keep in mind that reading is an integrated act and skills should not be seen or taught by educators as isolated items (see approaches to the teaching of reading below).

The United States of America Department of Education (in Daly, Chafouleas & Skinner, 2005:1) and the Australian 'Teaching Reading' Report (in Krashen, 2006) identified the following basic skills needed by learners to be able to read: The skills and knowledge to understand how speech sounds are related to print; the ability to decode unfamiliar words; the ability to read

fluidly and quickly; sufficient background information and vocabulary to foster understanding; the development of strategies to extract meaning of the text; and motivation to read. More narrowly, the National Reading Panel (NRP) Report in the USA (NRP, 2000), as well as other researchers (Minskoff, 2005:3; Rasinski & Padak, 2004:92; Vaughn & Linan-Thompson, 2005), recommended that reading instruction should be focussed on five core skill areas: phonemic awareness, phonics, fluency, vocabulary and text comprehension. According to Minskoff (2005:3) these five areas are critically important but are only a starting point for reading instruction, as the focus of the National Reading Panel is only on the teaching of reading in the Foundation Phase. She (Minskoff, 2005) argues that the goal of reading instruction must be the attainment of adult competency in reading; that is, the ability to read all types of material in one's environment.

Because reading is a process of getting meaning from print, learners must be taught many different skills to understand all types of print materials that they have to read (Minskoff, 2005:3). With this goal of reading in mind, she organises reading skills into four major skill areas of reading instruction and identifies specific skills of reading to be taught as part of the four skill areas. The four major skill areas are pre-reading, word identification, fluency and comprehension. Pre-reading includes language, visual processes, cognitive processes, experience and motivation as specific skills to be taught. Word identification includes phonics, visual analysis, structural analysis and combined methods. Fluency includes automatic word identification, reading smoothly and with inflection and speed. The instruction of reading comprehension should include language-based factors, cognitive processes and text structures.

### **3.3.2 The development of emergent literacy**

Bouwer (2004:86) views literacy as one of the critical outcomes of an integrated, developmental process of constructive language acquisition, in contrast with viewing literacy as a separate and measurable result of a person's formal education. Bouwer (2004:87-88) therefore refers to environmental print and oral and written stories as factors in emergent literacy. She adds that specific experiences of language have a more powerful effect on the emergence of literacy than to teach discrete motor and perceptual tasks one skill at a time (2004:88).

The development of learning to read, also termed as 'emergent literacy' or 'early literacy', occurs in phases (Chall in Foster & Miller, 2007:174; Foster and Miller, 2007:179). Stage 0 (from birth to 6 years of age) is the pre-reading stage. During this stage young children learn that speech is made up of individual sounds and that some words have the same beginning or ending sounds as other words. Stage 1 (6 to 7 years of age) is the initial reading period. During this stage learners learn to link sounds to letters and to break the code of print. The emphasis is therefore on phonics skills development. In stage 2 (7 to 8 years of age) learners develop skills

to recognise words and read more fluently. They begin to concentrate more on the meaning of text. During stage 3 (8 to 14 years of age) the focus is no longer on 'learning to read' but on 'reading to learn'. In all of the stages learners' vocabulary expands. Foster and Miller (2007:179), however, emphasise that their research findings clearly showed that there is overlap in these development stages of literacy. On the other hand literacy skill development must meet certain levels before learners can fully access subsequent stages. Learning to read hence requires learners to move through hierarchical and overlapping development stages.

Bouwer (2004:86) describes emergent literacy as the child's developing awareness of the inter-relatedness of oral and written language. Children possess an innate ability to make sense of the world and to learn language. The concept of emergent literacy is based on the assumption that literacy as a communicative competence develops gradually from within the child in accordance with the child's innate abilities. These competencies of conversing, thinking conceptually, reading and writing overlap or occur concurrently. In Bouwer's opinion (2004:87-88) emergent literacy is one reflection of the continuous process of a child's exposure and unique personal response to particular experiences. Bouwer's view relates to a constructivist view on learning, namely that learners actively construct their world of knowledge (Donald et al., 2002:102).

According to Daly, Chafouleas and Skinner (2005:25) emergent literacy refers to a broad concept of literacy. This begins before formal instruction and leads to awareness and knowledge of print. Foster and Miller (2007:173 & 174) argue that, once formal instruction has started, the treatment of emergent literacy problems in the early grades can reduce or eliminate the need for reading intervention for some learners in later years.

The South African Revised National Curriculum Statement (RNCS) (Department of Education, 2002b:75) describes emergent literacy as the child's growing knowledge of the printed word. However, this phenomenon starts to occur (or should start to occur) in the pre-school stage within the regular parent-child relationship where a child's language develops. As children grow up they see print in their environment and begin to understand the purpose thereof. Listening to stories being read or told to them at home teach them about books and how stories work. Copying the behaviour of adults is part of child development and this may lead children to pretend that they are reading a book or to try and write their own names. The National Research Council (NRC) (in Zygouris-Coe, 2001:4) also underlines that children's early experiences with language and vocabulary, educators sharing books with children, children being read to on a regular basis, basic knowledge about the world around them, and reading instruction once learners begin school, all facilitate emergent literacy.

The International Reading Association (in Jennings et al., 2006:168) identified the following five

stages of emergent literacy: awareness and exploration; experimentation; early reading and writing; transitional reading and writing; and conventional reading and writing. Jennings et al. (2006:168) state that early literacy includes the first four of the stages and that these early stages of literacy development include the following six areas: oral language development; concepts about print; alphabet knowledge; phonemic awareness; letter-sound correspondence; and beginning reading vocabulary.

In this regard Minskoff (2005:2) notes that readers must master different reading skills at different stages of learning to read – skills mastered at one stage are prerequisites for learning the skills at the next stage. Based on the above research of Chall, Minskoff (2005:13) identified six stages of reading: pre-reading (from birth to age 6); initial reading (from grades 1 to 2); fluency (from grades 2 to 3); reading to learn new information (from grades 4 to 8); reading from multiple viewpoints (from grades 8 to 12); and construction and reconstruction of knowledge (at university level). Dednam (2005:139-142) supports the above-mentioned studies by organising the essential reading skills into three levels. Level 1 (pre-school to Grade 1) involves pre-reading skills and includes phonemic awareness and alphabet knowledge. Level 2 (Grade 1 to Grade 4) consists of word identification and analysis, understanding words and ideas, as well as oral reading. Word identification and analysis comprise knowledge of sight words, as well as word analysis skills and decoding. A learner's understanding of words and ideas will be enhanced by a large vocabulary and the ability to understand the literal meaning of text, to infer information in text not clearly stated by the author (inference), to evaluate text (evaluation) and to appreciate text. Level 3 (Grade 4 and onwards) focuses on reading and study skills and includes dictionary skills and strategies to foster study skills.

Various emergent literacy skills are differentiated in research. Phillips, Clancy-Menchetti and Lonigan (2008:4) identified phonological awareness, print knowledge and oral language as key emergent literacy skills. Justice (2006:291) agrees that phonological awareness and print knowledge are important but adds alphabet knowledge and vocabulary as high-priority emergent literacy skills. The NRC (in Zygouris-Coe, 2001:4) points out that the necessary skills to equip young learners to become competent readers, are oral language skills, phonological awareness, motivation to read, appreciation for literate forms, print awareness and letter knowledge.

Gunn, Simmons and Kame'enui (in Daly et al., 2005:25) identified the following areas of emergent literacy:

AREA	DEFINITION	EXAMPLES
Awareness of print	Knowledge of the purposes and uses of print	Print, and not pictures, tells the story.  Awareness that writing creates the story.
Relationship of print to speech	Understanding the physical, situational and structural differences between oral and written language	Speech is more informal than writing.  Oral conversation is distinguished from a 'read' news item.
Comprehension of text structures	Knowledge about grammar and organisation of stories	Learners recognise opening and closing phrases, such as 'once upon a time'.
Phonological awareness	Sensitivity to the sounds in oral language	Early skills include rhyming, alliteration and sentence segmentation.
Letter knowledge	Knowledge of the alphabet and related sounds	The young learner is exposed to and plays games with alphabet books, blocks and shapes.

(Table reproduced from Daly et al. (2005:25)

Although the Revised National Curriculum Statement (RNCS) of South Africa (Department of Education, 2002:23) refrains from giving a list of skills needed for competent reading, it focuses on reading for meaning and states that educators, when teaching reading, should include techniques and strategies that will help learners to read with increasing accuracy as this fosters reading for meaning. It can be deduced from the above statement that comprehension skills and skills that support accurate recognition of words in text are considered as essential reading skills by the RNCS. The Foundation Phase Teacher's Guide for the development of learning programmes (Department of Education, 2003:45) underlines the statement of the RNCS when

advising educators that all learners need to be taught strategies to help them read with understanding and to help learners to learn decoding skills. This document also stresses the importance of *learning to read in order to read to learn*, when stating that learners need to know how to locate and use information. Learners also need to learn how to follow a process or argument, summarise, build their own understandings and adapt what they learn from their reading (Department of Education, 2003:45).

Some researchers tend to differentiate between emergent literacy and early literacy and do not see them as the same, for example Daly et al. (2005:25), who are of the opinion that emergent literacy refers to a broad concept of literacy, while early literacy refers to discrete 'basic' skills that are foundational to fluent reading, including letter knowledge, phonological awareness, a concept of print, and the naming of letters, colours and objects. During the early literacy phase the ultimate goal of the process of learning to read is fluency (automaticity) with phonemic skills and letter recognition (Daly et al., 2005:29).

Sampson, Rasinski and Sampson (2003:37) use the concept 'early literacy' to explain that educators do not get children 'ready' to read in pre-school or Grade 1. According to Sampson et al. (2003:40) children become readers much earlier than pre-school. From birth children hear language, internalise language and use language to communicate (Sampson et al., 2003:38). They become aware of print in situational contexts, such as recognising the name of the supermarket, at a very early age (Clay in Sampson et al., 2003:40). They also acquire knowledge of print when they are exposed to print in books, magazines and letters. This implies that the more children are read to, and the more they see others reading, the more important print and reading will be for them (Sampson et al., 2003:42-43).

Awareness of speech sounds (phonological awareness) also plays an important role in learning to read (Sampson et al., 2003:44). Yopp (in Sampson et al., 2003:45) found that phonological awareness was significantly related to overall reading development from Grade 1 to 4. Phonological awareness develops through everyday interactions with parents, caregivers and other children. Listening to stories, rhymes, alphabet books, poems and other forms of written language being read to them, also helps learners to develop the needed sensitivity to sounds to make the connection between speech and print (Sampson et al., 2003:45). Therefore, for emerging readers, the focus is on environmental print, writing and fun and making use of picture books in the process (Sampson et al., 2003:40).

While these differences between early and emergent literacy can be indicated by researchers it may, however, be too much of an artificial operation to try to indicate where early literacy stops and emergent literacy 'emerges'. For instance, phonological awareness can be part of early as well as emergent literacy. Perhaps emergent literacy can be seen as the ongoing development of literacy starting long before and continuing throughout school. For the purposes of this study

the term 'emergent literacy' will be used as the development of the reading support strategies in this study are aimed at learners entering school and up to Grade 7. Since the focus of this research is to develop reading support strategies for Grade 1 to 7 learners, so-called early literacy, as well as emergent literacy skills, will be included.

### **3.3.3 The development of language or linguistic skills**

Knowledge and mastery of language develop through the emergence of literacy skills. Language plays a vital role in reading. The learner cannot read a book in any language unless the learner knows that particular language. Research studies (Tomblin et al., 2000; Foster & Miller, 2007; Hay et al., 2007) state that there is a correlation between reading ability and spoken language ability, as well as between reading delays and language impairments. "Whereas language delays are considered a cause of reading delays, the children's lack of reading skills also has an ongoing negative influence on the children's vocabulary and language development" (Hay et al., 2007:401). More specifically, "there is also evidence that children's early problems associated with phonology, syntax, semantics and the linguistic system do not fully disappear after the early school years with ongoing support required for many students with residual language-related difficulties in the middle and secondary school grades" (Hay et al., 2007:401).

Researchers (Dednam, 2005:124; De Witt & Booyesen, 1995:100; Landsberg, Kruger & Nel, 2005:121; Francis, 1999:9, 12) distinguish the following language or linguistic dimensions involved during reading: The dimension of form (phonology, morphology and syntax); the dimension of content (semantics); and the dimension of function (pragmatics). During the Foundation Phase emphasis is placed on the dimension of form for identifying words and sentences in written text, and on the dimension of function for giving meaning to the written text. Because of the involvement of all these linguistic or language dimensions during reading, reading can consequently be viewed as a language act. Each of these linguistic or language dimensions are described in more detail.

*Phonology* is the knowledge of basic sounds (phonemes) used in any spoken language. A phoneme on its own has no meaning. Each language system has its own set of rules that determines the order of sounds (phonemes) in words and words in sentences. Phonological awareness includes the ability to identify and make rhymes, the ability to identify, blend, segment and substitute words in sentences, syllables in words, onsets and rhymes, as well as individual sounds (phonemes) in words (University of Texas Center for Reading and Language Arts, 2001:25). Phillips, Clancy-Menchetti and Lonigan (2008:3) emphasise that this ability to detect and manipulate the sound structure of words is independent of a learner's ability to understand the meaning of the specific word. Phillips et al. (2008:4) differentiate between phonological and phonemic awareness. While phonological awareness represents a range of

manipulation and detection skills across different sizes of sound pieces, phonemic awareness refers to the ability to manipulate and detect the smallest sound pieces in words, namely phonemes such as /b/ and /th/. Graphophonics, or letter-sound relations, indicate the ability to recognise the letters (alphabet knowledge) and to relate them to their associated sounds, or the other way round (Jennings et al., 2006:182; Dednam, 2005:124). These skills represent the first level of skills needed by the learner to be able to learn to read (Dednam, 2005:124).

A morpheme is the smallest unit in a word that has meaning. *Morphology* is the system of meaningful forms in words (Jennings et al., 2006:35). If a morpheme is broken up into smaller sound units, the morpheme becomes phonemes without meaning. Words are constructed of phonemes and morphemes.

*Syntax* refers to the order in which words are combined to form a sentence. A sentence always contains a subject and a verb. The words in a sentence are combined according to fixed rules (Jennings et al., 2006:35; Sampson et al., 2003:120). This combination of words in a sentence may change to transform the sentence into another type of sentence.

*Semantics* refer to the meaning attached to words in sentences (Jennings et al., 2006:36; Sampson et al., 2003:120). According to Dednam (2005:121-122) there are four forms of semantics:

- Lexical semantics refer to the literal meaning of each word in the sentence (*the blue sky*, meaning 'the sky is blue');
- Sentence semantics where the meaning lies in the whole sentence and not in individual words (*he is cool*, meaning 'he is smart');
- Semantic relations where each word in a sentence has a particular function that expresses the relations between the ideas in the sentence (*he puts on his jacket before leaving home*, meaning 'it is cold outside'); and
- Interpretive semantics referring to the various ways in which the same thought may be expressed (*the boy is naughty*, and *the boy is impossible*).

*Pragmatics* deals with the social and cultural aspects of language use. It is not relevant to word construction as such, but in the words chosen and the manner in which the sentence is formulated in the text. Pragmatics includes the non-verbal behaviour of persons and refers to the different ways in which persons express themselves in a particular situation. For example, punctuation is often used in text to express feelings, e.g. 'No! Don't touch the spider.' (Dednam, 2005:122).

Learners have to understand and use this linguistic knowledge as 'cues' for their analysis in reading, as described by Sampson et al. (2003:118-120) and Bower (2004:91):

- Using *graphophonic cues* implies knowledge of the relation that exists between the graphemes (the complete class of letters or combination of letters that represents one speech sound) and the phonemes (sound) of the spoken language. When learners are learning language orally and auditory and are exposed to reading, they are able to distinguish speech sounds at an early age. Using graphophonic cues helps a reader decode text. Using morphemic cues implies knowledge of the word stem and its derivatives as these appear in word syllables in terms of pre- and affixes.
- *Morphemic cueing* implies analysing a word into the smallest units of meaning within that word.
- *Syntactic cueing* involves the interrelations among words and among sentences and focuses on word order (the placement of words in sentences), as stipulated by the rules of the language in which the text is written. As with mastery of the graphophonic system, young learners learn how words are placed in sentences. Even if they do not have formal knowledge of language rules, they do apply these rules when they speak. Using syntactic cues helps a reader to anticipate the content of the text (the reader is able to know what part of speech might be used next in a sentence) and monitor own reading (when the reader makes a mistake the language, as is familiar to the reader, is disrupted and he backtracks to see where the mistake was made).
- *Semantic cueing* implies using knowledge of the relation between language and experience that establishes meaning for a reader. The reader is able to understand the text, as he decodes the words and links prior knowledge (schemata) to the concepts or ideas presented from the text. Semantic cueing helps the reader to monitor his reading and, when he does not understand the text, will reread the text in order to comprehend the message of the text.

The Foundation Phase Teacher's Guide (Department of Education, 2003:51) also focuses educators' attention on these linguistic skills.

The two most basic reading skills – decoding and comprehension, or to understand the meaning of the whole written text – depends on learners' knowledge and usage of the above linguistic cues in the decoding and comprehension processes of reading. If a reader sounds out words, reads word for word, or guesses words, it may be an indication that the reader lacks knowledge of these linguistic cues, or relies on only one of these cues when reading, usually only on graphophonic cues. In this regard Bower (2004) refers to the concept of *closure*. She defines closure as the completion of words not fully recognised by adding the missing element/s on the grounds of phonic, morphemic, syntactic and semantic cueing (2004:91). Reading running text, as opposed to reading word lists or flash cards, the reader is continuously performing acts of closure. She (Bower) argues that the use of closure by readers underlines

the inter-relatedness of decoding and comprehension (2004:92). In the researcher's opinion this argument highlights the importance of a balanced approach to the teaching of reading.

### **3.3.4 The role of motivation in the development of reading skills**

Motivation plays a vital role in the development of reading skills as well as in the reading act itself. The home and classroom environments either strengthen or obstruct the motivation to read. The educator must keep in mind that the learner who experiences barriers to reading is also experiencing failure; therefore the educator's encouragement and efforts to motivate the learner are important (Donald et al., 2002:127 & 302-303). Caldwell (2002:219) adds that the tasks that learners engage in influence their desire to read, their persistence in completing tasks they may find difficult, as well as their understanding of the reading process. The class educator is also a role model who displays a motivation to read (Caldwell, 2002:220). Morrow et al. (2003:5) note that the classrooms of educators who are effective reading models, display the following characteristics: These educators use various teaching strategies to motivate literacy learning; have high expectations for learner accomplishments; ensure that individual learning needs are met; create literacy-rich classroom environments and make reading material available for learners; give opportunities for learners to practise the skills that are taught; structure lessons to teach skills; and provide opportunities for learners to work independently as well as in groups.

Bandura (in Pintrich & Schunk, 2002:161) sees self-efficacy as part of motivation. Self-efficacy is the perception or judgement of an individual of his own capabilities to execute an action required to perform a task. Learners who believe they can perform a task are likely to engage in the activity. This means learners who believe that they can become competent readers will keep on trying until they accomplish their reading goal. Thus self-efficacy has an important impact on motivation to read (Pintrich & Schunk, 2002:164). According to Bandura (in Pintrich & Schunk, 2002:165) goal-setting is also an important motivational process as learners with a goal tend to experience a sense of self-efficacy for attaining the goal and engage in activities they believe will help them to reach their goal. Therefore it is important that educators provide feedback on goal-progress as this raises self-efficacy. Heightened self-efficacy sustains motivation and improves reading skills.

Manzo et al. (2004:413-414) name the following reading motivators that educators can use to 'convince' learners to read a specific passage: Identify and match learners to materials based on their interests; cultivate their specific interests through discussion and lead learners to read and write about favourite topics; use a variety of media such as newspapers, magazines, Internet, movies and television to explore interests and to stimulate reading and discussions; share own interests with learners and be a model for lifelong learning and enthusiastic reading;

ask learners to share their knowledge on their subject of interest; stimulate interest by reading only a part of the story and then ask the learners to read the rest of the story; reduce the risk of failure by using techniques such as repeated readings; use materials and methods that are relevant to the lives and concerns of learners, such as journal writing and reading; and read material that may help learners to cope with and overcome difficult life issues such as divorce of parents. Burns (1999: 180-182) also emphasises the importance of learners' interest in the topics they are reading about to foster motivation to read. This implies that they should be given a choice in what are being read in the classroom. Burns (1999:181) adds that success is a key motivator as a learner's self-concept as a reader is linked to reading achievement.

From the above discussion on reading development, **word decoding, comprehension and fluency** appear to be the most necessary basic reading skills needed for reading development throughout the primary school years. The three basic skills can be further differentiated in terms of the skills indicated below, which are therefore selected for the purpose of the empirical part of the research:

- **Phonemic or graphophonic cueing;**
- **Morphemic cueing;**
- **Syntactic cueing;**
- **Semantic cueing;**
- **Combining all linguistic cues for decoding;**
- **Vocabulary and sight word recognition; and**
- **Comprehension.**

**Motivation** will be included in the design of the instructional programme as a prerequisite for the development of the above reading skills. Chapter 4 will illustrate how motivational activities will be included in the support strategies to be implemented. Reading support activities for each of these reading skills are presented in paragraph 4.1 in chapter 4.

When the development of these reading skills does not occur as described above, several barriers to reading may develop. The identification of such barriers are described next, albeit very briefly, as the identification of literacy development and possible barriers to reading form part of the regular teaching responsibilities of all primary school teachers. Identification as such of barriers to reading will, however, not to be included in the empirical part of the research.

### **3.4 BARRIERS TO READING**

#### **3.4.1 Introduction**

Bouwer (2005:46) notes that the practice of learning support is essentially constructivist in approach. An important notion of constructivism, based on Vygotsky's theory, is that learners actively construct knowledge and use their own experiences to assign meaning to ideas and items (Vanderburg, 2006). One of the implications of this theory is that different learners will need different forms of support as each learner constructs his own knowledge and assigns his own meaning to the support. To establish the kind of reading support needed, the educator must identify the barriers to reading specific to every learner's own experiences (and environment), and take the meanings that the specific learner gives to ideas and items into account. Within a constructivist theoretical framework, the educator will identify individual learners' specific barriers to reading and plan appropriate support for each learner (Bouwer, 2005: 47).

As pointed out above, it is clear from the Inclusive Education model that it is no longer a question of identifying 'problems' within the individual which need to be 'remediated'. The focus is on adequate and appropriate support which must be given to every learner. To plan and provide support, educators must also take all possible causes of the learner's barriers into account in terms of possible factors in the learner's environment (extrinsic barriers) as well as possible factors within the learner (intrinsic barriers). Such causes are also briefly described.

### **3.4.2 Causes of barriers to reading**

#### **3.4.2.1 Extrinsic causes of barriers to reading**

##### **Factors in the home environment**

Although this study focuses on educators in the school environment, teachers should be aware of the major influence of the home environment on language development and emergent literacy skills (and therefore on reading skills) as described in paragraph 3.2 above. The environments in which children live influence their ability to read. Learners who grow up in an environment that do not place high priority on academic achievement, or learners who are exposed to family instability (such as parents who experience work or health problems, divorce, poverty), are at risk for school and reading failure (Jennings et al., 2006:9). They often have difficulty in communicating and understanding what others say or write. They often also experience feelings of anxiety, insecurity and lack of motivation. Therefore a dysfunctional home environment contributes to academic problems.

##### **Factors in the school environment**

Jennings et al. (2006:9) illustrate how some school practices can contribute to learners experiencing barriers to reading. Because learners who experience barriers to reading are a

challenge to teach, some teachers may give up and merely read the text or teach sounds only to the learners. Little or no shared reading is done with learners. Group and silent reading are regarded as pointless because these reading activities cannot be assessed. The result of this scenario is that learners who struggle to read do not get enough practice to improve their reading. Daly et al. (2005:29) support this view by saying that learners who struggle to read have either not had enough instruction or the appropriate types of instruction. Reading skills can be difficult to achieve without explicit, systematic instruction.

To make matters worse, learners who experience barriers to reading often have unsatisfactory relationships with their educators. Studies by Wong and Donahue (in Jennings et al., 2006:24) show that low achievers are perceived by teachers to be lacking self-discipline and are unmotivated. Low achievers receive little praise or acknowledgement from educators and are more likely to be criticised.

### **Factors of cultural and linguistic diversity**

Nel (2003:20) notes that South Africa has a unique multicultural and multilingual scenario within its education system. This scenario includes 11 official languages serving even more diverse cultures. This reality has led to another reality – the reality of English as the dominant choice of Language of Learning and Teaching (LoLT) but not as home language in spite of research and policies that recommend the mother tongue as the best choice of LoLT. The result is that many English Second Language (ESL) learners, with inadequate English proficiency, experience barriers to reading. Abrams and Ferguson (in Jennings et al., 2006:9) indicated that the use of a second language to learn in content areas with their specialised vocabularies and text structures further complicates the matter.

According to Nel (2005:151) learners from the varied cultures in South Africa are ESL learners who acquire English talking and communicating abilities differently to English first language learners. When they enter school, these linguistic and cultural backgrounds and differences may not be understood by all and may cause discontinuity between the home and the school. The different phonological and linguistic systems of all these languages may cause barriers to reading. Secondary barriers, such as emotional and social barriers, may then also develop.

#### **3.4.2.2 Intrinsic causes of barriers to reading**

##### **Emotional factors**

Learners who experience barriers to reading often also experience emotional barriers and it is not always possible to discern which is cause and which is effect – emotional barriers may be the cause *or* result (*or* both) of barriers to reading. According to Jennings et al. (2006:26) it has

little value to try to determine whether emotional barriers are the cause or result of barriers to reading, but to rather follow a constructive approach which includes helping the learner to experience success in reading, as achievement builds feelings of self-worth.

Emotional barriers may manifest as a learning block, hostile or aggressive behaviour, learned helplessness, low self-esteem, depression and/or anxiety (Jennings et al., 2006:26-27).

### **Linguistic factors**

Apart from the multilingual reality in South Africa as described above as an extrinsic factor, some learners may experience intrinsic barriers to the learning of language. Learners who experience linguistic barriers to reading may experience difficulties with learning the phonic, morphemic, syntactic or semantic structures of their home language or the LoLT.

Regarding phonology, a learner may experience an inability to hear distinctions between phonemes (auditory discrimination), for example not being able to hear the difference between 'big' and 'pig'. Likewise, the inability to recognise different morphemes (as in 'go' and 'going') may lead to a barrier to reading. Regarding syntax, the inability to understand how sentences are structured may be a factor in reading. Regarding semantics, vocabulary is highly related to reading achievement and therefore a limited vocabulary is a barrier to becoming a competent reader (Jennings et al., 2006:36).

This research focuses on the role of educators and how the educator should *not* figure as an extrinsic factor in causing barriers to reading, but rather how the educator should contribute to the relationship-focused support strategies. However, the other extrinsic factors, e.g. home environment, are also taken into consideration in this research as will be evident in the learners' portfolios as dealt with in chapter 6.

There also are other intrinsic factors that may lead to barriers to reading such as physical and social factors, but as they are not relevant to this research they are not discussed here.

### **3.4.3 Symptoms of barriers to reading**

To study the impact of linguistic levels on oral reading Danielsson (2002:427) distinguished between so-called high and low linguistic levels, with the high level including syntax and semantics, and the low level phonemes and graphemes. As a theoretical basis for the study she chose a qualitative analysis of reading errors, which is grounded in the assumption that the actual reading errors reflect the underlying linguistic reading process. Donald et al. (2002:342), Winkler et al. (2003:86), Wessels and Van den Berg (2004:201), and Jennings et al. (2006:204) also indicate that, through this linguistic framework, a miscue analysis of a learner's specific

reading errors may provide the educator with evidence of the linguistic level which may be the barrier in the reader's reading development. According to Sampson et al. (2003:118-120) and Bouwer (2004:91) educators can gather as follows from learners' reading how the learners understand and use these linguistic cues for their analysis in reading:

Graphophonics: If graphemically complex words (such as words containing complex consonant combinations, e.g. 'through') result in reading errors, the educator can assume that the graphemic level is a barrier to the learner. If a learner pronounces other sounds than the letters in a word (e.g. if he pronounces 'trough' as [trog]), the grapheme-phoneme relation is not familiar to the learner. Blending different sounds together into whole words may indicate a lack of phonological awareness. A learner may have difficulty in perceiving visual differences between similar letter shapes, such as b/d, or their specific order, such as seeing 'grill' and not 'girl'. When a learner does so-called 'barking at print' it may indicate that he only focuses on the graphic information in text and not the meaning of text. Learners who are not experienced readers often show reversals by substituting 'b' for 'd', 'no' for 'on' and 'saw' for 'was' – graphic unfamiliarity makes the learner overly reliant on the very graphics of the word to try and decipher it.

Syntax: If high frequency words with simple graphemic structures result in errors when these words occur in complex sentence structures, the educator can assume that the syntactic level is a barrier to the learner.

Morphology: Learners who experience barriers to reading often do not know how to use structural (morphemic) analysis effectively. They do not realise how endings on words such as talks (talk+s), talking (talk+ing) and talked (talk+ed) tell time and number, therefore these learners simply omit the word parts during reading.

Semantics: To comprehend text information from the meanings of words, phrases and sentences in the whole passage have to be used continuously. Lack of comprehension may be due to vocabulary difficulty or difficulty with larger concepts. If more unusual words frequently result in errors, the educator can assume that vocabulary is a barrier to reading. If graphemically simple words in unexpected contexts result in errors, this may be an indication that the semantic level is a barrier to a learner.

As the identification of barriers to reading is not the focus of the study, a more detailed description of specific kinds of reading errors is not deemed necessary. The researcher therefore continues on to the reading activities that can be implemented as applicable reading support activities in the teaching of reading, as are described in chapter 4.

### **3.5 SUMMARY**

In this chapter emphasis was placed on reading as a linguistic, cognitive, socialising and interactive process, with the comprehension of text being the focal point. The discussion of the development of reading skills focused on an overview of various reading skills, emergent literacy and the development of language skills. The role of motivation in the development of reading skills was discussed, and highlights the role of self-efficacy and reading motivators. Within the framework of an Inclusive Education system and constructivist learning, barriers to reading and the causes and the symptoms of reading barriers were also described.

In chapter 4 the various applicable reading support activities will be described.

## CHAPTER 4

### READING SUPPORT ACTIVITIES

This chapter has two sections. The first section deals with those reading support activities which will be presented as applicable for each of the described reading skills as identified in chapter 3, seeing that these skills will be instructed in the empirical research (as described in chapter 5). These are activities for: Motivation; graphophonic and phonemic cueing; morphemic, syntactic and semantic cueing; combined phonemic, semantic and syntactic cueing; vocabulary and sight word cueing; and comprehension (literal, inferential, evaluative and appreciative comprehension). The second section of the chapter is a discussion dealing with the various approaches to the teaching of reading.

#### 4.1 READING SUPPORT ACTIVITIES

##### 4.1.1 Motivation to read

Dunst (in Alant & Harty, 2005:83) theorises that activities for motivation should include active participation in activities that are of interest to the learners. Alant and Harty (2005:83) note that it would make sense to use the activities and resources in the learner's home environment as a basis for classroom reading experiences. Learners develop interests from exposure to events and experiences within their environment. Dunst (in Alant & Harty, 2005:83) use the concept of 'activity setting' to describe everyday experiences or events that provide this context for the learner. Examples of activity settings with the potential to become learning experiences are amusements and attractions such as zoos or holidays on a farm; arts and culture activities such as visits to historic sites; family occasions such as shopping, weddings and eating out; TV programmes and music; and outdoor activities such as gardening, horseback riding, swimming and more. Within the classroom setting, to make reading attractive and make learners want to read, Wessels and Van den Berg (2004:275-276) suggest that the educator create a reading corner where learners can sit and read. A bookshelf, table, or even a box, will do to store books and learners' magazines. The space will look inviting if it is decorated with a small carpet and colourful cushions. Keep a wide range of reading materials available as suggested by the Education Department of Western Australia (2001;20-21), like comics and joke books, fiction, newspapers, letters, recipes, TV guides and magazines. Provide a notice board in this space and display a list of new books and photocopies of pictures from illustrated books and poems. A world map may be placed here for the learners to locate the setting of the books they are reading.

Rasinski and Padak (2004:95) share the view of the Education Department of Western Australia (2001:17) by emphasising that educators must guide learners to realise that reading is more than a set of skills to be learned to make it through school or earn a living. Learners who learn

and experience that reading is a way to enrich one's life and a way to appreciate the more aesthetic aspects of life, will become lifelong readers. Rasinski and Padak (2004:95) also confirm the view of Dunst (in Alant & Harty, 2005:83) that interest in an activity enhances the possibility that the learner will get involved in the activity. They (Rasinski & Padak, 2004) say it is true for the majority of human beings that, if we have a choice, we choose to do what we enjoy and avoid what we don't like to do (2004:95). To become a competent reader, a learner must read. Learners who like to read will read and develop and grow as readers. A comprehensive, balanced approach must include activities to help develop in learners a love and appreciation for reading.

Dunst (in Alant & Harty, 2005:83-84) suggests that the following activities, as applicable in the above settings, may be used in the classroom setting to strengthen reading motivation:

Menus: Ask the learners to compile their own menus in class which they may use to prepare dinner for mother's day or a birthday celebration. The learners may also pretend that they are the owners of a restaurant and compile a menu for a business.

Shopping list: Ask learners to compile and read a shopping list with the brand names of the products, information on the containers, notices in the shop and the prices of products. The learners may make use of advertising material of supermarkets for information on their products.

Make cards: Let learners read the text on wedding or party invitations, casual and birthday cards.

Purchase an item: The educator asks learners to pretend that they need to purchase an item such as a cell phone. Let the learners collect advertisements in the local newspaper or from junk mail deliveries to compare prices and make a list of features of the desired item.

Plan a holiday (even if it is only an imaginary holiday): They can make a list of preparations – what must be bought (swim suits), baked (cookies and biscuits), how the family or class will reach the destination (provide a map to study to plan the route), what everybody will do when they get there, and which places they would like to visit. The learners can look at advertisements of holiday destinations in magazines, brochures or pamphlets. Learners can also study the daily weather forecasts for the planned destination to familiarise everybody with the specific region's weather pattern. Let the learners read the lists and written planning aloud to the family or class.

Journal: Encourage learners to keep a diary or journal when going on holiday and to read these to the class when they come back from holiday.

Read about celebrities: Let the learners collect written information about musicians, sports or movie stars.

Create a garden: Let learners collect pictures of trees and flowers that they would like to plant in their own imaginary gardens, and let them paste these in albums in class. They may work in

groups to compare their pictures and information in reference books about gardening and identification of the plants. Once they have identified the plants, they should establish which plants must be planted in the shade or sun, in which season it must be planted, et cetera.

Guessing: Reassure learners that guessing some words in text is a strategy that can be used for anticipating the semantic content of a story.

Compare characters in the book with real people to make fiction more relevant to real life.

Invite learners to join in aloud when reading familiar stories, for example, when using a story where phrases are repeated, learners may 'read' these phrases with the educator.

Request learners to bring birthday cards to the class and read the cards with the learners, pointing to the words.

When reading to the learners, the educator can stop reading and ask learners to try and predict what is going to happen next.

Ask learners to share information they read in a newspaper or magazine.

Praise the learners' efforts and focus on the *progress* they are making instead of on their reading errors.

Leave notes around the classroom: Let learners look for the notes and read them to the class or perform the activity described on the card.

Focus the attention of learners on the author's name before reading the book and encourage them to read other books by that author.

Encourage learners to write letters, postcards, lists of things to do or messages and to make party invitations, birthday and Christmas cards, writing their own greetings and verses, and then exchange these among each other to read aloud to the class.

Play games with the learners, such as 'Monopoly' or word games, and let the learners read the instructions of the game.

Read books that have been made into films and have a class discussion about the differences between the books and the films.

Encourage the learners to enter competitions in the local newspaper or in magazines.

Show appreciation for their successes in reading.

Use self-selected reading as a daily classroom activity.

Let learners read the information on advertisement posters and food wrappers.

Create a book: Give learners a file or empty exercise books to paste jokes, comic strips or any other text of interest to the learners.

Read a detective story: The educator stops the story at an exciting or tense moment and asks the learners to try and figure out who committed the crime.

Make a dictionary: Let the learners make their own dictionaries of new words they learn. A book with an alphabetic index is handy.

Make a scrapbook: Learners can collect articles of interest to them and paste them in a scrapbook. This can be read silently or out loud to the class or a family member.

Write captions: Let learners find pictures of aeroplanes and such and write a caption like “I’m going to be a pilot when I grow up”.

Learners can ‘mail’ letters or pictures to real or imaginary people.

#### **4.1.2 Phonemic awareness and grapheme-phonetic relationships**

Phonemic awareness has been found to be one of the critical skills for learning to read and for fluent reading for English first and second language learners (Lipka & Siegel, 2007; Savage & Stuart, 2006). Jennings et al. (2006:172) define phonemic awareness as a learner’s knowledge of individual sounds in words and the learner’s ability to manipulate those segments. Learners must be able to: Identify and separate beginning sounds of words; identify and separate ending sounds; substitute sounds within a basic pattern; and manipulate sounds by blending, segmenting, deleting and substituting them. Phonemic awareness enables a learner to master phonics in reading.

Jennings et al. 2006:172) suggest that the following activities may be used to develop phonemic awareness:

Let learners blend sounds. The educator says /s/-/a/-/t/ and the learners respond by saying *sat*.

Segment sounds: The educator says *feet* and the learners respond by sounding out /f/-/ee/-/t/.

Ask learners to identify the first sound in a spoken word: What is the first sound in the word *rat*?

Delete a sound: Let the learners say a word without a specific sound. Say the word *rat* without the /r/. Or: ‘If you take away the /s/ in ‘sit’, what is left? Or: ‘Change the /n/ sound in ‘net’ to /b/ – what is the new word?’

Create own rhymes by using common objects in the classroom, for example, ‘the clock says –? (tock). Or ‘think of another word that rhymes with ‘bat’?’ Or ‘Which word does not rhyme with ‘bat’ – ‘cat’, ‘big’ or ‘sat’? Or: ‘Do bat and cat rhyme?’

The University of Texas Center for Reading and Language Arts (2001:25) notes that the educator should keep in mind that phonemic awareness activities are oral and that the goal is to give the learner many opportunities to identify and use sounds in words. This centre indicates the following activities as ways of giving the learner opportunities to recognise, identify and manipulate different speech sounds (University of Texas Center for Reading and Language Arts, 2001:26-43):

Play “tic-tack-toe” (noughts and crosses) with rhyming words instead of O’s and X’s. The educator or learner draws the square with smaller squares (“tic-tack-toe” spaces) and fills in a word in the square of his choice on the board or paper, for example “cat”. The second learner fills in a word in the square of his choice on the board or paper, for example “pen”. The first player then fills in a word that rhymes with “cat” in any square, for example “rat”. The second learner then fills in a word that rhymes with “pen” in another square, for example “ten”. The

learners continue filling in words that rhyme until one of the learners 'get' the "tic-tack-toe" or until the board is full.

The instruction of phonics may be organised around the teaching of word families such as *pin*, *win* and *tin* or *hop*, *stop* and *mop*. The Revised National Curriculum Statement (Department of Education, 2002:77) refers to word families as 'phonic families' and defines the concept as groups of words containing the same sound. The part of the syllable before the first vowel is called the onset, for example /c/ in *cat*. The rhyme is the part of the syllable from the first vowel onwards, for example /at/ in *cat*. Rhymes are important because they form the basis for syllable units in multi-syllabic words, such as the word *intermittent* which contains the rhymes *in*, *er*, *it* and *ent*. Knowledge of rhymes also helps learners to analyse words with more than one syllable (morphemic cueing) (see below).

Jennings et al. (2006:196) stress that, to effectively learn phonics, learners need to consistently practice letter-sound patterns. The following activities are useful to practice phonics (Jennings et al. 2006: 196-198):

Onset and rhyme: Explain to the learner that an onset is the first consonant or blend in a word and the rhyme is the last group of sounds, and together the onset and the rhyme create a word. When the onset of the word is changed, a new rhyming word is created. Also, change the onset but not the rhyme, for example "what begins with /n/ and rhymes with *rose*"? Or: "What begins with /ch/ and rhymes with *rain*"?

Create new words: The educator calls out a word and the learner changes the word (orally) by deleting and adding individual phonemes to different parts of the word. For example "rake". The learner takes away one sound, for example /k/, adds another (for example /l/) and ends up with the word "rail". After that a new word can be "pail", et cetera. By changing one letter or sound at a time, words change from one word to another, e.g. change one letter in *hen* and get to – ? *pen*. Then *pen* can be changed to *pet*, *pet* to *pit*, *pit* to *sit*, *sit* to *six*, *six* to *fix* and *fix* to *fox*.

Thumbs-up: The educator identifies a sound, for example /s/, and then calls out words. Learners give a thumbs-up signal when they hear the /s/ at the beginning or end of the word.

Silly words: The educator explains to the learners that words can be separated into syllables and that each syllable contains a vowel, for example "con-tain". If one moves one syllable to a different place in the word it makes a silly word that has no meaning and sounds silly, for example "pen-cil" may become "cilpen".

Poems are suitable for phonemic practice as they contain many rhyming words.

Colour the phoneme: The learner uses colour coding to indicate similar phonemes, for example "tube" and "use". Also underline phonemes: Use newspaper reports and let the learners search for and colour a specific phoneme in every word.

Jennings et al. (2006:72) indicate that the ability to identify and manipulate sounds and *link the sounds with their corresponding letters* is an essential reading skill. They (Jennings et al., 2006) note that initial consonant sounds are the easiest sounds for learners to hear and segment and are the easiest to associate with letters. Educators should therefore start with initial consonant sounds to develop letter sound correspondence skills (2006:178-179). The following activities will enhance learners' knowledge of letter-sound correspondence:

Index cards: The educator reads a story to the learners. He selects significant words from the story and draws pictures of them on index cards. Learners then group the pictures by their beginning sounds. The letters that correspond with the sounds on the index cards are then introduced to the learners. A picture card is presented and the educator requests learners to write the beginning letter (Cunningham in Jennings et al., 2006:176).

Acting beginning sounds: The aim of this activity is to help learners to break words down into their individual sounds and to identify these sounds. The educator shows a letter, for example *b*. All learners then perform an action that begins with that sound while they repeat the sound. The following actions and sounds may be used: For */b/* learners bounce, for */c/* they catch and for */d/* they dance. Other actions may include the initial sounds in action words such as fall, gallop, hop, jump, kick, laugh, march, nod, paint, run, sit, talk, vacuum, walk and yawn (Jennings et al., 2006:182).

Manipulating letters and sounds: One of the strategies that readers use to identify unknown words is to use familiar words to figure out unfamiliar words. To do this, learners must be able to find familiar patterns and substitute individual phonemes. The activity *deleting phonemes* (described above) lays the foundation for this skill. The next step is phoneme substitution. By changing one letter at a time, the educator guides the learners to change from one word to another. Based on the activity called 'Changing a hen to a fox' designed by Cunningham (in Jennings et al., 2006:182) the learners begin with the word *hen* and exchange the */h/* with a */p/* to make *pen*; they then change *pen* to *pet*, *pet* to *pit*, *pit* to *sit*, *sit* to *six*, *six* to *fix* and *fix* to *fox*. Mastery of this activity prepares learners for more advanced word analysis strategies, according to Jennings et al. (2006:182).

Spelling: Giving learners the opportunity to spell words they have worked with provide practice in manipulating letters and sounds in print.

#### **4.1.3 Activities for morphemic cueing**

Through structural analysis clues (morphemic cueing) learners can break a word into meaningful parts and use these parts to help them pronounce the word and understand its meaning. Struggling readers are often unaware of how structural elements affect meaning. Jennings et al. (2006:204-205) suggest the use of the following activities to help learners draw a connection between morphemic cueing and reading:

Word endings: Learners collect words that contain certain word endings, for example -ed: worked, camped, jumped, et cetera.

Making words 'grow': Learners take a one-syllable word and make it longer by adding inflectional endings, prefixes or suffixes, and by forming compound words. Learners write the base word and directly under this word write a longer word. The third word is written under the second word. Having learners highlight the additions in colour helps to illustrate the structural analysis patterns. For example:

<b>jump</b>	<b>camp</b>	<b>work</b>
jumps	camper	working
jumped	campsite	worker
jumping	camping	workbook

Jennings et al. (2006:259) explain that many suffixes change the part of speech of a word. For example: 'identify' (verb) becomes 'identification' (noun), or 'comfort' (noun or verb) becomes 'comfortable' (adjective). The following activities are useful for helping learners to use suffixes to decode and understand words in text:

Underline each suffix: the educator selects a short passage and asks learners to underline each suffix that they find. Educators should make the learners aware that some words contain two or even three suffixes, for example the word 'publish-er-s', and some words have less obvious suffixes, such as 'hurry' – 'hurried'.

Tap a table: Learners listen to a text read by the educator. Each time they hear a suffix, they tap a table. For some words they must tap two or three times.

Keep a notebook: Learners put a different suffix on the top of each page of a blank notebook. As they encounter words with this suffix, they simply enter them in the book. For example, in the right corner of the page the learner writes -ful. On the page the learner writes 'useful', 'powerful', 'respectful', et cetera. This activity can also be used to practise prefixes, such as pre- (before) or im- (not) as in impossible or un- (not) as in undone.

Spence (2006:3) suggests the following activities to make learners aware of morphemic analysis:

Divide words in syllables: Learners divide a word into syllables and clap their hands when saying each syllable, for instance col-la-bo-rate.

Divide compound word: The educator writes down a list of compound words, for example:

lifeboat	flagpole	campsite
workbook	workshop	workbench

Learners first cut out the entire word. They then cut the compound word dividing the word in two units, for example life-boat and flag-pole, and paste the two parts in their workbooks.

Match the suffix: The educator makes two columns and writes a word in one column and the suffix of the word in the second column. The educator mixes the suffixes and the learner match the word and its suffix, for example: shopping, skinned, winner, musical, softly, handful, user, collector

Figure out the word: The educator writes down a word and divides it into syllables. The educator mixes the letters and asks the learners to identify the syllables in order to figure out the word: la ot eg hetr (altogether).

Dednam (2005:124,140) and Richek et al. (in Dednam, 2005:126) suggest that learners analyse unknown words in two phases/steps. The learner can first try morphemic cueing by breaking down the word into syllables, i.e. into its structural elements. If the learner still cannot identify the word, he can use graphophonic cueing by breaking down the word into its graphophonic (letter sound) elements. *How* phonemes are broken down, depends on certain spelling (morphemic) rules, for example the 'c' in the word *cat* is pronounced as [k] when it is followed by an [a] sound. The 'c' in the word *car* is pronounced as [k] when it is followed by an [a:] sound. Then contrary to the above rule the 'c' in the word *cell* is pronounced as [s] when it is followed by an [e] sound. No [r] sound is heard before a consonant, for instance in the word *barn* which the learner pronounces as [ba:n], but the [r] is used initially for instance in the word [ræt] (Dednam, 2005:126; Potchefstroom College of Education, 1998:4-6 & 42).

Ehri (in Jennings et al, 2006:186-187) suggests that learners break a word into familiar chunks (morphemic units of meaning) and match the pronunciation of each chunk to words already known as sight words (decoding by analogy). For example, to identify the word *publisher*, the learner will use knowledge of *club*, *dish* and *her* to pronounce the word. However, Jennings et al. (2006:187) draws attention to the fact that all of these strategies have shortcomings. For example, this morphemic chunking works better with short words than with long words. In order to use decoding by analogy, the learner must already know a lot of sight words, and the use of this strategy generally results in an approximate but not exact pronunciation.

Jennings et al. (2006: 204-205) suggest the following activities for morphemic cueing:

Collecting long words: identify and pronounce words with more than one syllable. Words are divided into syllables. Search for long words that fit into categories such as adjectives or synonyms or words with certain prefixes or suffixes in the syllables.

Divide words into syllables: For example *morning*. When the learners read the word, they clap while pronouncing each syllable, for example *mor-ning* will be two claps.

Word endings: Learners collect words that contain certain word endings, for example -ed, e.g. worked, camped, jumped.

#### 4.1.4 Activities for syntactic cueing

Syntactic awareness is the ability to understand the grammatical structure of a language. It is essential for fluent and efficient reading of text and it requires making predictions about the next sequence of words (Lipka & Siegel, 2007). Making predictions is an important skill used by effective readers (Harris et al., 2006:24). Syntactic awareness seem to be a problem for ESL learners – according to Lipka and Siegel (2007) research has shown that ESL learners in the Foundation phase demonstrate significant difficulties with syntactic awareness even after several years of exposure to English.

According to Minskoff (2005:159) the following elements/components of syntax play a role in reading comprehension: Sentence length, sentence type and word order.

Sentence length: Minskoff (2005:159) notes that the longer a sentence, the harder it is to comprehend, because longer sentences increase conceptual density, which places a burden on working memory. The best way to help learners to understand lengthy, complicated sentences is to teach them to chunk sentences into smaller sentences. The following strategy can be taught (Minskoff, 167): The 'rubart' strategy helps learners to process the meaning of grammatically complex sentences by chunking them based on whether each chunk expresses a complete idea. Learners use the following procedure: Read the long sentence; use punctuation marks to break the long sentence into chunks; break the long sentence into chunks that have complete ideas; analyse the meaning of each of the chunks; re-analyse the meanings of the chunks to find out if they are related to each other; think about the meaning of the long sentence after rereading the sentence.

Sentence type: Minskoff (2005:159-160) explains that simple sentences, which are easier to comprehend, include identity sentences (this is a truck), descriptive sentences (the truck is red) and action sentences (the boy is running). Compound and complex sentences are more difficult to comprehend. Compound sentences have two independent clauses (the Indians grew corn and later they started to grow tobacco). Complex sentences have one independent clause, which can stand alone as a sentence (after the war, the settlers moved to the West). Sentences with embedded phrases are especially difficult because they separate the basic ideas in the sentence and add more ideas to the meaning of the sentence (the settlers, who had lived in the mountains, did not know how to survive when winter came). Minskoff (2005:169) suggests that educators should teach learners how to identify the most important parts of sentences and to identify information in the sentence that is not necessary for understanding the main ideas in the sentence. Educators can model how to search for the sentence parts that are necessary for understanding the meaning of questions. Learners can ask themselves the following question to

guide their analysis: 'Do I need this sentence part to understand the overall sentence meaning?' Educators can create sentences that initially have one part of non-essential information and then add two parts of non-essential information.

Word order: Minskoff (2005:160) accentuates the importance of paying attention to word order for comprehension of text. In the passive voice, the words are not in a conventional order because the object is in the position usually occupied by the subject, for example, 'The girl was hit by the boy'. Word order can change meaning and educators should make learners aware of this, for example, 'He hit the fast ball' and 'He hit the ball fast'. Words can also be shuffled. The educator writes a sentence down but shuffles the words and the learners must correct the sentence using the correct word order, for example, the educator writes: "Ladder for a framework is portable wood used is climbing metal and down up or a of" and the learners correct the sentence: "A ladder is a portable framework of wood or metal and is used for climbing up or down".

Du Toit (1996:261-262) recommends the use of the following activities to make learners aware of the role of syntax in reading:

Make short sentences longer: In order to extend short sentences, the learner draws a picture of a locomotive with carriages. The basic sentence is written in the locomotive (for example "I like carrots" and the words or phrases that are attached to the basic sentence are written in the carriages (for example "but I also like ice cream.....but I don't like spinach").

SMS: The learner writes a very short message (in telegram style) to her grandmother or any other person that is important to the learner, for example: "Need money. Must buy sweets. Tuck shop Friday."

Chunk sentences into parts based on a complete idea.

Sentence type: Sort several descriptive sentences (the truck is red), action sentences (the boy is running), compound sentences (they grew corn and later they started to grow mealies), sentences with embedded phrases (the settlers, who had lived in the mountains, did not know how to survive when winter came).

#### **4.1.5 Activities for semantic cueing**

Studying a word in context can help learners to identify meaning without having to look up the meaning of all unknown words in the dictionary. Adams and Patterson (2008:14) suggest that educators teach learners the following types of context clues:

Contextual hints: words or phrases in sentences may give clues to the meaning of a word, for example: 'His lucid lectures, along with his clearly presented explanations, made it easy to take

notes.' The phrases 'clearly presented explanations' and 'easy to take notes' give clues to the meaning of the word 'lucid' (easy to understand/clear) (Adams and Patterson, 2008:14).

Signal words: The following words are signal words: But, however, nevertheless, while, despite, even though, in spite of, rather, yet, in contrast, although, instead.

Definition clues: Some sentences define the unknown word in the sentence itself, for example: 'Sue, serving as the chairperson, presided at the meeting.'

Cloze passages are effective to teach the learner to continue reading until the meaning of the word becomes clear from its context. The educator chooses a short passage from a magazine or newspaper. The first and last sentences are kept intact. The educator identifies the words that must be taken out of the text (e.g. every third, fifth, seventh word) and writes the words down on a separate piece of paper. The educator then blots out the identified words with correcting fluid, and let the learner write the word which he thinks should go into the spaces, and then compare his words with the list of the educator (Wessels & van den Berg, 2004:211-212). Jennings et al. (2006: 207) also recommend the use of cloze passages to focus learners' attention on using contextual clues when reading.

Jennings et al. (2006:207) emphasise that learning to recognise words is best done in the context of actual reading. Struggling readers often read a passage without realising they do not understand the text. Educators should teach learners to stop and reread text they do not understand. Thus activities that focus on the use of context clues should reinforce the idea that reading should make sense. To encourage learners to monitor for meaning, educators can teach learners the following strategy: While reading a passage, the educator make learners stop periodically and ask themselves four questions: Did what I just read make sense to me? Can I retell it in my own words? Are there any words I do not understand? Are any sentences confusing to me? Learners can remind themselves to consider these questions by making bookmarks that display these sentences. Educators can also place brightly coloured, removable dots in the margin at regular intervals throughout a reading as reminders for learners to stop and ask themselves these questions. Minskoff (2005:182) also suggests that educators teach learners to ask the '5 Ws and 1 H' question (who?, what?, where?, when?, why? and how?) to use as contextual clues to help them understand the detail of what they read.

According to Du Toit (1996:262-263) the following activities will help the learner to use semantic cues to prevent reading errors:

Identify the 'silly' sentence: Learners must identify one sentence that does not fit into the context of the story.

Cause and effect: Learner learns to use words like 'because', 'since', 'therefore', 'for that reason' and 'as a result' to write a story to indicate cause and effect.

Punctuation: The educator writes down a paragraph without punctuation and let the learners fill in the punctuation marks using the context as a guide, for example: "by now tony was the class

hero but he didn't seem very happy tony was having trouble with his pants they didn't seem to be staying up too well the elastic had broken and tony had to hold them up with both hands as he tried to run round the field".

Write a story together: The educator and learners write a story together by taking turns to write the sentences. The story must still have a logical course of events.

#### **4.1.6 Activities for vocabulary and sight word cueing**

Sight words are words that are often used by speakers of a particular language, are often found in a text, and are recognised instantly. Examples of sight words in the English language are: in, out, on, and, they, and to. When the young learner learns to recognise sight words his reading speed improves, and faster reading speed enhances comprehension of the text (Dednam, 2005:126). Sight words should be taught and learnt in the context of a sentence (Jennings et al., 2006:228), as this helps the learner to understand the words. If sight words are taught on their own the learner does not know how the words fit into the reading act. If sight words are written on flash cards and attached to objects in the home (for example "table" or "chair") a full sentence should also be given under the specific word (for example "the boy sits on the chair"). Reinforcement of sight vocabulary helps more skilled learners to identify difficult words in their textbooks (Jennings et al., 2006:228).

When teaching sight words special attention must be given to function words such as 'the', 'of' and 'to'. Firstly, many learners find function words difficult to recognise because they have abstract meanings and many of these words look alike, for example 'there', 'where' and 'were'. They also tend to have irregular sound-spelling relationships. Secondly, function words appear so frequently in text that learners who are unable to recognise them instantly will not be able to read fluently (Jennings et al., 2006: 228).

In order to effectively teach sight words, the educator should associate sight words, especially function words, with meaning. Learners can write phrases for words on their word cards, for example, to remember 'on' they may write the phrase 'on the table' on the word card. Pictures may also be cut out to help learners associate sight words with meaning, for example 'a can of Coke' (Jennings et al., 2006:228-229).

For learners to learn sight words, it must be practiced daily. Practice should include activities with single words and with reading connected text. Writing, reading, word games and other word-centred activities will provide the necessary exposure to the sight words (Jennings et al., 2006:229). Exceptions to the rules of phonics should be taught as sight words. Sight words are mainly learnt through repetition. Dednam (2005:140) agrees that repetition is the most effective approach when teaching sight words. On the strength of research done by Shanker and Ekwall, Dednam (2005:140) emphasises that sight words should always be taught in the context of a

sentence as this helps learners to identify high-frequency articles, prepositions and nouns on sight.

To motivate learners to practice sight words daily, records of their progress should be kept. Seeing and experiencing how they improve is a strong motivator for learners to engage in learning activities. The following are ways in which records of progress may be kept (Jennings et al., 2006:229):

Word bank: Cover a shoe box and mark 26 cards alphabetically to use as dividers. Sight words are written on cards and placed behind the relevant alphabet card. Make/mark a section in the shoe box to place those sight words that the learner already knows. The learner can refer to the word bank when he reviews words or when written work is being done.

Word 'flower': Display words on a 'word flower' – a circle with petals. Write a sight word in each petal. As the learners learn more sight words, add more petals with words to the flower. When the flower is complete, create a new flower.

Three piles: Write words on word cards and sort them into three piles: Sight words, words that need to be analysed, and unknown words. Set a goal for learners to get rid of the third pile of unknown words. Watching the third pile grow smaller (and eventually disappear) may motivate learners to practice the sight words daily as it provides visible proof of their progress.

Jennings et al. (2006:250-260) says that educators can enhance learners' vocabulary in three ways: Providing explicit instructional strategies for introducing and practicing words; by encouraging incidental vocabulary learning (for example, providing a notebook with an alphabetic index to learners to write down unknown words that the learners come across); and helping learners to figure out words independently (for example, by teaching learners dictionary skills). Introducing key words before reading helps learners read more effectively. To decide which words should be taught the educator can use the following guidelines: Select words that are necessary to learners' understanding of the passage; select words that learners are likely to encounter again; select words that will help learners learn other words, such as root words with many derivatives; and select words of interests to students. Jennings et al. (2006:252) commend the following activity for explicit vocabulary instruction:

Predict-o-gram: The educator explains to learners that a story grammar includes specific elements: Characters, a setting, events and a conclusion. By classifying words into story grammar categories before they read the story, learners become actively involved in learning meanings and predicting story content. The educator lists the new words in the story and then asks learners to predict whether each of these words will be used to either describe the setting, the characters, the actions or the ending. As they read, learners can see if these words are used in the way that they predicted. Wessels and Van den Berg (2004:218) also state that

background knowledge can be activated by teaching learners to predict or to anticipate what the writer is going to say. The educator and learners can look at the illustrations accompanying a passage and predict what the story will be about. The learner may also be given the first and last sentences of the text and asked to predict some of the events in the story.

Dednam (2005:141) indicates that learners' vocabulary can be improved by listening to stories and reports of actual events to which the learner can relate. Reading newspapers and magazine articles to learners will not only help to improve vocabulary but also general knowledge and language. Moreover, the classroom in which reading takes place should be a place of words and pictures. The educator can identify words from a story and illustrate the words with pictures. To expand learners' vocabulary and background knowledge the following activities are recommended by Wessels and Van den Berg (2004:242 & 268):

Vocabulary games: The educator and learner can play games such as the following: The educator says:

"This is a story about monsters. Imagine that you each have a monster and you must say what your monster does and eats". The refrain is: "I have a monster. What does my monster eat?" The first learner may answer "my monster eats apples", a second learner may answer "my monster eats apples and oranges and grapes", et cetera. A similar example is: "I have a garden; what grows in my garden?", to which learners may answer "in my garden there's roses and an apple tree and daisies", and so on.

Reading cards: The educator makes reading cards on interesting topics by selecting and cutting out short pieces from magazines and mounting them on cards. A learner takes a reading card and reads it silently or reads out loud to the educator or class.

With particular reference to ESL learners, Nel (2005:164-165) indicates that educators should explain the purpose of a text and the audience for which it is written to learners, for example a menu in a restaurant, as this helps learners to understand the text. Learners should also be exposed to a variety of text such as recipes, plays, poems, graphs and e-mail messages as these expand their knowledge of English text. Nel (2005:166) adds that, for ESL learners, books should have attractive illustrations, repetitive language and a predictable story structure. Nel also suggests (2005:165) that educators of ESL learners use the following activities to increase the learners' vocabulary in terms of knowledge of places, objects, situations and people:

Match pictures and instructions: Learners are given a set of pictures and a set of instructions accompanying them. The instructions are scrambled and the learners have to match the pictures and sentences.

Recipes: Learners are given lists of ingredients and lists of instructions and they have to match the right instructions to particular lists of ingredients.

Cartoons: Learners are given a cartoon. Pictures 1, 2 and 3 have dialogue written in the bubbles. The bubbles in the rest of the pictures are blank and the learners have to write their own dialogue.

Educators can also use the following strategies to help learners practice and expand sight vocabulary:

Flashcards: Nicholson (in Jennings et al., 2006:230) explains that short sessions of flashcard training prior to reading text, prepares learners for a positive reading experience. The educator chooses words from the text and explains the meaning of unknown words. Single-word flashcards or short-sentence flashcards may be used. Help learners to decode unfamiliar words. This gives the educator the opportunity to teach word recognition strategies for words that learners will actually come across in the text. After the flashcard session, the educator asks learners to predict the theme or events of the story, based on the words they have learned.

Collecting words: Sight words can be practiced by collecting words that follow certain patterns. The patterns can emphasise similar spelling, similar pronunciation or meaning. For example, words containing the same letter pattern, such as 'cat', 'rat', 'sat' and 'bat', et cetera, are grouped together. Learners can also collect words about a favourite topic, for example *tennis*: Ball, court, racket, net (Jennings et al., 2006:230).

Board games: Make a game board from cardboard. Write the sight words on word cards and place the cards on the board. The learner rolls the dice, picks up a word card from the pile and reads the word. If the learner reads the word correctly, he places the card at the bottom of the pack and moves the number of spaces indicated by the dice. Adding cards with sentences such as 'you did well in your spelling test, you may take another turn' will add interest to the game (Jennings et al., 2006:231-232).

Star words: The educator can use this approach to help a learner who finds some of the sight words particularly difficult to read. Print one word on a large star that has room for little silver stars. Use the word on the large star as the 'star word' of the day. Each time the learner reads the word correctly a silver star is placed on the big star (Jennings et al., 2006:233).

Winkler et al. (2001:88) indicate that learners who find it difficult to recognise words by sight always sound out words. Because of this they read slowly, forget what they have read and this complicates understanding of text. Paired reading can be used to help learners to learn sight words where learners read aloud together with the educator. The educator sets a slow but

comfortable pace. The advantage of this activity is that learners are forced to read more quickly from word to word while also hearing what they read.

Dednam (2005:140) advises educators to implement the following activities to practise sight words:

Attach sight words to objects: The educator writes sight words on cards and a writes a full sentence under the specific word. The educator or learner attaches the card to the relevant object, for example “pen” and “Jana writes with the pen”.

Word games: Use word and picture cards to play games like ‘snap’. When the player puts the card down, he must call out the word.

#### **4.1.7 Activities for comprehension**

It is important to develop comprehension skills and not only decoding skills. When too much emphasis is placed on decoding, the learner concentrates only on sounding the words. The learner then associates identification of words with successful reading. On the other hand it must be kept in mind that automatic decoding is essential for understanding. Automatic decoding enables the learner to read fluently at a reasonable speed. When the learner reads word for word, the meaning of the sentence is lost. The learner's eye span must be developed to enable the learner to read in "chunks" to further comprehension (Wessels & Van den Berg, 2004:200-201).

Comprehension may be described as the communication of thoughts and emotions between the writer and reader. This communication/understanding results from the reader's construction of meaning through integrating his prior knowledge with the information presented in the text (Bouwer, 2004:94). Manzo and Manzo (in Bouwer, 2004:94) distinguish between *reconstructive* reading (understanding the author's intended meaning) and *constructive* reading (personalising and building on the author's message).

Reading educators agree that comprehension is the essence and goal of the act of reading (Jennings et al., 2006:15; Ruddell, 2008:90; Minskoff, 2005:12). Jennings et al. (2006:15) explain that reading comprehension has many levels including drawing on background experiences (or schemata), literal comprehension, higher level comprehension and the ability to study and learn from text. Ruddell (2008:122-123) focuses on the following three levels of comprehension: Literal comprehension, interpretive comprehension and applied comprehension. Adams and Patterson (2008:1) identify literal, critical and affective comprehension as the three levels of comprehension.

For the purpose of this study the following comprehension activities will be described and implemented in terms of *literal* meaning, *inference*, *evaluation* (*critical* comprehension), and

*appreciation*. Jennings et al. (2006:15), as well as Adams and Patterson (2008:1), however, emphasise that these levels are strongly related and should not be seen as separate entities.

#### Literal comprehension:

Literal comprehension refers to the reader's understanding of the information stated directly in the text (Jennings et al., 2006:16). In the words of Ruddell (2008:122) literal comprehension is text explicit, which means that to answer literal questions, the reader must understand the ideas stated directly in the text. Adams and Patterson (2008:2) describe literal comprehension as the basic level of understanding that entails the ability to recognise words accurately; to identify main ideas and supporting details; to understand a sequence of events; to recognise cause-and-effect relationships; to interpret directions; and to understand organisational patterns used in various types of text. This level of comprehension provides the foundation for the development of evaluative and appreciative comprehension.

Regarding literal comprehension Jennings et al. (2006:269-270) state that texts are written according to a specific form, called a *story grammar*, and encompass different genres of literature including fantasy, realistic fiction, fables, mysteries, biographies and plays. Research by Shanahan and Shanahan (in Jennings et al., 2006:270) has shown that learners who use story grammar and analyse the different perspectives of the characters, improve their comprehension of a story. Jennings et al. (2006:270) note that a story grammar includes specific elements, namely characters, a setting, events and a conclusion. Learners' comprehension will be enhanced if they are able to identify important characters; identify the setting – time and place; recall the major events in proper sequence and separate important events from less important ones; identify the problem that the character/s had to solve; and explain how that problem was resolved.

The following activities will improve the learner's ability to understand the **literal meaning** of text:

Asking questions: Asking the learner questions about the text (questions should begin with words such as Who...? Where...? What...? in order to avoid "yes" and "no" answers (Dednam, 2005:141).

Commands and actions: Commands and actions may be used in the following ways: The educator writes a command on a piece of paper. The complexity of the command depends on the learners' level of cognitive development and language proficiency, for example: "Please stand up and put your left hand on your head" or: "Please stand up" or simply "Stand". The learners demonstrate their understanding through actions (Nel, 2005:160).

Match pictures and words: The educator cuts pictures from magazines and, on separate pieces of paper, writes sentences or a set of instructions to accompany them. The instructions are scrambled and the learner is given the set of pictures and sentences or instructions to match the pictures and instructions (adapted from Jennings et al., 2006:273-274).

Inference:

This form of higher-level comprehension requires the reader to draw inferences from text (Jennings et al., 2006:16). To perceive/identify author intent, or to understand relationships between text elements that are not stated directly, the reader must 'read between the lines'. Answers to interpretive questions require the reader to draw conclusions in response to information not stated in the text, such as unstated cause-effect relationships or comparisons, perception of nuance, and symbolic use of language and ideas (Ruddell, 2008:123).

The following activities will improve the learner's ability to **infer meaning** from indirect information that is not explicitly stated in the text:

Asking questions: Asking questions such as: "How do you think he felt when..."; "Why do you think they went inside the house"; "How do you think this could have happened?" (Dednam, 2005:141).

Riddles: Riddles can be found in books, magazines or the internet. The educator asks the learner to read the riddle and may give the learner some clues or key words to help find an answer (Wessels & Van den Berg, 2004:266).

Comparing story events and characters with reality: The educator and learner compare events and people in books with their own lives (Education Department of Western Australia, 2001:21 & 22).

Asking 'why' questions: The educator should occasionally ask some "why" questions about the story, for instance: "Why do you think the author put that bit in the story?" (Education Department of Western Australia, 2001:21 & 22).

Evaluation:

By evaluating the text the reader determines the correctness, usefulness, applicability and value of the information in the text. Adams and Patterson (2008:141) add that this level of comprehension entails distinguishing fact from opinion, being able to recognise the author's intent, but also his attitude or bias, and the ability to make critical judgements. To illustrate that an understanding beyond the literal level is necessary for thorough comprehension, Adams and Patterson (2008:141-142) use Jonathan Swift's book 'Gulliver's Travels' as an example. On the

literal level the story reads like a fairy-tale adventure story, but when read at a more critical level of understanding, the story is a bitter satire on mankind.

The following activities will improve the learner's ability to make **evaluations** on information stated in the text:

True or false?: Discuss with the learner whether the information given in the text is "true" or "false" and ask him why he thinks that the information is true or cannot be true (Dednam, 2005:141).

Evaluating suitability of television programmes: The educator uses a television time-table (to be found in television focused magazines, newspapers or periodicals) and looks at the programme guides with the learner. The educator asks the learner questions such as: "which programmes are suitable for learners?" or "Which programmes are suitable for senior citizens?" or "Which programmes have educational value?" (Adapted from Wessels & Van den Berg, 2004:269-270).

Rating and promoting a book: After the learner has read a book the educator asks him to rate the book, for example 5 points if the book is excellent, 4 = very good, 3 = fine, 2 = fair and 1 = disappointing. The educator can also ask the learner to create an advertisement, poster or mobile in order to "promote" the book (Wessels & Van den Berg, 2004: 277).

Comparing books and films: The educator and learner read books that have been made into films or videos/DVDs together and discuss the differences between the books and the film (Education Department of Western Australia, 2001:23).

Discussing books: Encourage the learner to talk about the books he has read and foster thoughtful criticism and comment (Education Department of Western Australia, 2001:24).

#### Appreciation:

Appreciation refers to the emotional involvement of the reader in the text. The text may evoke feelings of sadness, happiness or excitement. When reading the sentence: "My best friend gave me a red rose", it may evoke feelings of joy and nostalgia. Adams and Patterson (2008:281) indicate that affective comprehension is the reader's reaction to what he reads at the literal and critical levels of comprehension. It includes the reader's intellectual as well as emotional response to what he reads. It is the ultimate goal of reading to move from mastering basic reading skills to the world of facts, opinions, ideas and feelings and to use the learned skills to rebuild and reorganise own thoughts and beliefs.

Noting that the learner is primarily an emergent thinker, not an emergent reader and writer, Bouwer (2004:89) refers to research done by Whitehurst et al., who found that different types of questions asked during story time have a significant effect. Young learners who were asked open questions such as 'how do feel about Timmy pulling Sandy's hair?' increased their vocabulary considerably more than learners who were asked questions which elicited only yes/no responses to factual questions.

The following activities will make the learner aware of his emotional involvement in the text:

Discussing feelings about the story: Asking the learners if they enjoyed the story, which part they enjoyed most or found less interesting and why (Dednam, 2005:141).

Drawing faces: When reading a story the educator stops reading and repeats a sentence such as: "Mary has to stay in bed because she has a cold", or "Ann won the competition". He asks the learners to draw a face (either happy, sad or displeased) to depict how the sentence makes them feel or how they think the sentence makes the character in the story feel (Adapted from Dednam, 2005:141).

Key issues: Encourage and help the learners to write down key issues about a topic and discuss how these issues make them feel (Education Department of Western Australia, 2001:24).

Discussing beliefs: Discuss underlying beliefs which are evident in newspapers, books and television programmes with the learner (Education Department of Western Australia, 2001:24).

Role play: At any point in a story the educator can ask the learner to pretend to be a character from the story. The learner can then say what the character feels or thinks (Winkler et al., 2001:91-92).

Different approaches to teaching reading are discussed in the next section.

## **4.2 APPROACHES TO TEACHING READING**

The history of teaching reading tells us that there has been a continual search for the "right" approach for teaching reading. In the beginning of the 1800's reading was taught by using the phonic method. Emphasis was placed on the relationship between sounds and symbols. By the mid-1800's educators started using the 'look and say' method. Learners learned to read by memorising words as a unit without analysing words according to sound or meaning. During the period between the mid-1800's and the late 1800's focus was no longer placed on memorising words, but understanding of text was emphasised. By 1920 reading readiness was the focal

point and researchers linked reading readiness to the developmental stages of learners. Once again memorising and exercises to practise reading took centre stage (Joubert, Bester & Meyer, 2006:68-69). From 1940 to 1960 basal readers, based on the 'look and say' method, were in vogue (Sampson et al., 158-159; Joubert, Bester & Meyer, 2006:69). From 1960 to 1980 the views of Piaget and Vygotsky influenced the approaches to teaching reading. The target of reading instruction was decoding of words and mastering vocabulary in order to develop the ability to identify the main ideas of text. By 1980 reading was seen as a constructivist process, based on the quality of text, knowledge and attitudes that the learner brings to text, the context of the reading situation, the whole language approach and comprehension. Since 1990 phonics were once again emphasised (Joubert, Bester & Meyer, 2006:69).

Minskoff (2005:3-4) summarises the history of approaches to the teaching of reading by stating: "Periodically, the emphasis in the field of reading moves from a code-breaking or phonics approach to a meaning-based or literacy approach." This prompts the question: Where are we now? According to Rasinski and Padak (2004:91) current reading researchers and educators seem to agree that the different approaches to reading instruction are all important and need to be taught in an integrated manner with a balanced approach. Joubert, Bester and Meyer (2006:69) confirm this view that the present-day educator strives to implement the best practice, based on current research regarding the teaching of reading. This balanced approach includes the integration of comprehension, phonics and writing when teaching reading.

Research emphasises the importance of adequate reading instruction in the general education environment. Justice (2006:287) is of the opinion that the classroom environment is where the majority of learners can and should develop their reading abilities and where barriers to reading can be identified and supported most effectively. The quality of classroom reading instruction can be improved by providing protected time for literacy instruction, large as well as small group literacy instruction, and systematic attention to high-priority reading targets (Justice, 2006:287). To ensure quality reading instruction in the classroom environment attention needs to be given to the structure as well as the process of reading. Structure *inter alia* includes a core curriculum, for example the targets and types of activities for reading in the daily schedule. The process focuses on *how* instruction is given and has the most significant impact on the development of reading instruction, together with the quality of the educator-learner relationship as described in chapter 2. Components of process include the class educator's responsiveness to individual learner needs; the quality of the educator's relationship with the learners during reading instruction; the use of research-based strategies to teach reading; delivery of feedback during instruction to guide the reading process; integration of literacy activities throughout the entire classroom curriculum; and the use of a variety of learning formats by the class educator (Justice, 2006:287-288).

The United States National Reading Summit (in Zygouris-Coe, 2001:4) recommended that educators use a variety of instructional methods to provide support for learners with disabilities and English second language learners.

The various current approaches to the teaching of reading, as these are used in practice to varying degrees, will now be described in more detail.

**The alphabet method:** This method is based on the premise that learners will be able to read when they know and can say the names of the letters (symbols) of the alphabet, and how each letter is formed. Disadvantages of this method include the fact that it takes considerable time for learners to learn to read in this way and this is counter-motivational. Furthermore, it is a characteristic of many languages, including English and Afrikaans, that the *names* of the letters and their corresponding *sounds* are inconsistent, making it very difficult to learn to read via the alphabet method. The advantage of knowing the alphabet is that the decoding of new words only then becomes a possible or latent skill (Wessels & Van den Berg, 2004:230-231).

This method will therefore not be applied in the empirical research.

**The 'look-and-say' method:** Flashcards are used to teach reading. The learners look at the words on the flashcards and are expected to recognise and say the words instantly. Because learners master words using flashcards relatively quickly, they are premised to be able to read the sight words quickly which motivates them to keep on reading. This becomes easier as the learners' word recognition skills improve. This method is an application of the holistic or Gestalt learning theory (Wessels & Van den Berg, 2004:233). According to the Oxford Dictionary of Psychology (ODP, 2002:306) *Gestalt* is a perceptual structure that possesses qualities that are more than the sum of its parts and that cannot be described only in terms of its parts. Wessels and Van den Berg (2004:233) note that a holistic approach is followed in the 'look-and-say' method, based on the belief that people know the whole of an object before they know the details. In terms of learning to read, this means that words are first recognised by their shapes as a whole and not by the individual letters.

Basal readers, as one teaching of reading approach, is based on the look-and-say-method. According to Sampson et al. (2003: 145-146 & 173) basal reading programmes are the most commonly found framework for early reading instruction in the USA. The word 'basal' is derived from the word 'basic' and refers to the notion that basal reading programmes offered educators a basic approach to reading instruction. The reading programmes were developed to reflect the best knowledge that was available in teaching reading. Basal programmes of the 1940's to 1960's were based on the 'look-and-say' approach. Due to social changes in the USA during the 1960's and 1970's, and changing views on how learners should be taught to read, basal reading programmes changed their focus to reflect the changes in society. Basal programmes

moved away from a whole word approach toward a phonics approach. Linguistic basals, focussing learners' attention on the relationship between sound and print, were developed. The psycholinguistic approach, later known as the whole language approach to reading, prompted creators of basal reading programmes during the 1980's to 1990's to once again shift the emphasis of the basals. The focus was now on the reading of authentic and previously published stories. Critics of the whole language approach were concerned about the lack of direct instruction of learners. The result is that, in current basal reading programmes, emphasis is placed on a definite direct and systematic approach to teaching word recognition, as well as on high quality literature (Sampson et al., 2003:158-164). In basal programmes reading skills are organised in grade levels, for instance decoding skills are introduced before vocabulary skills. The lesson format is organised around pre-reading, guided reading and post-reading response to text.

The disadvantages of the 'look-and-say' method include that reading a word in isolation does not develop the reader's ability to read semantic units, and recognising words by their shape does not develop the reader's ability to decode unknown words (Wessels & Van den Berg, 2004:233).

This method will therefore not be used in this research.

**Phonics or analytical phonics:** This method is based on sound-symbol or graphophonic associations. Learners are taught to read by learning a set of phonic generalisations and patterns, for example *-tch* (snatch) and *kn-* (knife) (Sampson et al., 2003:159). The following are taught: The phonemes of individual letters and letter clusters, the decoding of difficult or unfamiliar words through sounding out (articulating, vocalising) the letters in a word and then blending the sounds to recognise the word as a whole (Wessels & Van den Berg, 2004:232).

Although this method teaches the learner the essential skill of word decoding or word 'attack', it cannot be applied in all reading instances (Wessels & Van den Berg, 2004:232). In many cases the spelling does not represent pronunciation, for example, there are six different pronunciations of the spelling of *ough*: [plough], [though], [thought], [through], [tough] and [trough]. On the other hand, although the middle sound, the diphthong [ei], of the following words is the same, their spelling differs: wait, great and weight (Chalker, 1993:272).

Phonics will be taught in this research because it has been indicated in the literature as a necessary skill to be taught.

**The language experience approach:** According to Wachowiak and Clements (2001:197) learners learn to encode meaning into words through representations and construct or encode meaning by formulating their own representations. These representations may be verbal,

written, diagrammatic or pictorial. The language experience approach is based on this focusing on encoding skills. The learner enunciates his own representations (as he understands the world) in written code (Nel, 2005:164).

Different procedures to put this approach into practice are suggested by different authors. Jennings et al. (2001:177) suggest that the educator and learners brainstorm ideas for a story. The learners then dictate sentences and the educator writes them down. The educator reads each word aloud as she writes it. The educator then rereads each whole sentence, pointing to each word as she reads it. Learners reread each sentence with the educator. The educator and learners then reread the entire story. Writing and reading are followed by language activities, for example, learners choose any three of the words, illustrate the words and write captions for their illustrations. Donald et al. (2002:213) describe this procedure in the sense that learners first talk about something meaningful in their lives. The educator and learners then decide what the main ideas are. The educator writes these down in simple, clear and direct sentences. The learners copy the sentences to make their own 'books'. More experienced readers can create their own stories. Learners illustrate their sentences. Learners can reread their own books.

The advantage of this approach is that the learner knows and understands the meaning of the words and the story. Much emphasis is placed on word recognition and developing sight vocabulary. This method enhances fluent reading and can be helpful when a learner uses decoding excessively when reading (Nel, 2005:164; Wessels & Van den Berg, 2004:233). Donald et al. (2002:213) point out that this approach is particularly useful to develop the spoken, read and written language of learners who dropped out and re-entered school. These learners must often still learn the basic skills, but their life experiences and interests are more advanced than those of Foundation Phase learners. Using this approach, the educator can utilise the life experiences and topics that interest older learners to motivate and teach basic reading skills.

The disadvantage, on the other hand, is that readers' ability to decode unknown words is not developed. A prerequisite for using this approach is that the learner needs to have an already good command of the language in which he is learning to read (Wessels & Van den Berg, 2004:233).

The approach is not used in this research, but 'what', 'who', 'when', 'where' and 'how' questions will, inter alia, be used to create a story in the empirical part of the research.

**Teaching linguistic dimensions:** The different linguistic dimensions of language were described above in paragraph 3.3 in terms of phonology, morphology, syntax, semantics and pragmatics.

In the present study in this research the learners will be instructed about these linguistic dimensions in terms of the phonemic, morphemic, syntactic and semantic dimensions, which can be applied as linguistic cues in understanding the structure of language to foster reading, decoding and comprehension skills.

**The whole language approach:** Advocates of the Whole Language approach hypothesise that reading and writing are acquired through reading and writing for real purposes, and not through exercises that are designed only for practising reading and writing. All the various language components work together and are acquired through exposure to real texts. The text must be relevant, interesting and meaningful to the learner (Wessels & Van den Berg, 2004: 285).

Sampson et al. (2003:162-163) explain that the whole language approach is based on psycholinguistics, the science of how the mind processes language systems. The psycholinguists noted that information to assist in decoding words can be found in the syntactic and semantic dimensions that are part of any language. The key to the psycholinguistic approach to reading is the idea of prediction based on the reader's knowledge of these language dimensions. Readers often use semantic and syntactic cues in authentic text to predict words. For example, when reading a story about a farm, readers will know, on the strength of their semantic knowledge, that they will most probably encounter words such as 'cattle' or 'sheep' and unlikely to encounter words such as 'leopards' or 'lions'. This approach advocated that readers need to read high quality authentic literature and not basal readers' text such as 'the fat cat sat on the mat', which were 'engineered' with the purpose to teach decoding skills.

A disadvantage of this approach is that the stories in authentic text are difficult for many learners to read, especially learners who did not have a rich literacy background that exposed them to good children's literature (Sampson et al., 2003:163-164). Krashen (2006) also indicates that a crucial factor in literacy development is the availability of interesting and comprehensive reading material. He (Krashen) notes that, in Australia, the groups that lag behind in reading are those that have the least access to print; indigenous students and those living in very remote areas. The same situation prevails in South Africa.

Critics of the whole language approach (Goral, 2001; Chapman, Tunmer & Prochnow, 2001:141-145) indicate that learners who struggle with reading do not benefit from whole language instruction but need more code-specific instruction such as phonics and graphophonic relations.

This approach is therefore not used in this research, although authentic story books for children are implemented and not texts created only for phonics teaching, with sentences like 'The fat cat sat on the mat'.

**The neurological impress method (NIM):** This approach to reading involves the educator and one learner reading together. According to Heckelman (in Jennings et al., 2006:221) readers learn by emulating the fluent reading model of the educator. The following procedure should be followed: The learner and educator read together orally. Reading material should not be too difficult, preferably on the learner's independent level or text that has been read before. The educator explains to the learner that the aim of the activity is to read fluently and that the learner should not be too concerned about accuracy. At first, the educator reads slightly louder and faster. As the learner gains fluency and confidence, the educator begins to read more softly and may even give the learner the opportunity to take the lead. If the learner encounters difficulty, the educator should help the learner out. When beginning the procedure, the educator should follow the text with his finger at the pace of his reading. As the learner gains confidence, he can assume the responsibility for pointing to the words.

This approach is not used in this research.

**The balanced approach:** Rasinski and Padak (2004:91) note the following as the 'opposing' approaches which were mostly used for teaching reading in the past: Either whole language *or* phonics, literate-based *or* skills-based instruction; comprehension-oriented *or* word-based instruction. The whole language, literate-based and comprehension-oriented approaches can be sorted under the so-called 'top-down' approach, and the phonics-, skills- or word-based approaches under the so-called 'bottom-up' approach. Dednam (2005:140) describes the balanced approach in terms of the interactive approach, and notes that, because of the limited success of the top-down and bottom-up approaches on their own, the balanced or interactive approach has become popular. According to Rasinski and Padak (2004:91) reading educators and researchers seem to have concluded that both of the top-down and bottom-up approaches are important and should be integrated into the 'balanced' approach for teaching reading.

Manzo et al. (2004: 200), however, warn that "a balanced reading program cannot simply be a marriage of whole language and phonics", but that a balanced reading approach should instead display the following "significant characteristics" (2004: 201):

1. Systematic and ongoing classroom-based assessment;
2. Whole-to-part, concept-based instructional design;
3. Plentiful and varied reading materials;
4. Direct, whole-class instruction in grade-appropriate strategies and skills for comprehension, meaning vocabulary, sight words/fluency, and phonics; and
5. Frequent opportunities for strategy instructions with peers.

Spiegel (in Jennings et al., 2006:153; in Fitzgerald, 1999:101) concurs with this statement by defining the balanced approach as a decision-making approach through which the teacher

makes thoughtful choices each day about the best way to help each child become a better reader and writer. Key components of the integrated balanced approach, according to Spiegel, are word identification, deriving meaning from reading, and clearly writing meaningful ideas.

Rasinski and Padak (2004:92) also emphasise that a balanced approach is more than the simple conglomeration of different approaches to reading instruction and more than teaching learners everything that has been demonstrated to work. A truly balanced approach needs to be a unified system, where one element influences other parts of the reading curriculum. But Minskoff (2005:2) is of the opinion that, even if all categories or elements of reading are included and meaningfully integrated, it still does not constitute a comprehensive reading approach. She asserts that reading is a complex skill that does not develop in isolation. Mastery of reading is linked with the development of language and cognitive skills. Therefore, according to Minskoff (2005:2), a truly comprehensive balanced approach to reading should be an integrated plan for teaching reading, language and cognition together.

Fitzgerald (1999:100 & 102) suggests that 'balance' is a philosophical perspective about what kinds of reading knowledge (top-down or bottom-up) learners should develop and how this sort of knowledge can be attained. There is no single 'correct' balanced approach to teaching reading; there are many different manifestations of balanced reading approaches (Fitzgerald, 1999:102). Although reading programmes based on the balanced approach appear in different visible forms, educators and researchers emphasise three broad categories of learners' knowledge about reading as being equally important, according to Fitzgerald (1999:102). These categories are: *Local knowledge* about reading, which includes areas such as phonological awareness, sight words, knowledge of sound-symbol relationships, knowledge of basic orthographic patterns, word meanings, and a variety of word identification strategies, for example how to use phonics and semantic cues to identify words; *global knowledge* about reading which includes areas such as understanding, interpretation and response to reading, strategies for enabling understanding, and an awareness of strategic use; and *affective knowledge* about reading which includes (positive) feelings, attitude and motivation towards reading. All these categories culminate in a desire to read.

Fitzgerald (1999:102) also notes that these kinds of knowledge should not be seen as separate but rather as interconnected in many ways. For example, helping struggling readers to improve in reading (local and global knowledge) fosters affective knowledge (Jennings et al., 2006:154). Rasinski and Padak (2004:95) confirm the importance of including affective knowledge in a comprehensive reading approach. Firstly educators must guide learners to realise that reading is more than a set of skills to be learned in order to make it through school or earn a living. Learners who learn and experience that reading is a way to enrich one's life and a way to appreciate the more aesthetic aspects of life, will become lifelong readers. Secondly it is part of

human nature if we have a choice to choose to do what we enjoy and avoid what we don't like to do. Learners who like to read will read and develop as readers. Therefore a balanced approach must include activities to help develop in learners a love and appreciation for reading (compare paragraph 4.1.1. motivation to read).

The bottom line, according to Fitzgerald (1999:102), is that in a balanced perspective these three broad categories are equally important. But, learners develop reading skills in phases and different kinds of knowledge about reading are critical at different phases of development. For example, during the pre-reading phase, phonological awareness is critically important; during the initial reading phase the focus is on the development of word recognition strategies; and from Grade 4 onwards reading to learn becomes important. This implies that, although local, global and affective knowledge all are important at every phase, different amounts of instructional time should be devoted to different components of reading during the different developmental phases of learning to read (Fitzgerald, 1999:104-105; Rasinski & Padak, 2004:92).

Within the framework of a balanced approach an educator will also adapt actual instruction of reading skills according to the learning needs of specific learners. Special activities may be used to support those learners who experience barriers to reading to master certain reading skills. In the words of Fitzgerald (1999:05) "balanced approaches can take on different faces at different grade levels...balance does not mean 'one size fits all'". This is also applicable when referring to different learners in the same classroom. Rasinski and Padak (2004:92) agree by indicating that a balanced approach must provide differentiated instruction for the different needs of learners.

The educator should place value on and consider multiple ways of learning and diverse instructional techniques and settings. Keeping this in mind, educators should include aspects such as effective multiple knowledge sources, e.g. the teacher himself, parents, other learners, books, television and the internet. In a balanced approach provision must also be made for multiple ways of learning through which learners can attain the varied sorts of knowledge about reading. This may include discussion groups, educator-directed explicit questioning, or explicit educator modelling (Fitzgerald, 1999: 102).

Fitzgerald (1999:103-104) advises that, to implement the balanced approach in the classroom, the educator should focus on three general principles. These principles guide decisions about a balanced reading programme. Firstly, the educator should set the goals of the reading programme. The list of goals should focus on how the educator plans to address local, global and affective knowledge. Secondly, different instructional methods, for example learner initiated learning or modelling of learning content, should be considered so that optimal learning can take place. Thirdly, the kind of reading material that is to be used should be considered. The

kind of reading material will be determined by the knowledge goals. For example, if the knowledge goal is word identification, reading books with predictable events and repetitive patterns will be best. If the knowledge goal is to enhance motivation to read, interesting books or magazines will better serve the purpose (Fitzgerald, 1999:104).

A balanced approach should also include all types of text – narrative, poetry and informational. In a balanced programme opportunities should be created for learners to read (and write) newspapers, magazines, personal journals, learning logs, scripts, dialogue journals, personal letters, business letters, greeting cards, charts, tables, figures, electronic texts and maps (Rasinski & Padak, 2004:95). Regarding the effectiveness of the balanced approach, Rasinski and Padak (2004) refer to “balanced approaches” in the plural (2004:92), and state that these approaches may indeed offer a form of reading instruction that produces effective literacy instruction.

In the Revised National Curriculum Statement the Department of Education (2002:22) declares that in the curriculum a ‘balanced approach’ to literacy development should be used. The Department explains that the approach as recommended is balanced because it begins with children’s emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics. They state that “these are the things learners need to know and to do in order to learn to read and write successfully” (DoE, 2002:22.) A balanced approach in the RNCS therefore emphasises the teaching of emergent literacy skills, phonics instruction, encouraging and giving learners the opportunity to read books and engage in writing activities such as writing letters.

**A balanced approach will, therefore, be implemented in the empirical part of the research,** as being considered to be best applicable to achieve the aims of reading instruction in this research and in correspondence with research as indicated above.

#### **4.3 CONCLUSION**

The above reading activities can be used at random as deemed by the educator to be applicable to either the individual learner or the whole class. In this research the analytical phonics approach and the linguistic approach to teaching reading has been mostly applied, with single elements of the language experience approach (‘who’, ‘what’ and ‘where’ questions) and whole language approach (authentic story books). This implies that a ‘balanced approach’ to teaching reading has been used in this research, as considered to be best applicable to achieve the aims of this research, and in correspondence with research as indicated above. Rasinski and Padak (2004:92) indicate that instructional programmes that combine aspects from more than one theoretical or conceptual framework have been found to result in positive learning outcomes.

In the next chapter a 'balanced' concept for the development of reading support strategies is described, with activities selected from the previous three chapters on the literature of reading development, reading support activities, as well as relationship-focused activities, respectively. The concept will indicate how educational relationship-focused activities can be integrated with reading support activities to shape the support strategies. As described in chapter one, *strategies* encompass the integration of the relationship and reading *activities*.

## CHAPTER 5

### THE EDUCATIONAL RELATIONSHIP-FOCUSSED READING SUPPORT STRATEGIES

#### 5.1 INTRODUCTION

The educational relationship-focussed reading support strategies for the support of learners in their reading development are described in this chapter, based on the literature results regarding the most basic developmental reading skills that need to be supported, as well as the most effective reading support activities for each of these developmental reading skills.

To recapitulate it is pointed out as described in chapter 1 in the terminology that, for the purpose of this research, the terms 'strategy' and 'activities' are interpreted as follows: The term 'strategies' serves to indicate the specific reading skills that will be taught *concomitantly* in the ten sessions with the relationship aspects. 'Strategy', therefore, serves as the *overarching* term for the integrated reading and relationship 'activities'. The reading skills themselves will be taught as reading 'activities' and the educational relationship skills as relationship 'activities'.

The aim of this chapter is to indicate *in concept* how the relationship-focussed *activities* and the reading support *activities* will be integrated (to shape the educational relationship-focussed reading support *strategies*) in the *practical implementation* of the activities in each of the sessions described. This concept is based on the literature study for this research, firstly on everyday regular educational relationships as described in chapter 2, which encompass the emotional, cognitive and normative interaction between educators and learners in terms of learners' feelings, knowledge, and attitudes. Secondly the literature study focussed on seven basic or essential developmental reading skills namely phonemic or graphophonic cueing, morphemic cueing, syntactic cueing, semantic cueing, decoding, vocabulary and sight word recognition and comprehension, as described in chapter 3. The final part of the literature study was on appropriate supportive reading activities for each of the reading skills, as described in chapter 4.

Next, the integrated structure of the educational relationship activities and the reading support activities during sessions are described.

#### 5.2 THE STRUCTURING OF THE ACTIVITIES INTO 10 SESSIONS

The seven basic reading skills indicated above resulted in structuring the implementation of the activities into 10 sessions. This commenced with one session on motivation. The following nine sessions were arranged from the most basic reading skills (phonemic awareness) to the more

advanced skills (comprehension), with two sessions devoted to each of phonemic awareness and comprehension respectively.

The structuring of each of the 10 reading support sessions was determined by specific goals for each session aimed at achieving the desired outcomes (reading skills) of the support strategies. A goal is the purpose, effect or end point that the researcher is attempting to achieve, in other words, *what* the researcher is hoping to realise in each session by structuring and implementing the strategies (Gall, Gall & Borg, 2007:563; Fouché & De Vos, 2005:104). The following general goals for all 10 sessions were determined for the support strategies:

- To provide reading support for all learners, not only those who experience barriers to reading, through regular everyday educational relationship activities.
- To provide reading support activities that will
  - be stimulating;
  - be written in uncomplicated, comprehensible language;
  - be rich in visual stimuli, such as pictures, objects and words written on cards or posters;
  - be easy to follow;
  - be economical to use in terms of time and money;
  - be easy to implement in the classroom or at home;
  - be suitable to be used by educators to support individual learners or groups;
  - be learner-centred and activity-based; and
  - that will ensure that all the learners are aware of what is expected of them prior to attempting a task in terms of the set criteria for the task.
- To present the support strategies in an authentic classroom, and in the following format, to realise the above-mentioned general goal:
  - **Demonstrate everyday relationship** activities which aim to improve the educator-learner relationship in terms of activities related to feelings, knowledge and attitudes, as described in chapter 2.
  - **Demonstrate reading** activities which aim to enhance, improve and develop learners' reading skills in terms of the seven basic reading skills, as described in chapter 3 and above.

The first session (pre-reading) evolved around activities to cultivate motivation to want to read. From session two onwards the reading skills each received attention. Phonemic cueing was performed over two sessions – sessions 2 and 3 – to give learners ample time to master the activities and understand the role of phonemic cueing. Sessions 4 to 6 were about morphemic, syntactic and semantic cues respectively; session 7 about decoding by way of a combination of these three linguistic cues; and session 8 was about vocabulary and sight words.

Comprehension activities were also performed over two sessions – sessions 9 and 10 – to let learners thoroughly understand the role of the various aspects of comprehension in reading.

It needs to be indicated at this point that the school where the research took place, is a private school (see chapter 6 for the rationale for the selection of this school and the description of the context of the school). The composition of the classes in this school is as follows: The Grade 1 class has five learners; the Grade 2/3 (combination) class has eight learners; the Grade 4/5 class (combination) has ten learners; and the Grade 6/7 class (combination) has six learners. Thus there are four Grade (class) groups. Activities for the respective classes were therefore designed in such a way that it would be suitable for each combined class with its combined age groups.

To keep the class and research situations as authentic as possible the activities were taught in the combined classes, similar to how these classes are usually taught in the regular school day. The results of the activities will therefore also be described in chapter 7 as they were taught to the combined classes and age groups.

The implementation of the 10 sessions took place during 2007. The results of the implementation of the relationship and reading support strategies will be described in chapter 7.

The timetable to present the 10 sessions to the four Grade groups identified earlier was drawn up as follows:

**Table 5.1: Timetable of the 10 sessions**

Session	1	2	3	4	5	6	7	8	9	10
Day	W	F	M	W	F	M	W	F	M	W
7:30	1	2/3	4/5	6/7	1	2/3	4/5	6/7	1	2/3
8:30	2/3	4/5	6/7	1	2/3	4/5	6/7	1	2/3	4/5
9:30	B	R	E	A	K	T	I	M	E	
10:00	4/5	6/7	1	2/3	4/5	6/7	1	2/3	4/5	6/7
11:00	6/7	1	2/3	4/5	6/7	1	2/3	4/5	6/7	1
11:30	B	R	E	A	K	T	I	M	E	
12:00	6/7	1	2/3	4/5	6/7	1	2/3	4/5	6/7	1
12:30	END	OF	S	E	S	S	I	O	N	S

(M = MONDAY, W = WEDNESDAY, F = FRIDAY; numbers refer to the Grades)

### 5.3 THE STRUCTURE OF EACH OF THE 10 SESSIONS

To reach the goals of each of the support activities within the 10 sessions, the researcher identified the reading aims, with their applicable relationship aims, for each of the 10 sessions. In order to successfully fulfil the aims that were set, reading activities and relationship activities were, moreover, identified for each Grade group within each of the 10 sessions. The reading and relationship **aims** provided the basis for precise planning of the instructional reading **activities** and instructional materials in the 10 sessions. The reading and relationship **aims** for each session are described in table format, and then the reading and relationship **activities** for each session are described in text format. First the aims for each session are described, and then the applicable reading and relationship activities.

#### SESSION 1: MOTIVATION TO READ

**Table 5.2: Reading and relationship aims for motivation to read**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<p>To have the learner realise that</p> <ul style="list-style-type: none"> <li>➤ the ability to read enables one to find information about subjects of interest, for example cars or animals;</li> <li>➤ books and the ability to read help us to study, to learn skills and earn money when we grow up; and</li> <li>➤ to read books or magazines is relaxing and enjoyable.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel eager to read.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should help the learner experience a gap in his/her knowledge, which will lead the learner to realise that he/she will have to read for specific information.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ The educator should help the learner realise the necessity of reading for his/her development and learning, and thereby develop a positive attitude towards reading. (The reading aims in the left column also have to do with the values or attitudes the learner has to acquire regarding reading).</li> </ul>

#### **Reading and relationship activities for motivation:**

##### **Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.1.

## Relationship activities

### **Feelings:**

Educators should tell the learner that they admire his reading and enjoy listening to him when he reads.

- The educator does not interrupt the learner while he is reading.
- The educator gives the learner different choices regarding appropriate reading activities and respects his wishes in this regard.

### **Knowledge:**

- The educator asks the learner for feedback regarding specific reading activities and encourages the learner to talk to the educator about his reading.
- The educator expects the learner to participate in reading and reading activities according to the learner's ability, and makes reasonable demands.
- The educator pays attention to the learner while he is reading.

### **Attitudes:**

- The educator makes demands on the learner expecting that the learner will read and participate in reading activities according to the learner's ability, but the educator also nurtures the learner by encouraging and praising his reading achievements.
- Noticing when the learner reads or do a reading activity without being told and letting the learner know that the educator noticed, for instance saying the following: "I appreciate/am proud of you when you do your reading without being told."
- When the learner failed/neglected to do reading homework, the educator should judge or punish the learner only after talking to the learner regarding his reason for the behaviour.

**Note:** These respective relationship activities (feelings, knowledge and attitudes) must be performed *simultaneously with* the reading activities.

## **SESSIONS 2 AND 3: GRAPHOPHONIC OR PHONEMIC CUES FOR READING**

**Table 5.3: Reading and relationship aims for using graphophonic cues**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"><li>➤ To make the learner aware of the relations (differences) that exist between the graphemes and the phonemes of the spoken language.</li><li>➤ To enhance the learner's ability to distinguish speech sounds.</li></ul>	Feelings: <ul style="list-style-type: none"><li>➤ The educator should make the learner feel confident about his ability to distinguish speech sounds and use graphophonic cues to help him with the decoding of text.</li></ul> Knowledge:

<ul style="list-style-type: none"> <li>➤ To guide the learner to use graphophonic cues to help him with the decoding of text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the relations that exist between the graphemes and the phonemes of the spoken language and to realise that the use of graphophonic cues can help him with the decoding of text.</li> <li>➤ To explain to the learner the difference between speech sounds that he is struggling with, concentrating on the sound differences and not on the learner's struggle with the differences, for example b/d or was/saw.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner there is nothing wrong with making sounding errors, as one learns the grapheme/phoneme relation through it.</li> </ul>
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**Reading and relationship activities for using graphophonic cues:**

**Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.2.

**Relationship activities**

**Feelings:**

- The educator compliments the learner for his effort with the reading activities by saying: "I am really proud of the way you did this and learnt the difference between the b/d sounds."
- The educator talks to the learner about his feelings regarding a reading activity, by asking: "It seems to me that you are unsure about this activity. Do you want to talk about it?"
- The educator assures the learner through verbal communication that he is precious in the educator's eyes by saying: "You know that I'm here to support and help you if you need my assistance."

**Knowledge:**

- The educator assists the learner to have insight into his own knowledge by saying:
  - "Now you know the 's' sound!", or:
  - "Yes, I can see you understand the 'u' in 'tube', 'use' and 'accuse'", or:
  - "Yes, after this activity it is clear to you that all words consist of at least one vowel and one or more consonants."

**Attitudes:**

- The educator assures the learner of the necessity and meaning of the reading activities by saying:
  - “You see, if you know the different sounds of English, it will help you to read,” or:
  - “Knowing the difference between ‘b’ and ‘d’ will help you to read more accurately,” or:
  - “Now that you can identify the vowel sounds, you will be able to identify more words.”

**SESSION 4 MORPHEMIC CUES FOR READING**

**Table 5.4: Reading and relationship aims for using morphemic cues**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"><li>➤ To draw the learner's attention to the form and structure of words in a language.</li><li>➤ To focus on the letter structure in words.</li></ul>	<p>Feelings:</p> <ul style="list-style-type: none"><li>➤ The educator should make the learner feel confident about his ability to understand the form and structure of words of the English language to assist him with the decoding and comprehension of text.</li></ul> <p>Knowledge:</p> <ul style="list-style-type: none"><li>➤ The educator should guide the learner to be aware of the form and structure of words and to realise that knowledge of form and structure of words can help him with the decoding and comprehension of text.</li><li>➤ To explain to the learner the form and structure of words, concentrating on the form and structure of words and not on the learner's struggle with the form and structure of words.</li></ul> <p>Attitudes:</p> <ul style="list-style-type: none"><li>➤ To explain and model to the learner that it is all right to make errors as one learns<ul style="list-style-type: none"><li>○ to divide words into syllables;</li><li>○ compound words; and</li><li>○ to add a suffix to a word in the process.</li></ul></li></ul>

**Reading and relationship activities for using morphemic cues:**

**Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.3.

## **Relationship activities**

### **Feelings:**

- The educator encourages the learner by giving less importance to the learner's mistakes and more importance to his strengths by telling the learner the following: "Even though we still have to practice dividing the words into syllables, you are really successful with the dividing of compound words."
- The educator encourages the learner's ability to do reading activities independently by giving the learner compound words to divide without the support of the educator, and gives the learner the opportunity to do self-evaluation by comparing his answers with the correct ones.
- The educator makes the learner feel eager to use morphological cues when reading by praising the learner for doing so and by never comparing the learner's reading or ability to do reading activities with any other individual.

### **Knowledge:**

- The educator should focus the learner's attention on the form and structure of words by, for instance, saying: "We call words like lifeboat and flagpole 'compound words' because if we divide these words, the separate sections still have meaning on their own. Please look for parts of the words 'lifeboat' and 'flagpole' that still have meaning if we 'cut' them off. Yes, life / boat and flag / pole are correct!"
- The educator models reasoning skills by saying the following out loud: "If I have the following suffixes: 'ing', 'al' and 'ned' and I must find the correct suffix for the word 'music', then 'musing' and 'musined' won't work, so it must be 'musical' because that makes sense."

### **Attitudes:**

- The educator places value on the emotional needs of the learner by encouraging the learner to look at reading errors regarding form and structure of words as ways to learn and not as failures.
- The educator does not criticise or punish the learner if he struggles to do reading activities such as *dividing words with three syllables into syllables*, but the educator rather focuses on giving the learner reading activities such as *dividing words with two syllables into syllables* and reassures the learner by saying: "Yes, dividing words into syllables helps you to decode text and read fluently, and now that you can divide two-syllable words, we are going to try to divide three-syllable words."

## SESSION 5 SYNTACTIC CUES FOR READING

**Table 5.5: Reading and relationship aims for using syntactic cues**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"> <li>➤ To make the learner aware of the interrelationship among words and among sentences.</li> <li>➤ To make the learner aware of word order, in other words, the position of words in sentences.</li> <li>➤ To improve the learner's ability to anticipate the content of text which will enable the reader to know what part of speech might be used next in a sentence.</li> <li>➤ To improve the learner's ability to monitor his own understanding of syntactic cues and, when he makes a mistake, to backtrack to the specific error and to correct the syntactic error.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident and enthusiastic about using syntactic cues to help him with the decoding of text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the interrelationship among words and among sentences, as well as to make the learner aware of word order and to realise that the use of syntactic cues can help him with the decoding of text.</li> <li>➤ To explain to the learner the interrelationship among words and among sentences, as well as focussing on word order, concentrating on words, sentences and word order and not on the learner's struggling with placing words in the correct order.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to place words in the incorrect order as one learns the interrelationship among words and among sentences, as well as correct word order, when this takes place.</li> </ul>

### **Reading and relationship activities for using syntactic cues:**

#### **Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.4.

#### **Relationship activities**

##### **Feelings:**

- When the learner is struggling to understand word order in a sentence the educator, taking care not to embarrass, insult or humiliate the learner, asks the learner to correct a sentence with the correct word order, by e.g. saying: "I can see you tried really hard to put these words in the jumbled sentence in the correct order, but these two words are still in the wrong places. Try again to find their correct places."

- The educator talks to the learner about his feelings regarding a reading activity by commenting: “It seems to me that you are unsure about writing messages in telegram style. Let us do two examples together then you can try two on your own.”
- The educator assures the learner through verbal communication that he (the educator) will have patience in helping the learner by e.g. saying: “You know that I’m here to support and help you with as many expansions on this basic sentence as needed until you understand how to do it.”

**Knowledge:**

- The educator assists the learner to have insight into his own knowledge by saying:
  - “Yes, the most important thing to remember is that words in a sentence follow each other in a specific order, for example: ‘John kicks the ball’ is: naming word + doing word + naming word. This helps you to understand the sentence,” or:
  - “Tell me why you think that your grandmother understands the very short message you sent her, namely: ‘Raining. No tennis. Come early’, even though it is not full sentences?”, or:
  - “Yes, after this activity it is clear to you that word order helps one to know what part of speech might be used next in a sentence.”

**Attitudes:**

- The educator assures the learner of the necessity and meaning of the reading activities by saying:
  - “You see, if you know the placement of words in sentences, it will help you to read,” or:
  - “Knowledge of the arrangement of words in a sentence will help you to correct your own reading and to read more accurately.”
  - The educator encourages communication by stating: “If it is unclear to you why a word is in a specific place in the sentence, please discuss this with me.”

**SESSION 6 SEMANTIC CUES FOR READING**

**Table 5.6: Reading and relationship aims for using semantic cues**

<u><b>AIMS</b></u>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To make the learner attentive to focus on reading for meaning.</li> <li>➤ To increase the learner's knowledge of concepts as it is the experiencing of the world around him that establishes meaning for the reader.</li> <li>➤ To emphasise that the learner must monitor his reading as the reader wants the text to make sense.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner interested in focusing on reading for meaning and by increasing the learner's knowledge of concepts, thus instilling confidence in the learner that he possesses the ability to understand the text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the meaning of words and sentences.</li> <li>➤ To explain to the learner the meaning of concepts which are unfamiliar to the learner.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that, because of the complexity of language, nobody knows all the concepts that are part of a language and it is in order to enquire about the meaning of an unknown concept as this helps to monitor one's own reading.</li> </ul>

**Reading and relationship activities for using semantic cues:**

**Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.5.

**Relationship activities**

**Feelings:**

- The educator believes that the learner aspires to reaching his full potential and makes this belief known by declaring, for example: "I know that you want to learn even more new concepts so that you can understand the story even better."
- The educator encourages reading for meaning by saying: "Don't be scared to find out the meaning of unknown concepts."
- The educator is sensitive to the learner's frame of mind and confirms the learner's feelings by saying: "I know that you feel disheartened because of all the difficult and unknown words in the text, but I'm here to support and help you."

**Knowledge:**

- The educator assists the learner to have insight into his own knowledge by saying:
  - “Do you agree with me that your knowledge and understanding of the context of the story, helped you to fill in the correct words in the empty spaces?”, or:
  - “Yes, now you can write your own story by using words such as ‘because’, ‘since and ‘for that reason’, as these words are used to tell the reader of the story what is the cause and effect of things that happen.”, or:
  - “It is really helpful to identify the sentences in the text that describes the ‘what’, ‘when’, ‘where’ and ‘how’ of the events described in the story, as this is a great help to you to concentrate on meaning while you are reading”.

**Attitudes:**

- The educator assures the learner of the necessity and meaning of the reading activities by saying:
  - “You see, now that you focus on reading for meaning, you have even developed the ability to identify sentences in the text which are unnecessary or unimportant and this ability will be a big help when you are reading to study,” or:
  - “The more concepts you are familiar with, the easier it will be for you to grasp the meaning of the text.”

**SESSION 7 DECODING SKILLS****Table 5.7: Reading and relationship aims for decoding skills by using combined phonemic, semantic and syntactic cues**

<b><u>AIMS</u></b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To develop the learner's ability to recognise and say aloud written letters, words and sentences.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to recognise and say aloud written letters, words and sentences.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to recognise and say aloud written letters, words and sentences.</li> <li>➤ To explain to the learner how to recognise and say aloud written letters, words and sentences that he is struggling with, concentrating on the recognition and calling out of the written letters, words and sentences, and not on the learner's struggle with the recognition of words.</li> </ul> <p>Attitudes:</p>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>➤ To explain and model to the learner that it is all right to make errors when identifying letters, words and sentences, as one learns decoding skills through it.</li></ul> |
|--|--|

**Reading and relationship activities for decoding skills using phonemic, semantic and syntactic cues:**

**Reading activities**

Any of the reading activities described in chapter 4, paragraphs 4.1.2 to 4.1.5.

**Relationship activities**

**Feelings:**

- The educator encourages the learner by saying: “I know you find it difficult to identify letter clusters such as ‘gh’, ‘thr’ and ‘aw’. But the more you practice to identify and sound out letter clusters, the easier it will become. When you feel ready we can play a game and measure the time it takes you to identify the letter clusters.”
- The educator helps the learner to develop emotional literacy by helping the learner to set goals, and to be part of the learner’s goals and dreams, by suggesting the following: “I know that you want to improve your reading. I think it will help you if you read this story book more than once. Read the story to your teddy bear/dolls tonight. Tomorrow night you read the same story to your little brother. The day after that you read the story to me or to the other learners. I can’t wait to hear you when you read it to me.”
- The educator shows her appreciation of the learner’s unique abilities by saying: “I need to label these envelopes by writing the different letters and letter clusters on them. You not only have a neat handwriting, you are also excellent at recognising the written letters and letter clusters. Will you please help me with this task?”

**Knowledge:**

- The educator guides the learner to recognise and say aloud written letters, words and sentences by saying: “Very good! After finding the words in the passage with ‘-ing’, ‘thr-’ and ‘-sh’, you are able to identify those letter clusters in other words as well.”
- The educator focuses the learner’s attention on the recognition of different written words by saying: “Finding synonyms and antonyms for the highlighted words in the story made you aware of different words with the same meaning and words which mean the opposite of each other.”

**Attitudes:**

- The educator helps the learner to realise the importance of the recognition and voicing of written letters, words and sentences by saying:

- “Without recognising and saying written letters, words and sentences out loud, no one will ever be able to read!”
- “Being able to distinguish between the different letters, for instance ‘a’ and ‘e’, to be able to recognise different words, for example ‘their’ and ‘there’, as well as sentences such as ‘I was there’ or ‘I saw them’, helps us to work out what we are suppose to read.”

## SESSION 8 VOCABULARY AND SIGHT WORD CUES FOR READING

**Table 5.8: Reading and relationship aims for decoding by way of vocabulary and sight words**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"> <li>➤ To improve the learner's ability to instantly recognise words which are often used in English.</li> <li>➤ To improve the learner's reading speed via better sight vocabulary.</li> <li>➤ To enhance comprehension of text via better sight vocabulary.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to instantly recognise words that are often used in English.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to realise that knowing sight words will improve the learner's reading speed and comprehension of text.</li> <li>➤ To help the learner to instantly recognise often used words in English and with which he is struggling, and by concentrating on the sight words and not on the learner's struggle with the sight words.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is acceptable to not recognise a word instantly as one learns the sight words by practicing and often repeating the words used in English.</li> </ul>

### **Reading and relationship activities for vocabulary and sight words:**

#### **Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.6.

#### **Relationship activities**

##### **Feelings:**

- In order to motivate the learner and assure the learner of his ability to recognise sight words, the educator writes sight words on flashcards. The educator then requests the

learner to compete with himself by reading ten of the sight words on the first day, eleven on the second day, et cetera. If by the fifth day the learner reads fifteen sight words correctly at a reasonable speed, the educator gives the learner a special treat.

- The educator gives loving guidance to the learner who struggles with the recognition of sight words, but restrains from solving all problems on behalf of the learner. Therefore the educator asks the learner to complete crossword puzzles with the definitions of the words as clues and assures the learner of the educator's support by saying: "Please fill in all the answers that you can solve on your own and I will help you with the others."
- The educator often lets the learner know that she (the educator) appreciates the learner by e.g. stating: "You are a real artist. Would you please help me to compile a picture dictionary by drawing pictures and writing new words in the drawing?"

### **Knowledge:**

- The educator helps the learner to interpret and grasp the essence of reading activities by emphasising the core of the activities:
  - "That's the way to find the hidden words in the grid."
  - "After this activity you know how to recognise and match the rhyming words."
  - "You have learnt many new words by pasting the pictures and writing down the suitable words about the theme."

### **Attitudes:**

- The educator guides the learner to understand the meaning and significance of reading activities which helps the learner to instantly recognise sight words by explaining:
  - "By identifying the odd word you have decoded and read many sight words and this will help you to read much faster."
  - "By creating that stunning picture dictionary, you drew pictures of objects and wrote down words that you know and some new words. This improved your ability to instantly recognise words that are often used in English. You not only read faster now, but also have a better understanding of the text."
  - "When you looked at the page in the story book you were able to identify seven words which start with 's'. This will help you to recognise other words starting with 's' and this will help you to read with greater speed."

**Table 5.9: Reading and relationship aims for comprehension (literal meaning of text)**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"> <li>➤ To help the learner to improve his understanding of information as stated in the text.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to understand information as stated in the text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to comprehend information as stated in the text.</li> <li>➤ To explain to the learner, through the use of reading activities such as asking who?, what?, where? and how? questions, how to interpret and understand information as stated in the text that he is struggling with, concentrating on the text and reading activities and not on the learner's struggle with the comprehension of text.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is acceptable to make comprehension errors as one, by doing so, learns the interpretation of information as stated in the text.</li> </ul>

**Reading and relationship activities for comprehension (literal meaning of text):****Reading activities**

Any of the reading activities described in chapter 4, paragraph 4.1.7.

**Relationship activities****Feelings:**

- The educator places value on the interests and uniqueness of the learner and helps the learner to become emotionally literate by giving the learner choices. The educator tells the learner: "I have clipped a number of recipes from an old magazine. I want you to match the list of ingredients with the appropriate instructions. Having done that you may choose one of the recipes which you would like to make. Remember, however, that you will only be able to make the recipe if all the listed ingredients are available in the kitchen/home economics classroom."
- The educator encourages the learner by saying: "It looks as if you spend a lot of time thinking through the who...?, where...?, what...? and how...? questions so that you

understand the information given in the text. I am proud of you. You have worked very hard.”

- The educator accepts the learner unconditionally, but also makes sure that the learner also feels accepted by telling him: “I really enjoy doing this comprehension activity with you. When I draw the cat and write down the instructions for you to draw the same picture, we are really having so much fun.”

#### **Knowledge:**

- The educator asks the learner for feedback after the learner has read a story, drawn a picture and wrote about the content of the story and comments: “Now you understand the information given in the text.”
- The educator expects the learner to participate in reading and reading activities such as matching instructions and sentences (which the educator writes on cards) to pictures that the educator has clipped from magazines.

#### **Attitudes:**

- The educator makes demands on the learner by expecting the learner to analyse the information given in the text by answering who...?, what...?, where...? and how...? questions about the text. The educator comments: “You see, answering the who...?, what...?, where...? and how...? questions about the text helps you to understand the story.”
- Noticing when the learner reads or does a reading activity without being told and letting the learner know that the educator noticed, for instance saying the following: “You read that book and wrote about the content without me telling you to. I'm so proud of you because by doing that, you will improve your ability to understand information in other books as well.”
- When the learner neglected to do reading homework, the educator should judge or punish the learner only after communicating with him regarding the reason for the behaviour.

**COMPREHENSION (Cont.): INFERENCE**

**Table 5.10: Reading and relationship aims for comprehension (inference)**

<u>AIMS</u>	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"> <li>➤ To develop the learner's ability to understand indirect information that is not explicitly stated in the text.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to understand indirect information that is not explicitly stated in the text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the indirect information that is not explicitly stated in the text.</li> <li>➤ The educator should explain to the learner how to develop his ability to understand indirect information that is not explicitly stated in the text that he is struggling with. The educator should concentrate on the information and not on the learner's struggle with the comprehension of indirect information that is not explicitly stated in the text.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is in order to make comprehension errors as one learns to understand indirect information not explicitly stated in the text by doing so.</li> </ul>

**Reading and relationship activities for comprehension (inference):**

**Reading activities**

As above

**Relationship activities**

**Feelings:**

- The educator makes time for educational communication (as it is very important for the educator to give the learner loving guidance) and to assist the learner to solve problems (including to help the learner overcome his inability to understand indirect information stated in the text) through meaningful conversation. Therefore the educator will ask and discuss questions like the following with the learner: "Now that we have read the story, I want us to talk about it. How do you think the boy felt when he got lost? Yes, I'm sure he felt scared and lonely. Did you ever get lost in a big supermarket while your mum/dad was shopping? How did you feel when that happened? You also felt scared and lonely

and didn't know what to do. I think the best thing to do is to go to where the cash registers are and ask one of the staff members to call your dad on the intercom. Then you wait right there for him. How did you feel when your dad found you? Yes, I'm sure the boy in the story also felt very relieved.....”

- The educator shows interest in the learner and builds on their relationship of trust by asking the learner to do the following comprehension activity with her: The educator and the learner read a story together and then they both compare events and people in the story with their own lives. The educator could say the following: “I also enjoyed doing ballet when I was a learner, just like Sarah in the story. My ballet teacher was just as strict as Miss Johnson and also wore a ribbon round her middle. Do you like ballet? Do you also have a very good friend, like Sarah? Tell me about Denise.....”

### **Knowledge:**

- The educator guides the learner to understand indirect information that is not explicitly stated in the text by asking and saying: “Why do you think the writer put that bit in the story? Very good answer. Remember that asking yourself questions like ‘why is this written here?’ will help you to understand information that the writer wants you to work out for yourself.”
- The educator draws the learner's attention to indirect information that is not explicitly stated in the text by asking questions such as: “Why do you think the girl asked her mother that question?”, or “Why do you think they went to that specific shop?”
- The educator helps the learner to realise how to use knowledge that the learner already has, and knowledge that must still be mastered, by explaining: “Let's talk about the story. You know that chocolate cake is brown and moist and tastes sweet. Tell me, keeping that in mind, why John's mother put sugar, cocoa and oil in the chocolate cake she baked for his birthday?”

### **Attitudes:**

- The educator helps the learner to realise the importance of understanding indirect information that is not explicitly stated in the text by saying:
  - “Reading is much more rewarding and enjoyable if you are able to interpret and understand information that the writer did not state directly in the text because the writer wants you to think it out for yourself. As you have learned through the activity we did, you *can* figure it out by asking questions such as ‘why did they do that?’ or ‘how did she feel when?’....”
  - “The ability to understand information that the writer did not say in the text will help you to understand text when you read to learn/study for a test or exam as you will then be able to answer more tricky questions in the exam paper, for example ‘Why do you think bats live in compartments?’”.

## COMPREHENSION (Cont.): EVALUATION

**Table 5.11: Reading and relationship aims for comprehension (evaluation)**

<b><u>AIMS</u></b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To develop the learner's ability to determine the correctness, usefulness, applicability and value of the information given in the text.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to determine the correctness, usefulness, applicability and value of the information given in the text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to develop his ability to determine the correctness, usefulness, applicability and value of the information given in the text.</li> <li>➤ To explain to the learner how to determine the correctness, usefulness, applicability and value of the information given in the text, concentrating on the evaluation of the text and not on the learner's struggle with the comprehension of the text.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to make comprehension errors, as one learns how to evaluate text when it occurs.</li> </ul>

### **Reading and relationship activities for comprehension (evaluation):**

#### **Reading activities**

As above

#### **Relationship activities**

##### **Feelings:**

- The educator wants the learner to feel confident and secure at his home/in the classroom and therefore the educator gives consistent guidelines, not only regarding the learner's behaviour, but also provides guidelines on how the educator wants the learner to do the specific reading activities. For example, the educator gives clear instructions: "I want you to read 'Pete's garden'. After you've read the book, please rate the book in the following way: 5 points if the book is excellent; 4 = very good; 3 = fine; 2 = fair and 1 = disappointing. Also write down the reason why you rated the book the way you did. Create an advertisement to 'promote' the book. Remember to give the following information in the advertisement: The title, author and publisher, what the book is about

and where and how the interested readers can get hold of the book. How you illustrate the advertisement is up to you.”

- The educator fosters a positive educator-learner relationship by demanding respect from the learner and showing respect by not nagging, yelling, hitting, talking down or doing things for the learner that he can do for himself. The educator also fosters respect by guiding the learner to develop the ability to evaluate text, and then respects the learner’s evaluation if this differs from that of the educator. For example, the educator discusses with the learner whether the information given in the text is ‘true’ or ‘false’ and asks him why he thinks that the information is true or cannot be true.
- The educator makes the learner feel important and accepted by the educator by discussing with the learner books that he has read and fosters thoughtful criticism and comment by asking questions like: “Do you think the way the learners in the story treated the old man was disrespectful? Why? How do you think they could change their behaviour to show respect towards the elderly?” The educator also fosters thoughtful criticism and comment by making (modelling) comments such as: “I think the writer did a sensible thing to write about respectful behaviour towards elderly people, as this makes the reader aware of the needs of the elderly.”

### **Knowledge:**

- The educator helps the learner to develop his ability to evaluate the correctness, usefulness, applicability and value of the information given in the text by focussing the learner’s attention on the following:
  - “By rating the book, using the 5 points system, you had to think about a number of issues such as ‘did I learn something from the text?’ or ‘can I use this information?’ and ‘is what the writer says the truth?’ You are right. By asking such questions you are able to evaluate what you read.”
  - “To make a decision whether a programme is suitable for learners or young adults or the elderly, you asked questions such as ‘will a learner find the programme fun to watch and will the learner be able to understand the content?’, and ‘will elderly people find this story about a family worthwhile because they love their children and grandchildren?’ You are right. By asking such questions you are able to evaluate what you read.”
  - “There are some significant differences between the ‘Harry Potter and the prisoner of Azkaban’ book and the movie. By identifying the differences and deciding whether the movie or the book is better and why, you have learned much about making up your mind if text is good or not good”.

**Attitudes:**

- The educator guides the learner to understand the meaning and significance of reading activities which helps the learner to determine the correctness, usefulness, applicability and value of the information given in the text, by explaining:
  - “By rating the book, using the 5 points system, you had to think about a number of issues such as ‘did I learn something from the text?’ or ‘can I use this information?’ and ‘is what the writer says the truth?’ You are right. By asking such questions you are able to evaluate what you read. Being able to decide if what you have read is good and useful or not, will help you to better understand this specific story as well as other stories or text you may read in future.”
  - “To make a decision if a programme is suitable for learners or young adults or the elderly, you asked questions like “will a learner find the programme fun to watch and will the learner be able to understand the content?’ and ‘will elderly people find this story about a family worthwhile because they love their children and grandchildren?’ You are right. By asking such questions you are able to evaluate what you read. With all the information available in books, magazines and on the Internet you must be able to decide if what you have read is the truth or not.”

## COMPREHENSION (Cont.): APPRECIATION

Table 5.12: Reading and relationship aims for comprehension (appreciation)

<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"><li>➤ To make the learner aware of his emotional involvement in the text.</li><li>➤ To help the learner recognise and describe aspects in the text that he likes and dislikes, or thinks that it is good/poor text.</li></ul>	<p>Feelings:</p> <ul style="list-style-type: none"><li>➤ The educator should make the learner feel confident about his ability to recognise and describe aspects in the text that he likes and dislikes, or thinks that it is good/poor text.</li></ul> <p>Knowledge:</p> <ul style="list-style-type: none"><li>➤ The educator should guide the learner to be aware of his emotional involvement in the text.</li><li>➤ The educator should help the learner to recognise and describe aspects in the text that he likes and dislikes, or thinks that it is good/poor text.</li></ul> <p>Attitudes:</p> <ul style="list-style-type: none"><li>➤ To explain and model to the learner that one should be emotionally involved in the text and that it is normal to feel different about the text than somebody else.</li></ul>

### Reading and relationship activities for comprehension (appreciation):

#### Reading activities

As above

#### Relationship activities

##### **Feelings:**

- The educator encourages the learner and makes the learner feel capable and loved by asking: "You have read the story of Helen Keller. Did you enjoy reading the story? Which part did you enjoy most? Which part did you find interesting? Why?"
- The educator guides the learner to be emotionally literate by being aware of his emotions, as well as to have an understanding of his own emotions, by requesting the learner to do the following reading activity: The educator and the learner read a story together. While reading, the educator stops reading and repeats a sentence such as: "When Henry woke up he saw that his beloved dog was dead". The educator asks the learner to draw a face (either happy, sad or displeased) to depict how the sentence makes him feel and how he thinks the sentence makes the character in the story feels.

- The educator helps the learner to identify and name his emotions and beliefs by discussing underlying beliefs which are evident in newspapers, books and television programmes with the learner. After reading a newspaper report about pets and farm animals being neglected, the educator asks the learner: “Do you love your dog? What do you do to take good care of it? How would you feel if somebody tried to hurt your dog? How would you react and what would you do if you saw that an animal is being hurt or neglected?” The educator comments: “I think that people who neglect or hurt animals have no respect for living creatures, for themselves or for God.”

**Knowledge:**

- The educator helps the learner to gain insight into his own thinking by asking the learner to explain how he arrived at the answer. The educator may ask the learner: “We have read the magazine article and discussed the important topic, namely ‘Learners’ rights’. You wrote down ‘being part of a loving family is an important right that all learners should have’ as a key issue regarding learners’ rights. Why did you write that down as being very important? What do you see as being a *family*? What is a *loving* family? Why do you say that *all* learners should have that right? Why do you say it's a *right* and not a privilege?”

**Attitudes:**

- The educator makes demands on the learner by expecting the learner to read texts and appreciate what he has read by describing aspects in the text that the learner likes and dislikes or thinks that is good or poor text, but the educator also nurtures the learner by encouraging and praising his reading achievements.
- The educator guides the learner to realise the importance of being able to appreciate text by saying, for example: “By pretending that you are a character in the story you place yourself in that person's shoes. By doing that you are more aware of what the character in the story thinks and feels. That will help you to understand the content of the story better and you will be able to understand what the writer wants to tell us.”

### **5.3 SUMMARY**

In this chapter the educational relationship-focused reading strategies for the support of learners in their reading development were described, based on the literature results regarding the most basic developmental reading skills that need to be supported, as well as the most effective reading support activities for each of these developmental reading skills.

## CHAPTER 6

### THE EMPIRICAL RESEARCH DESIGN

#### 6.1 INTRODUCTION

In chapters 2 to 4 the findings from the literature study were reported. The structure for the implementation of the support strategies, as based on the findings of the literature study, was described in chapter 5. In this chapter the empirical research design for the implementation of the support strategies will be discussed in terms of the following:

- The research question
- The aims of the research
- The theoretical paradigm of the empirical research
- The research design
- The population and participants
- Data collection
- Data analysis
- Trustworthiness
- Ethical aspects.

#### 6.2 RESEARCH QUESTIONS

The main research question for this study can be stated as follows:

**How can educational relationship-focused reading support strategies be developed to support learners with reading?**

To clarify the main research question, the following issues need to be investigated:

- What do everyday educational relationship activities entail?
- What do reading development and reading support activities entail?
- How can reading be supported through everyday educational relationship activities?
- How can everyday educational relationship activities be integrated with existing reading support activities to develop relationship-focussed reading support strategies that can be implemented by teachers?
- How can education relationship-focused reading support strategies be implemented in a school to establish the suitability of the strategies?

### 6.3 RESEARCH AIMS

**The main aim of this research is to develop educational relationship-focused reading support strategies for educators to support learners with reading.**

To realise this overall aim, the study has the following specific objectives:

- To establish what everyday educational relationship activities entail
- To establish what reading development and reading support activities entail
- To establish how reading can be supported through everyday educational relationship activities
- To establish how everyday educational relationship activities can be integrated with existing reading support activities to develop education relationship-focussed reading support strategies that can be implemented by teachers.
- To establish how education relationship-focussed reading support strategies can be implemented in a school to establish the suitability of the strategies.

In this chapter the design of the empirical research and the implementation thereof are described.

### 6.4 THEORETICAL PARADIGM OF THE EMPIRICAL RESEARCH

A paradigm (or theoretical framework) is a general organising framework for social theory and empirical research. It is a way of viewing one's research material and includes basic assumptions, major questions to be answered, models of research practice and theory, and methods for finding the answers to questions (Neuman, 2000:59 & 515).

The theoretical paradigm governing the empirical part of this study is the *interpretive* interpersonal approach. Neuman (2000:71) describes the interpretive approach as “the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds”. The definition of Neuman is supported by the definition of Erickson (in Gall et al., 2007:31) who describes interpretive research as the study of the immediate and local meanings of social actions for the actors involved in them.

In line with the interpretive approach of this study, *qualitative* research is implemented (see par. 6.5.1 below). A key concept in qualitative research is the idea that meaning is socially constructed by individuals in interaction with their world. Interpretation of reality differs from one individual/social setting to another, and changes over time. The interpretive approach has all the qualities of qualitative research, but has a different focus. Interpretive researchers focus on how people interpret their experiences, how they construct their worlds and what meaning they

attribute to their experiences. The overall interpretation of the findings of the study will be the *researcher's understanding of the participants' understanding* of what has been studied (Merriam, 2002:3-7 & 38; Cohen, Manion & Morrison, 2003:22-23).

Interpretivism is based on *hermeneutics*, an approach that was originally used to study a written text in detail and as a whole. Gall et al. (2007:520) indicate that "the hermeneutic tradition in philosophy provides much of the theoretical basis for the interpretive perspective that underlies most qualitative research. The term *interpretive* highlights the centrality of interpretation in qualitative research". Expanding on its hermeneutic origin, interpretivism developed into a method for developing a deeper understanding of events and meanings in the social world. As true meaning is often complex, it can only be reached or understood through the detailed study of text or events. The researcher studies the whole and the relation of the parts to each other and to the whole, and attempts to develop a deep understanding of the text or event/s. Interpretive researchers often use participant observation (see par. 6.7.4 below) and field research. Participant researchers analyse conversations and behaviour, including nonverbal communication, to understand details and interactions in their context. Assumptions of interpretive researchers include that people may or may not experience social or physical reality in the same way, as different interpretations of reality are possible (Neuman, 2000:70-75 & 511). One of the goals of interpretive researchers is to discover what actions mean to the people who engage in them (Gall et al., 2007:520-521).

The interpretive approach is ideographic (providing a symbolic representation of something else) and inductive (Neuman, 2000:73-74). It is therefore rich in detailed description. In contrast to positivists, who evaluate a theory by using set procedures to test hypotheses, the interpretive researcher will consider a theory or description as true and accurate if it conveys a deep understanding of the way others experience reality (Merriam, 2002:6).

According to the interpretive approach evidence and interpretation about social action cannot be isolated from the context in which it occurs or the meanings that the people involved in the action, attach to it. Facts are viewed as facts or truths within a specific context, and depend on the interpretation of the individuals who is part of that context. Interpretive researchers reflect on and analyse personal points of view and feelings as a part of the research process, and do not try to eliminate their own value system while conducting research. The role of the researcher, according to the interpretive approach, is one of 'passionate participant' in the setting being studied (Neuman, 2000:74-75).

In this chapter, as well as in the next chapter on the results of the empirical research, it will be indicated how the researcher applies interpretive research to describe and understand the experiences of the educators within their natural context in the classroom.

## 6.5 EMPIRICAL RESEARCH DESIGN

### 6.5.1 Qualitative research

Qualitative research was undertaken from an applied research perspective to develop educational relationship-focused support strategies for educators in practice to support learners in their reading development.

Qualitative research refers to research that studies human actions and perceptions in natural settings and places value on the subjective exploration of reality from the perspective of an insider – it studies the meanings that individuals create and assumes that social reality is constructed by the participants in it (Gall et al., 2007:32). Qualitative researchers rarely make claims about the external generalisation of their research; they rather aim to facilitate the development of descriptive, context-relevant statements, and therefore collect detailed *descriptive data and develop detailed descriptions of the context to make judgments about fittingness with other possible contexts* (Mills, 2003:79-82). They obtain specific participants' accounts of their meaning, experience or perceptions of their specific context – qualitative research produces descriptive data in the participants' own written or spoken words. The finding of data sources is therefore determined by the information richness of data sources or settings, from which/whom participants' beliefs and values that underlie the phenomena are identified (Fouché & Delport, 2005:74-75).

The core of qualitative research is interpretation – it emphasises understanding rather than explanation (Fouché & Delport, 2005:74-75), and the researcher tries to understand and interpret phenomena through the participants' eyes. The researcher then places that understanding within the researcher's theoretical and conceptual framework of the phenomena (Anderson & Arsenault, 2004:119-131). Qualitative research aims to elicit participant accounts of meaning, experience or perceptions. Qualitative researchers interpret data in the specific context where the data were collected, as is the case in this research. When a researcher interprets an event, a social action, an answer to a question, or a conversation, without taking the social context where it occurred into account, then the meaning and significance are distorted. Qualitative research, therefore, is exploratory, descriptive and contextual (Neuman, 2000:44 & 146).

The following characteristics of qualitative research, as described by various researchers, will be applied in this research (this research will be reported on in the next chapter):

Since the core of qualitative research is interpretation (assigning significance or coherent meaning), the qualitative researcher weaves the data into discussions of their significance. The data are in the form of words including quotes or descriptions of particular events. Any

numerical information is supplementary to the textual evidence and not of primary relevance. Data are interpreted by giving it meaning and making it understandable. The participants' point of view in the study is central when the researcher interprets the data (Neuman, 2000:148). The researcher also has to be open to unanticipated data that may even change the direction of research (Neuman, 2000:149). In this study the researcher will indicate (in chapter 7) how she accommodated unanticipated occurrences during the collection of the data.

### **6.5.2 Method of research**

*Applied research* in terms of intervention research is used as method in this research. Neuman (2000:504 & 24) and Fouché and De Vos (2005:105) describe applied research as research that attempts to solve a concrete problem and has a direct, practical application. The core of applied research is to seek a solution to a specific problem for a limited setting – practical use is foremost in the mind of the researcher. According to Fouché (2005:268) qualitative researchers, using applied research, almost always develop their own designs as they go along, using one or more of the available strategies as a guideline.

This researcher used *intervention* research as one of the applied research methods to design and implement the support strategies for this study. De Vos (2005a:368) argues that intervention research refers to the development of a new intervention and includes the evaluation of the intervention, while programme evaluation refers only to the evaluation of an existing programme. Schilling (in De Vos, 2005b:394) also defines intervention research as studies that systematically design and develop interventions. Although Gall et al. (2007:557) and Babbie and Mouton (2003) refer to 'evaluation research' it is clear from their definition that the concept 'evaluation research', as they see it, includes the development of innovative strategies and conducting the evaluation. For the purposes of this empirical study, intervention research will therefore be used, as the purpose of the study is to develop support strategies as intervention and to evaluate the suitability of the strategies in the intervention.

The following characteristics of intervention research, according to Anderson and Arsenault (2004:136-150), are applied in this research:

- It is a good way of assessing whether or not an innovative programme or strategies is achieving what it is intended to achieve.
- It can be used to examine whether the approach being followed is the best way to achieve the desired result.
- Generalisation is rarely the purpose of intervention research, but rather an understanding of the particular circumstances which affect the outcomes being examined.
- The major concern is practical application.

- Researchers tend to view intervention research as an isolated case study, though the methodologies may be transferable to other cases.
- It is immediately prescriptive, based upon logic and experience.
- Intervention research evaluates what is happening and compares baseline data (the condition prior to an intervention) and data collected via periodic assessment, to determine progress.
- Intervention research is not intended to compare, but rather to gain in-depth understanding of the programme or strategies and all its effects, both planned and unplanned.
- Data collection methods mostly used by intervention researchers are interviews, questionnaires and observation.
- Validity of data is a major concern and the intervention researcher should aim to obtain confirmation from as many data sources as possible (triangulation).

All these characteristics of intervention research are applied in this research, as will be described in the next chapter.

In the opinion of Gall et al. (2007:557) there is a continuing need for intervention research as an application of educational research. Researchers who develop programmes or strategies need to evaluate the value, utility and effectiveness of the programme or strategies. According to Gall et al. (2007:563) the following intervention components should be included during intervention research:

**Goals:** A goal is the purpose, effect or end point that the developer is attempting to achieve. After the goals have been identified, the researcher should determine in what way the programme or strategies achieve these goals.

**Resources:** Resources refer to the personnel, equipment, space and other cost items needed to implement the intervention.

**Procedures:** Procedures refer to the techniques, strategies and other processes used with the resources to achieve the strategic goals. Close and repeated observation is an appropriate data collection method to use to evaluate procedures.

**Management:** With regard to small-scale intervention strategies, management refers to built-in procedures to monitor learners' progress, for example worksheets to be completed daily and end-of-unit tests. It may also include self-management, for example educators monitoring their own classroom teaching and relationship with learners.

**Outcomes:** Assessing outcomes is a core issue when evaluating intervention strategies.

These components of intervention research were all included during the design (chapter 5) and implementation of the support strategies (chapter 7) in the following manner: The **goals** of each of the support strategies are identified, after which the researcher identified reading aims and relationship aims for each of the ten instructional sessions of the support strategies. To successfully fulfil the aims that were set, reading **procedures** for the 10 sessions in terms of reading and relationship activities were identified for each group. The reading and relationship aims provided the basis for the planning of instructional strategies and **resources**. In terms of the **management** of the intervention, permission to enter the school (the field of research) where the researcher planned to implement the support was obtained from the school principal, the school governing body and the parents of the learners. The educators, as co-participant observers, were also informed about the goals, procedures, management, and the reading and relationship aims of each session. They also understood that they were to **evaluate the outcomes** of each session.

The explicit **procedure** for the implementation of the intervention strategies included the following steps:

*Step 1:* A specific instructional strategy was developed for the instruction and achievement of the support. The instructional strategy involved drawing up a timetable for the implementation of the sessions, compiling lesson plans for each session, for all the groups, and planning and creating instructional materials (described in the previous chapter).

*Step 2:* The 29 learners' entry level reading skills, academic background, emotional barriers to learning, behavioural barriers to learning and personal circumstances in their home environments were identified and described by their class educators in a portfolio for each learner (see chapter 7). The 29 learners include: Five Grade 1 learners, two Grade 2 learners, six Grade 3 learners, nine Grade 4 learners, one Grade 5 learner, three Grade 6 learners and three Grade 7 learners. The context of the instructional setting (school) was also described by the school principal and the educators (chapter 7).

*Step 3:* Work charts were developed (as described in chapter 7) related to the skills specified in the reading aims and related reading activities.

*Step 4:* The researcher implemented ten sessions with each Grade group.

*Step 5:* After every session the relevant class educator, who observed the session, evaluated the outcomes of the session. The researcher, as participant observer, also recorded her own observation and experiences of the outcomes of each session. The learners themselves also evaluated the first three sessions after session three, and sessions four to ten after the tenth session.

*Step 6:* The results (outcomes) of the intervention strategies in terms of the relationship and reading activities of each session are described in chapter 7. The results of the relationship and reading activities of each session are discussed and the suitability of each activity is evaluated during this discussion in chapter 7. (In this regard it is again stressed that 'intervention' research, and not evaluation research as such, is applied in this study, as described in paragraph 6.5.2 above.)

## 6.6 POPULATION AND PARTICIPANTS

A population is a set of entities in which all the measurements of interest to the researcher are represented. As reading is a primary academic skill acquired largely in the primary school, the population for this study is *all primary schools in South Africa*. It would, however, not be feasible to reach and perform research with all learners in all such schools; therefore a sample needs to be drawn from the population of schools and learners. A sample is a small portion of the total set of objects, events or persons (the population) which together comprise the subject of the study. Researchers use a sample of the population for the following reasons (Strydom, 2005:193-194; Gall et al., 2007:165):

- The population itself is too large to study and therefore it is not possible to reach all the members of the population.
- Due to time and financial restrictions.
- Studying an entire population would produce a very large quantity of data, which would be very difficult to analyse and interpret and therefore be counter-productive.
- Using a sample produces better quality research as the researcher can use resources such as time and money more effectively.

Sampling belongs more in quantitative research, where the researcher attempts to find and describe participants and settings that represent or mirror the whole population. In qualitative research a sample is not regularly used, but the case is rather that participants are selected for specific reasons (i.e. a *purposive sample*) – they present the phenomenon that the researcher wants to understand. In qualitative research the researcher aims to *understand* rather than *explain* the specific situation of the participants in the context that they live. If sampling does occur, the qualitative researcher may make use of *non-probability sampling methods*, as qualitative researchers seek out individuals, groups and settings where the specific processes being studied are most likely to occur. Qualitative research is concerned with non-statistical methods and small samples, often purposively selected (Fouché & Delport, 2005:74-75). *Purposive sampling* is a type of non-probability sampling where a particular case is chosen because it has the characteristics that interest the researcher and will provide the information that the researcher is looking for. The aim of purposive sampling is to achieve in-depth understanding of the case and/or respondents and not to select a sample that is a

representation of a specific population in mind. In any case, selection criteria must be identified and a case or respondents must then be chosen according to the criteria. Typical, as well as divergent characteristics are important when selecting participants for purposive sampling (Strydom & Delpont, 2005:328-329; Gall et al., 2007:178).

There are no rules for the number of participants in qualitative inquiry. It depends on factors such as the purpose of the study, what will be useful, what will have credibility, and what can be done with available time and resources (Anderson & Arsenault, 2004:123; Strydom & Delpont, 2005:328).

For the purpose of this research, a *small private school* with all its learners were selected as the participants for the study. It was decided to implement the research in a private school to best fulfil the research aim – to establish how to and to develop educational relationship-focused reading support strategies for educators to support learners with reading. These relationship and reading strategies would have to be implemented either by way of individual instruction, or in small groups, to properly observe the whole class situation. Individual instruction or instruction in small groups has been found by researchers to be the most effective form of reading instruction (compare Jennings, Caldwell & Lerner, 2006:159). Individual instruction was not possible for the empirical research for the following reason:

For the findings of the research to be credible, the class educators were requested to observe and evaluate the implementation of the strategies. The researcher therefore needed a small group of learners, with the class educator, in the classroom. The researcher also could not withdraw the class educator with an individual learner (or small group of learners) from their classroom to present the strategies to, as this would have left an entire class of learners without an educator. On the other hand, if the researcher would have selected a state school (where it is common knowledge that the educator-learner ratio is at least one to 30 learners in South Africa) the same would have happened. The composition of the classes in the private school that the researcher selected was as follows: The Grade 1 class has five learners, the Grade 2/3 (combination) class has eight learners, the Grade 4/5 class (combination) has ten learners and the Grade 6/7 class (combination) has six learners.

**The specific private school was selected based on the following purposive criteria:**

- The school is situated outside Newcastle in Northern KwaZulu-Natal, where the researcher resides, and had also been employed as educator. It was therefore convenient for the researcher in terms of familiarity with the context of the school, distance, and accessibility.

- The learners of the school are representative of the diverse school population of South Africa, as the learners experience a wide range of individual differences, specifically regarding their social circumstances at home, intellectual abilities and development, level of emotional development, learning needs and barriers to learning. Moreover, the school was also selected due to the following aspects of the specific school:
- Another reason why this school was selected, was that the term before the researcher had planned to do the research, the public schools in KwaZulu-Natal, including those in Newcastle, were closed for four weeks due to a national strike by educators in South Africa. Educators who did not want to participate in the strike were intimidated in terms of threats of violence if they attended school. Educators in public schools, therefore, participated in the strike *en masse*, with the result that, during the term the researcher did the research, those educators had to find the time to do the planned curriculum for the third term as well as cover the work of the four weeks of the previous term. Under these circumstances it would have been difficult to obtain access to any public school for the research. The private school was not affected by the strike, which made it possible for the researcher to gain permission to undertake the research there.
- In the same regard, another reason why research in those schools would not have been possible is because those learners had suffered the loss of a big part of the term and perhaps would not have been on the desired level of achievement – it would have been unfair to the learners, and valid results may not have been feasible, if the research would have been performed in a public school.
- As it is important that the evaluation of the support strategies must be credible, the researcher requested the educators to observe the sessions and evaluate the strategies. Because the researcher was familiar with the teaching experience and professionalism of the educators in this school, the researcher was confident that the educators would be able to evaluate the presentation of the strategies. This gave the researcher the certainty that the required information could easily be obtained, which is of utmost importance when selecting the participants for research.
- When selecting the participants the researcher must have certainty that cooperation with the participants can be achieved easily. As a relationship of trust already existed between the researcher and educators and the researcher and the learners, the researcher was confident that the educators would welcome the researcher in their classrooms and would feel at liberty to give an honest evaluation about the support strategies. The researcher also had the confidence that the learners would cooperate and not be bewildered, as the researcher was no stranger entering their classrooms. Under these circumstances it would have been possible for the researcher to *not* disturb

and change the natural situation of the research participants, and by doing that, to enhance the validity of data.

- Because the classes were small (between five to ten learners per class) it was possible for the researcher to implement each session and closely observe the behaviour of the learners so that detailed field notes could be made after the sessions.
- The academic achievement and personal circumstances of the learners varied greatly, which would give the researcher the required information regarding the suitability of the programme for classes with diverse learners.

Therefore the specific school fulfilled the criteria for the purposive sampling. The classes were small enough to qualify as 'small groups' for the researcher to give the reading instruction, and it was possible for the educator to be present in her own classroom to observe while the researcher presented the support strategies.

It can be stated that, for a research study of this nature, a purposive sampling would have been applicable in terms of a specific context and its members that could be selected as the participants for the study. It was, however, decided against using a sample and to rather use the specific private school, for the following reasons:

- It is a small school, with only 29 learners.
- As there are so few learners in each class already, taking a sample would have reduced the number of learners in a class even further.
- For ethical reasons it was decided not to extract only some learners from a class – it would make it very conspicuous and dubious as to why only those specific learners were selected.
- As the 10 sessions would take place during the regular timetable of the daily periods, with all the learners present, and as the educators of each class would also participate as observers, it would not have been ethically acceptable to let some learners miss some of the regular lessons.

As a matter of course in research procedure, it was moreover considered to make use of a pilot study to test the support strategies first, but it was not deemed feasible because the context and circumstances in any school would in any case differ from one school to another. So too would the responses of the participants in a pilot study. The responses, therefore, would have been representative of that one school only and would not necessarily have been useful to adapt the strategies before the actual research. Therefore it would not have any purpose to perform a pilot study and thus the study was directly performed in the selected school for the purposes of the research.

## 6.7 DATA COLLECTION METHODS

In qualitative research the researcher is the principal data collection instrument (Anderson & Arsenault, 2004:119-131). In this research the main aim of the researcher is to develop educational relationship-focused reading support strategies for educators in the support of all learners with reading through everyday educational relationship activities. To realise this overall aim, and to evaluate the outcomes of the support strategies, the following data collection methods were selected and developed as the research instruments for the empirical study:

### 6.7.1 Interviews

Qualitative research aims to understand the way things are and what it means from the perspective of the research participants (Mills, 2003: 4). Interviewing was therefore considered to be an appropriate data collection method for this research. In the interview as research method participants can speak in their own words and their responses are recorded by the interviewer. Recording is done verbatim on audiotape or videotape, or through handwritten or computer-generated notes. Characteristics of the interview as research method include the following (Gall et al., 2007:228; Cohen et al., 2003:266; Greeff, 2005:287):

- Participants, as well as the interviewer, are involved in giving meaning to the content and outcome of the interview – it involves the participants describing an experience or discussing their interpretations of the world in which they live, but also involves the interviewer reflecting on and asking further questions about that experience or interpretation.
- An interview has a central focus (the content is specified by the research objectives).
- The purpose of the interview is to obtain research-relevant information only.
- It involves the collection of data through direct verbal action between individuals.

Different types of interviews are used by researchers depending on the purpose of the study. Researchers may make use of a one-on-one interview or of focus group interviews. During the *one-on-one interview* the researcher asks the single interviewee, who is the expert on his own life, about views, beliefs and experiences regarding his/her life, et cetera. The *focus group interview* may be defined as a group interview that involves addressing questions to a group of individuals who have been assembled for this specific purpose. The individuals are selected because they are well informed about the research topic. The group is 'focused' in that it involves discussing a collective topic of interest (Gall et al., 2007:244; Greeff, 2005:299).

Interviews may also either be structured, semi-structured or unstructured (Greeff, 2005:292-303; Gall et al., 2007:244-245). *Unstructured interviews* usually contain random questions. The questions in *semi-structured interviews* are organised around areas of particular interest, while

still allowing flexibility in scope and depth. The researcher uses a set of pre-determined questions on an interview schedule, but the schedule is only a guide and does not dictate what happens during the interview. The participant is allowed maximum opportunity to answer and elaborate on questions and can introduce an issue the researcher had not thought of. During the *structured interview* the researcher asks the participants a series of closed-form questions that either have yes/no answers or can be answered by selecting from among a set of short-answer choices. The participants' answers are not followed up to obtain greater depth.

For the purpose of this study a *semi-structured focus group interview* was conducted. The interview involved the four participant class educators. Before the research started the researcher made one appointment with the four educators for immediately after school hours. The purpose of the interview was to obtain information regarding the context of the school from their perspective. This had to be determined in order to describe the context in which the reading and relationship activities would be taught. Evaluation of the outcomes of the support strategies can only be credible if the context of the empirical research is taken into account. In this interview the researcher requested information from the educators about the following aspects of the school:

- The history/background of the school
- The policy and mission of the school
- The available teaching and learning resources
- The language spoken by the educators and learners
- The qualifications and teaching experience of the educators.

The researcher guided the interview and gave the participants the opportunity to answer and elaborate on the questions. The researcher made notes, but was also given a copy of a document containing the policy and mission of the school.

The focus group interview was used as a supplementary source of data about the context of the school, and not as a principal source of data about the participants (Greeff, 2005:300). In this study the primary methods of data collection are the learner portfolios, the test protocols, the educators' observation, and the participant observation, as described below. However, in the course of the intervention a spontaneous informal 'conversational interview', as described by Gall et al. (2007:247) and Cohen et al. (2003:271) also occurred at a break during the ninth session. The educators spontaneously started a conversation with the researcher about the intervention up to that point. The researcher immediately realised the potential value of this conversation and gave the educators the opportunity to freely discuss their impressions of the intervention apart from their formal evaluation protocols. The results from this 'conversational interview' are also integrated in the description of the educators' observation in chapter 7.

### 6.7.2 Portfolios of the learners

Portfolios of all 29 learners were compiled at the start of the programme to obtain a profile of all the learners' starting performance level. The portfolios were completed by each of the four class educators of all the learners in their classes. The researcher handed out the portfolio format to be completed and explained the purpose and the content of the portfolio to the educators before the research started.

At this point it needs to be stressed that the data in the portfolios were not verified with them personally or anybody else to ensure the (objective) accuracy of the information they supplied, and therefore it is a presentation of the educators' (subjective) perceptions of their learners in their classes, which is not necessarily an indication of the (objective) truth in the portfolios. This was done in accordance with one of the goals of research, namely to obtain the educators' (subjective) evaluation of the outcomes of the strategies. Therefore the *pre-assessment* of the learners, and the evaluation of the outcomes *after* the intervention, had to be obtained from the same 'source' – the educators' own subjective assumptions and perceptions of the learners and of the intervention, and not from somebody else's objective validation of the learners' performance levels and the outcomes of the intervention. As it is the main goal of this research to develop support strategies for *educators* to support their 'own' learners in class with the barriers that these learners *apparently* experience (in the subjective view of their teachers), and with strategies that such educators' have personally seen in action in an authentic class (moreover their own classes) and have subjectively evaluated, the researcher was of the opinion that their voices themselves should be heard in this research, via *their* opinion of their learners' performance as well as *their* evaluation of the outcomes of the intervention.

As a matter of course in research procedure it was also considered to use a pre-test/post-test design by way of formal assessment of the learners' reading levels, but it was not deemed feasible as it could not be expected of the parents to pay for a compulsory private formal assessment of their children. Moreover, there is only one educational psychologist in private practice in Newcastle, who was in any case not available for so many assessments at once at the time of the research. Most importantly, it was not the main aim of the research to establish whether the learners' reading levels improved, but rather to establish *how* reading and relationship activities can be implemented by educators to support learners with reading.

The researcher designed the format/questions for the portfolio with the professional experience of the participants in mind by making sure that only familiar concepts to the educators regarding barriers to reading were used in the portfolio format. These questions were about

- the name and grade of the learner;
- the home language of the learner (English, Afrikaans, isiZulu or other);

- the intellectual potential of the learner;
- any physical barriers such as speech or perceptual barriers or illnesses that may affect the learner's reading performance;
- any emotional barriers that may be a barrier to learning and reading, e.g. negative self-image, depression, nervousness, fear or anxiety, mood swings, aggression;
- any behaviour barriers that may be a barrier to learning and reading, e.g. seeking attention, sensitivity for criticism, telling lies, neglecting schoolwork, expecting assistance with tasks, rebelling against rules or authority;
- any social barriers the learner may experience, e.g. withdrawal, isolation;
- any relationship barriers the learner may experience with any member of his/her family or any other person that plays an important role in the learner's life;
- the reading skills of each learner in terms of the following elements of reading, as obtained from the literature on reading skills, and according to which the intervention was presented in the 10 sessions. Regarding each aspect below, the participants could mark any answer from the following list: Weak, fair, satisfactory, good, or excellent. Space was also provided for comments on learners'

- ✓ motivation to read,
- ✓ phonemic cueing,
- ✓ morphological cueing,
- ✓ syntactic cueing,
- ✓ semantic cueing,
- ✓ decoding skills,
- ✓ knowledge of vocabulary and sight words, and
- ✓ comprehension skills;

- the academic support that each learner's primary caregiver/s provide;
- any possible event that the learner may have experienced as being traumatic, e.g. divorce or death of the parents, changing school and/or home, community or personal violence;
- the personal circumstances of the learner, e.g. in the economic circumstances of the learner or of the primary caregiver/s; and
- the language skills of the learners.

Regarding each aspect below, the participants could mark any answer from the following list: Very poor, poor, good, very good, or excellent on (space for comment was also provided):

- ✓ language development in the learner's mother tongue;
- ✓ language development in English, if English is not the learner's mother tongue;
- ✓ language barriers which may prevent the learner from achieving in reading; and
- ✓ conversational proficiency in English.

### 6.7.3 Test protocols for the learners

To also obtain the views of the learners about the teaching of the strategies and of the researcher as educator, two test protocols were compiled to obtain information from the learners on their attitudes and feelings towards reading. The purpose of this was to add the learners' own perception of their reading and also of the researcher to the educators' perception about their (the learners') reading and of the researchers' presentation of the sessions. The questions required the learners to mark either a happy face, a 'neutral' face (a face showing a person that is neither happy nor sad) or the sad face at each question, depending on how they felt about the question.

Test protocol A was designed to be taken before the onset of the intervention and contained questions on the learners' current feelings and attitudes towards, as well as knowledge of, reading activities as they had experienced reading up to the stage before the intervention started. The questions centred on

- whether the learner likes to read,
- how the learner feels while reading,
- whether the learner finds it easy to read,
- if the learner reads books at home,
- whether the learner thinks it is important to be able to read,
- whether the learner wants to learn to read even better than what he/she reads now, and
- whether the learner likes to do oral reading in the class.

Test protocol B1 and B2 was designed to be presented at the end of the third session and again at the end of the tenth session when the intervention had been completed. It again contained questions on the feelings, knowledge and attitudes of the learners towards the reading activities as presented in the sessions, as well as questions on their feelings and attitudes towards the researcher. The reasons why the researcher requested the learners to complete the test protocol after session 3 (B1) were:

- The researcher deemed it necessary to present at least three sessions to give the learners the opportunity to experience and reflect on the activities.
- It would have given the researcher the opportunity to change some of the planned activities if the learners perhaps had not experienced the activities positively after the first three sessions.

After the tenth session (B2) it would enable the researcher to make an evaluation of how the learners had experienced the reading activities and the researcher while she presented the sessions in the rest of the intervention. The assumption was that, if the learners felt more

positive towards the reading activities and the researcher during and after the intervention, it may be concluded that the reading and relationship activities had been successful. The questions probed whether

- the learners had enjoyed the activities;
- the learners had understood what they were supposed to do;
- they had found the activities easy to do;
- they had learnt something new;
- they thought the activities would help them with reading;
- they felt happy when the researcher presented the activities;
- they thought the researcher was a good teacher; and
- they thought the teacher was a nice teacher.

Concerning the last three questions the researcher explained to the learners that a 'good' teacher is a teacher that has the ability to teach the learners the knowledge how to read, and a 'nice' teacher is a teacher who is friendly and tells the learners that they do well so that they may like the reading activities, won't be scared to participate in the reading activities, and may trust the teacher. The purpose of the last three questions is to establish whether the learners really did experience that the educator performed 'feelings', 'knowledge' and 'attitude' activities, as described in chapter 2.

The researcher handed out test protocol A and requested all the learners to complete the questions, immediately before presenting session 1 with each class, and collected the completed questionnaires from each group before starting session 1. Test protocols B1 and B2 were taken down at the end of sessions three and ten respectively. The researcher assisted the Grade 1 learners by reading and explaining the questions in the protocols to them, in response to which they just had to mark the relevant faces. The researcher deemed it necessary to read the questions to the Grade 1 learners as they cannot read independently yet in Grade 1 and needed explanation of the written questions. The researcher did not read the questions to the Grade 2 to 7 learners or assisted them to complete the protocols, but was available in the classroom while they completed the questions to explain the questions to them too if necessary.

The results of the test protocols are described in chapter 7.

#### **6.7.4 Observation**

Observation as collection method of research data is aimed at enriching understanding of the participants in their context (Fouché & Delport, 2005:74-75). Anderson and Arsenault 2004:119-131) state that this is a profound understanding of the world that can be gained through conversation (in interviews) and observation in natural settings. Observation is either performed

by the researcher as participant observer, by the participants in the research themselves and non-participant observers, or by non-participant observers. In this research use is made of *participant observation* by the researcher and *observation* by the educators.

#### **6.7.4.1 Participant observation**

Researchers use participant observation to collect and interpret research data more accurately since some participants bias the information they offer about themselves, or do not have the ability to recall or reproduce past events accurately (Gall et al., 2007:263). Strydom (2005:275) and Mills (2003:53) describe participant observation as a typical qualitative approach to data which implies that data cannot be reduced to figures. Participant observation focuses on the researcher's own observation as active participant in the research. Human activities, and the physical settings in which the activities take place, are observed. The researcher is actively involved in the daily situation of the participants while observing their actions and making field notes of the actions, interactions and events as they take place.

These field notes of the researcher can be structured, unstructured or semi-structured, and can take the form of an essay-like narrative, short anecdotal jottings, or notes according to pre-structured checklists. In order to make and describe accurate and usable field notes, the researcher must keep in mind that these field notes should be detailed, descriptive, reflective and concrete (Gall et al., 2007:281-282). Strydom (2005:281-282) indicates that the use of such standardised procedures may enhance observational efficacy, verification of data, and minimise investigator bias. In this research the researcher used essay-like narrative. Gall et al. (2007:264; 275-276) also distinguish between reactive and non-reactive observation. Reactive observation in qualitative research indicates that researchers include their own feelings and experiences in interpreting their observations as they consider their own feelings and experiences to be a valuable part of the study. In this research the researcher observed the reactions of the learners to the reading and relationship activities to interpret their reactions with a view of evaluating the success of the reading and relationship activities in the same way as the educators. The researcher used the same test protocol as the educators to make field notes as soon as possible after each session with each group.

According to Strydom (2005:283) and Leedy and Ormrod (2001:158) the advantages of participant observation include the following, and because all these advantages are applicable in this research, it was decided to make use of participant observation:

- It gives a comprehensive perspective on the aspect under investigation.
- It aims at in-depth investigation of an aspect.
- It is of special importance in cases of studying attitudes and behaviour patterns of participants in their natural situation.

- It is a flexible procedure since the aspect under investigation can be redefined from time to time without necessarily detracting from the scientific qualities of the study.
- It is useful if the aspect under investigation can be confined to a specific geographical area.
- It has a specific link with practice (it is applied research) that prevents results from becoming too theoretical.
- It is ideal for the gathering of data on non-verbal behaviour.

However, participant observation also involves disadvantages according to Strydom (2005:284-285), and Leedy and Ormrod (2001:158). One of these is that participant observation might have too little control over extraneous variables and this might result in the notion that this procedure is of lower scientific value. The researcher, however, ascertained that all the external contextual factors (in the home) were also taken into account, as described in chapter 7. Another reservation is that the data gathered can seldom be quantified because of the small numbers of respondents normally used. In this regard the researcher has already indicated (paragraph 6.5.1 above) that the data in this research is of a qualitative and not quantitative nature, as obtained from a small purposive sample. Another major concern is the participant observer's own perceptions, validity and objectivity; therefore the researcher purposefully made use of triangulation to compare and integrate the various sets of data for trustworthiness (see paragraph 6.7 below). Some also argue that reliability is hard to achieve as it is difficult to prove that the results are not merely the effects of chance. However, the purpose of this research is not to achieve reliability as in the quantitative research, but to understand the perceptions of the participants. The researcher also indicates in her discussion of the results in chapter 7 how she is aware of and keeps the disadvantages in mind.

#### **6.7.4.2 Observation by the educators**

The class educators were requested to be present and observe while the researcher presented the sessions (consisting of reading and relationship activities). The four educators of respectively the Grade 1, Grade 2/3 (combination), Grade 4/5 (combination) and Grade 6/7 (combination) classes completed a test protocol of each session. The purpose of the observation and the completion of the test protocol was for the educators to evaluate the reading and relationship activities presented by the researcher and to record the reactions of the learners to the reading and relationship activities. In this regard Vaughn and Briggs (2003:33) indicate that observation by educators of lesson presentation should be aimed not only at content instruction, but also at learners' opportunities to learn.

The test protocol required the educators to choose an answer from either 'excellent', 'very good', 'good', 'satisfactory', or 'needs more attention', to the following questions:

- How the learners' level of development was taken into consideration.

- How the activities met the needs of all the learners in the group according to the language level.
- How the activities appealed to the learners.
- How the activities invited them to take part.
- How sufficient the media were to support the specific reading activity.
- How opportunity was provided for learners to achieve the learning outcomes.
- How the learning outcomes were demonstrated or visible.
- How the activities took the learners' known environment into consideration.
- How the activities acknowledged prior knowledge of the learners.
- How the learners understood what they were supposed to do after the activities were explained to them.
- How the activities increased vocabulary and/or concepts to improve reading skills.
- How the activities were explained in uncomplicated language.
- How the activities would help the educator to support learners who struggle with reading.
- How practical the activities would be to implement as part of the reading support that the educator provides to the learners in her class.
- How affordable the activities would be to implement as part of the reading support that the educator provides to learners in the class since she could use teaching and learning resources that were available at the school/are easy to create.
- How the activities are not time consuming and therefore practical to implement as part of the reading support that they provide to learners in their classes (the average length of activities are 15 minutes and no activity takes more than 30 minutes to implement).
- How the relationship activities will improve the educational relationship between the educator and the learners.
- How adequately the learners could express themselves during the session.
- How supportive the researcher was while the learners executed the activities.

The results of the educators' observation are reported in chapter 7. How the results from the above data collection methods will be analysed, is described next.

## **6.8 DATA ANALYSIS**

When analysing data, the qualitative researcher's goal is to organise a large quantity of specific detail, or raw data, into a coherent picture, model or set of interlocked concepts. This can be achieved by coding and describing the raw data into conceptual categories or themes, guided by the research question. Such descriptions tend to be rich in detail and take the context into account (Neuman, 2000:419).

Gall et al. (2007) and Fouché and Delport (2005) indicate that qualitative research uses analytical induction to analyse information obtained from all the data collection sources. In this

research the data from the separate sets of data were used for **content analysis** in terms of describing in text the results from the implementation of the strategies, from the observation and from the interview. In content analysis recurring or common themes in the data are highlighted and described as categories or themes of the participants' view of a phenomenon. In the analysis data have to be interpreted by the researcher so that the researcher can report the findings via interpretive reports that reflect the researchers' construction of the data (Gall et al., 2007:32). Such interpretation applies analysis that is holistic, highlighting the relationship between elements and contexts; therefore it can be said that the whole is more than the sum of the elements, according to Anderson and Arsenault (2004:119-131). In chapter 7 this content analysis will evolve into the discussion of the results in terms of the suitability or effectiveness of the support strategies.

These researchers also argue that qualitative data analysis relies on triangulation, as the use of multiple data sources and data collection methods validates research findings and helps to eliminate bias (Anderson & Arsenault, 2004:119-131).

## 6.9 TRUSTWORTHINESS

Kincheloe (2003:168-169) argues that generalisability and prediction, as in positivistic research, are not the aims of qualitative research, but instead credibility or trustworthiness of the results, as described by the researcher, is a more appropriate word to use. Trustworthiness, or validity of the derived results in qualitative research, is accomplished through *triangulation, thick descriptions and member checking*. Anderson and Arsenault (2004:119-131) argue that qualitative data analysis relies on triangulation, as the use of multiple data sources and data collection methods validates research findings and helps to eliminate bias. Mills (2003:520) also argues that the strength of qualitative data analysis lies in its triangulation. Triangulation involves looking at the phenomenon of study, or interpreting the data, from several different points or methods of data collection to render a more accurate description of it, and thereby ensuring trustworthiness of data (Neuman, 2000:521). Triangulation is therefore necessary in order to ensure credible evaluation of the support programme of this study.

In this research *observer triangulation and data triangulation* were used. De Vos (2005:361-362), Gall et al. (2007:474), Anderson and Arsenault (2004:131) and Neuman (2000:125) describe *observer triangulation* to mean that more than one observer is used – in the case of this research, the researcher and the class educators were the observers. Multiple observers who add alternative perspectives and backgrounds will contribute to trustworthiness of data. *Data triangulation*, on the other hand, means that more than one data source is used – in the case of this research observational data, interviews and test protocols were used as data sources or data collection methods, as described above.

An additional strategy to triangulation that qualitative researchers use to enhance the validity of their findings is *thick description*. This involves that the researcher describes the results in sufficiently 'thick' detail in text to enable readers to understand the phenomenon being studied and to draw their own conclusions from the data. The researcher uses statements and applicable quotes that re-create a situation and as much of its context as possible, accompanied by the meanings and intentions inherent in that situation. Data description is therefore highly detailed. Components of thick description encompass the recording in text of speech acts (quotes) and events, non-verbal communication, descriptions in verbatim vocabulary, integrating observer's comments, and detailed contextual data (Gall et al., 2007:451; Leedy & Ormrod, 2001:106; Cohen et al., 2003:311; Neuman, 2000:521).

## **6.10 ETHICAL ASPECTS**

The following ethical aspects were adhered to in this research (Leedy & Ormrod, 2001:107-108; Strydom, 2005:59-60; Neuman, 2000:125-126; Anderson & Arsenault, 2004:125; Strydom, 2005:280).

### *Protection from harm*

The risk involved in participating in a research study should not be greater than the normal risks of daily living. Participants should not be subjected to unusual stress or embarrassment, physical or emotional harm.

It was the explicit aim of this study to ensure learners' emotional comfort and stability in the presentation of the educational relationship-focused programme.

### *Informed consent*

Research participants' written consent should be obtained after they had been informed of the nature and goal of the study, what their participation will involve, possible advantages and disadvantages, and be given a choice to participate – any participation in research should be strictly voluntary and the written consent should include a statement that their participation is voluntary. In the case where learners are involved, the parents must also sign the agreement.

In this research permission to do this research was requested and obtained from the school governing body, the school principal and the parents of the learners. Permission was subsequently given by all. The correspondence is attached as Addendum A.

### *Right to privacy/confidentiality*

Privacy implies the personal privacy of the participants and may be defined as that which normally is not intended for others to know about or to observe. Confidentiality refers to the

handling of information in a confidential manner. The researcher must ensure the anonymity of participants. The research report should be presented in such a way that the identity of participants cannot become known, for example by using code numbers instead of the names of participants, as is the case in this research.

### *Objectivity and integrity*

Opportunities for biased, dishonest or unethical research exist in all research. However, although qualitative researchers do not deny this human factor, do not distance themselves from the participants of the study, and do express personal opinions as participant researchers, this does not allow researchers to promote their own opinions and to not take care when collecting or presenting data selectively. It does mean that researchers take advantage of personal insight and own perspectives to better understand the phenomenon that is studied, while at the same time striving towards objectivity and integrity in collecting and presenting data. Trustworthiness in qualitative research is emphasised by researchers making their presence and role explicit and being sensitive to personal prior assumptions.

Qualitative researchers ensure researcher *integrity* by

- having checks on their evidence so that their research accurately reflects the evidence;
- recording a great volume of detailed written notes as evidence of the recording and reporting of results;
- referencing their sources;
- allowing the participants insight and access into the reporting of the evidence; and
- providing sufficient detail to create trust in the readers of the research report.

The ability of the researcher to maintain a relationship of trust and cooperation with respondents throughout the study will enhance the quality of data.

## **6.11 LIMITATIONS OF THE RESEARCH**

The limitations of the research will be described in detail in chapter 8.

## **6.12 SUMMARY**

In this chapter the theoretical paradigm of the empirical research, namely interpretivism, as well as the research design – qualitative – were described. The phases of the whole as well as the empirical research were discussed, namely

- the literature study (as in chapters 2 to 4);
- the construction of the support strategies (as in chapter 5);
- the implementation of the support strategies and the reporting of the results (chapter 6); and

- the evaluation of the suitability or effectiveness of the support programme in the discussion of the results of the programme (chapter 6).

In chapter 7 the implementation of this research, the results and discussion thereof, are presented.

## **CHAPTER 7**

### **RESULTS OF THE EMPIRICAL RESEARCH**

#### **7.1 INTRODUCTION**

In this chapter a summary of the results from the interview with the educators about the context of the school, as well as a summary of the learners' portfolios, will firstly be presented as baseline information about the context of the school and also of the learners. The results of the empirical research regarding each of the 10 reading sessions are then presented. The results which emanate from each session are described in terms of the following sequence: the proceedings of all the reading activities for each Grade consecutively; then the educators' observation and evaluation of the activities for each Grade consecutively; and then the researcher's observation and evaluation of the activities for each Grade consecutively. The researcher's observation will encompass a description of or reflection on the proceedings of the reading activities and the relationship activities, as well as her own evaluation of the suitability of the reading and relationship activities, in the same table format as that of the educators' observation. The results of the three test protocols of the learners will be presented as it was obtained in the sequence of the intervention: firstly before the intervention started, then after session three and finally after session 10.

#### **7.2 CONTEXT OF THE SCHOOL AND THE LEARNERS**

##### **7.2.1 School**

The results of the focus group interview with the educators before the beginning of the intervention is presented here as description of the context of the school (also see the description of the population of the school in chapter 6, par. 6.6).

The school where the research was undertaken is registered with the Department of Education as a private school. It is situated on a smallholding outside the town of Newcastle, KwaZulu-Natal. At the time of the research the school had a staff of six educators and 55 learners. The language of teaching and learning is English. Of the six educators five are English-speaking and the mother tongue of the sixth is Afrikaans. The learners speak English, Afrikaans or isiZulu.

The research was undertaken in the following classes with a total of 29 learners: Grade 1 (5 learners); Grade 2/3 (combination: 8 learners); Grade 4/5 (combination: 10 learners); and Grade 6/7 (combination: 6 learners). The rest of the school consists of a Grade R class and a class for secondary learners studying through Brainline (home schooling) with the assistance of an educator. The Grade R and the secondary learners were not part of the target group for the study.

The school was established in 2002 by Educator D (see below) with the intention to provide home schooling for her two daughters and the two children of a friend. She was then also contacted by other parents from Newcastle and Madadeni (a township outside Newcastle) who asked her to provide schooling for their children. The school has since grown/developed from these four learners with one educator in 2002 to 55 learners with six educators in 2007.

The school promotes Christian values and strives to provide professional quality education focussing on spiritual, academic, physical and emotional aspects of growth in a secure and loving environment. According to school policy a maximum of 10 learners will be admitted per class. The curriculum is based on the Revised National Curriculum Statements. Additional subjects are Art, Drama, Music and Baking. Extra-curricular activities include horse riding and tennis. All the learners participate in the additional subjects and extra-curricular activities. The school has a small library.

The educators are apparently all committed and are very seldom absent from school. They get along reasonably well and support each other on a professional and emotional level. The particulars of the four participating educators are as follows:

Educator A: Grade 1, 30 years old, qualified teacher with four years teaching experience. She was the Grade R teacher from January 2004 until April 2007, when the principal appointed her as the Grade 1 teacher following the resignation of a staff member. She consequently has only four months experience as Grade 1 teacher. According to the observation of the researcher, she

- lacks Grade 1 teaching experience but asks the more experienced teachers for assistance and also co-ordinates with the Grade 2 teacher to ensure continuity regarding the curriculum; and
- has a very good relationship with the learners in her class. She has built a positive emotional relationship with the learners and understands the needs of the learners. An outstanding characteristic of the discipline she maintains in the class is the calm and consistent way in which the learners are guided to behave in a positive manner.

Educator B: Grade 2/3, 63 years old, qualified teacher with 42 years teaching experience. According to the observation of the researcher, she

- is strict but even-tempered and consistent; the learners feel secure in her class and respect her, as they know what their educator expects of them;
- uses teaching methods that have proven effective to her over the years to teach Foundation Phase learners, and is not in favour of Outcomes-based Education. She has

an outstanding knowledge of the English language and how to teach it, in particular phonics; and

- is not very open to ideas that are new to her or different to her own teaching style; she apparently did not seem to understand the relation between the reading and relationship activities, or seemingly did not understand the integration of this relation.

Educator C: Grade 4/5, 66 years old, qualified teacher with 46 years teaching experience. According to the observation of the researcher she

- apparently is of the opinion that it is of utmost importance that all the learners in the class reach the learning outcomes;
- is very dedicated to prepare for each lesson and to choose topics and themes of interest to the learners;
- manages to maintain discipline in a class consisting of 10 very lively and talkative learners; and
- offers emotional support (for instance praise and encouragement) to the learners who behave according to her standard, but she tends to make untactful remarks towards learners whose behaviour disturb the order in her classroom.

Educator D: Grade 6/7, 38 years old, qualified teacher with 16 years teaching experience. She is the principal of the school. According to the observation of the researcher she

- has a sound relationship of trust, acceptance and respect with the learners and staff members alike;
- is firm but even-tempered and consistent – the learners feel at ease with her and respect her;
- believes in the learning potential of the learners and their ability to develop into adults that will make a positive contribution to the development of South-Africa; and
- takes a lot of responsibility on her own shoulders being the principal; this means that she is absent at times from the classroom and not available for the Grade 6/7 learners.

Because the classes are small, learners get individual attention from the educators. The educators are familiar with the learners' home environments. The educators provide discipline and control, for example, all the educators spend their break time where the learners are enjoying their break. If anything undesirable happens, for instance when any form of bullying takes place, it is dealt with immediately and firmly. However, in the opinion of the researcher as based on her observation while she was an educator at the school, the educators could improve on the following educational relationship activities:

- Learners are not always encouraged to share their ideas (*knowledge*).

- Educators sometimes make evaluative judgements and are not always tactful (*attitudes*) by displaying disrespect for the feelings of the learners, or being impatient with some of the learners (*feelings*).

### 7.2.2 Learners' portfolios

The information is presented as obtained from the verbatim data from the educators as they filled in the portfolios of each learner. It was not verified with them personally to ensure the accuracy of the information as they presumably merely would have iterated their own data. In other words, the data in the portfolios are a presentation of the *educators' perceptions of their learners* in their classes and not necessarily an indication of the real facts. Therefore there may appear to be some discrepancies, for instance where a learner has isiZulu as home language, but the educator indicated no English language barriers. The portfolios presented here are summaries of the fully filled-in portfolios of the learners. They comprise the description of the educators about the following aspects of each learner:

- personal circumstances at home
- academic background
- physical barriers
- emotional barriers
- behaviour barriers
- language skills
- reading skills.

#### LEARNER 1: Grade 1 (boy)

- Personal circumstances at home: Learner is growing up in good socio-economic circumstances and lives with his grandmother. Both his parents have passed away. He experiences no social, relationship or emotional problems at home. His grandmother provides the necessary academic support at home.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; English language barriers
- Reading skills: fair.

### **LEARNER 2: Grade 1 (girl)**

- Personal circumstances at home: Learner is growing up in excellent socio-economic circumstances. Her primary caregivers are both her biological parents. Both the parents work very long hours. She experiences no social, relationship or emotional problems at home. Her parents provide the necessary academic support at home.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: good.

### **LEARNER 3: Grade 1 (boy)**

- Personal circumstances at home: Learner is growing up in good socio-economic circumstances. He is living with both biological parents. He is socially and emotionally well-adapted and experiences no relationship problems. His parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers
- Reading skills: satisfactory.

### **LEARNER 4: Grade 1 (girl)**

- Personal circumstances at home: Learner is growing up in very good socio-economic circumstances. Her primary caregivers are both her biological parents. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers
- Reading skills: good.

### **LEARNER 5: Grade 1 (boy)**

Personal circumstances at home: Learner is growing up in excellent socio-economic circumstances with both his biological parents. He experiences no social, emotional or relationship problems at home. His parents provide the necessary academic support.

- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: good.

### **LEARNER 6: Grade 2 (boy)**

- Personal circumstances at home: Learner is intellectually and physically impaired/handicapped from birth. He receives medical attention from a psychiatrist on a regular basis and uses medication on a daily basis. His father died before he was born and his mother died shortly after giving birth to him. His father's brother and his wife adopted him. They have no children of their own. He is growing up in good socio-economic circumstances. His adoptive parents are very understanding and supportive. They are trying their best to provide academic support but find great difficulty in doing so.
- Academic background: poor intellectual potential
- Emotional barriers: aggression
- Behaviour barriers: tells lies
- Language skills: English home language; no language barriers
- Reading skills: weak.

### **LEARNER 7: Grade 2 (boy)**

- Personal circumstances at home: Learner is growing up in very good socio-economic circumstances in the care of his biological mother and grandmother. His father died when he was a baby. He experiences no social, emotional or relationship difficulties and his mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: possibly
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; English language barriers

- Reading skills: mostly fair.

#### **LEARNER 8: Grade 3 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good and he lives with both biological parents. He is an only child. He finds it difficult to cope with conflict and hides during disagreements. According to the learner his parents fight and that makes him nervous. They talk about separating.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: mood swings, aggression
- Behaviour barriers: sensitivity for criticism
- Language skills: English home language; no language barriers
- Reading skills: excellent.

#### **LEARNER 9: Grade 3 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. His primary caregivers are his biological mother and grandmother. His father passed away. The learner can't remember his father who died in a car accident. His mother remarried but his stepfather does not live in the same house as the learner and his mother. His caregivers seemingly do not provide the necessary academic support. He seems to be emotionally and socially well adapted.
- Academic background: adequate intellectual potential
- Physical barriers: (not filled in by educator)
- Emotional barriers: nervousness, anxiety
- Behaviour barriers: sensitivity for criticism
- Language skills: isiZulu home language; English language barriers
- Reading skills: fair.

#### **LEARNER 10: Grade 3 (boy)**

- Personal circumstances at home: Although his mother is able to provide in the learner's physical needs, she provides no emotional or academic support or guidance. His mother lives in a town far away from Newcastle and he very seldom sees her. The housekeeper is his primary caregiver. His circumstances at home seem to be unstable.
- Academic background: adequate intellectual potential
- Physical barriers: (not filled in by educator)
- Emotional barriers: nervousness
- Behaviour barriers: sensitivity for criticism

- Language skills: isiZulu home language, English language barriers
- Reading skills: fair.

**LEARNER 11: Grade 3 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good. Her primary caregivers are both her biological parents. She is socially and emotionally well adapted and does not experience any relationship problems at home. Her parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Language skills: Afrikaans home language; English language barriers
- Reading skills: good.

**LEARNER 12: Grade 3 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good. He lives with his biological mother and stepfather. His biological father died before his first birthday. His home life is not ideal as his mother spoils him and does not provide the necessary discipline or academic support. His mother goes away a lot and then the learner is left in the care of his adolescent sister.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: mood swings, aggression
- Behaviour barriers: rebelling against authority
- Language skills: English home language; no language barriers
- Reading skills: good.

**LEARNER 13: Grade 3 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good. His primary caregivers are both his biological parents. Both the parents are working very long hours. He experiences no social, relationship or emotional problems at home. His parents provide the necessary academic support at home.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: seeking attention, expecting assistance with tasks
- Language skills: English home language; no language barriers

- Reading skills: satisfactory.

#### **LEARNER 14: Grade 4 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good. His primary caregivers are both his biological parents and he experiences no social, relationship or emotional barriers at home. His parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: Afrikaans home language; English language barriers
- Reading skills: ranging from fair to excellent.

#### **LEARNER 15: Grade 4 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. He lives with his grandparents. His parents work in Gauteng and visit him from time to time. He experiences no social, emotional or relationship problems at home. His grandparents take very good care of him and provide academic support. Learner 15 speaks with fondness of his parents.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; English language barriers
- Reading skills: satisfactory.

#### **LEARNER 16: Grade 4 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. Her primary caregivers are both her biological parents. She is an only child. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support. Although they are dedicated to help her with her homework, the parents do not always agree on what is required for homework, and quarrels develop.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none

- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: satisfactory.

#### **LEARNER 17: Grade 4 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. Her parents recently divorced. She stays with her biological father and stepmother. They are very caring. Every second weekend she visits her mother. After those visits she experiences emotional and relationship problems at home. She has a neurological dysfunction which her mother allegedly finds hard to accept and rejects her, while her younger sister is spoilt. The younger sister dominates the learner. Learner 17 has been diagnosed with depression by a psychiatrist. Her father is very concerned about her academic achievement and provides the academic and emotional support to the best of his ability.
- Academic background: inadequate intellectual potential
- Physical barriers: neurological
- Emotional barriers: depression
- Behaviour barriers: sensitivity for criticism
- Language skills: English home language; no language barriers
- Reading skills: weak.

#### **LEARNER 18: Grade 4 (boy)**

- Personal circumstances at home: The economic circumstances of the learner are good. His mother's sister is his primary caregiver. His mother does not live in the same house as the learner. She is a successful career woman who often travels to other cities. His aunt and mother both show little interest in him. One Friday evening he stayed at the school's aftercare centre until 22:00 before his aunt picked him up. Neither his aunt nor mother provides academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: aggression
- Behaviour barriers: neglecting schoolwork, expecting assistance with tasks
- Language skills: isiZulu home language; no English language barriers
- Reading skills: good.

#### **LEARNER 19: Grade 4 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. His mother is his primary caregiver. His father died two years ago of a heart attack. The learner was in the presence of the father when he died. The learner seems to have overcome this traumatic experience – he experiences no social, emotional or relationship problems at home. His mother takes very good care of him and is very concerned about his well-being. Learner 19 cares about his mother and is concerned about her safety. She often works long hours and on Saturdays it means that the learner is quite often at home alone. The mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: good.

#### **LEARNER 20: Grade 4 (girl)**

Personal circumstances at home: The socio-economic circumstances of the learner are very good. Her primary caregivers are both her biological parents. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support.

- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: good.

#### **LEARNER 21: Grade 4 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. His grandparents are his primary caregivers. They are very loving and supportive. His mother and father got divorced and his mother re-married. The learner previously was in the care of his mother and stepfather. During the night, eighteen months ago, unknown men entered their house and ordered the learner and his stepfather to lie on the floor. They demanded the learner's mother to open the safe for them. Before she could do so, they shot her in the presence of the learner. She passed away before the medical personnel reached her. Although the learner received psychological therapy

after the incident, up to date he has not managed to overcome the traumatic experience. He experiences continued sadness due to his mother's death.

- Academic background: adequate intellectual potential
- Physical barriers: (not filled in by educator)
- Emotional barriers: depression, anxiety
- Behaviour barriers: none
- Language skills: Afrikaans home language; English language barriers
- Reading skills: satisfactory.

#### **LEARNER 22: Grade 4 (girl)**

- Personal circumstances at home: The economic circumstances of the learner are good. Both her biological parents are her primary caregivers. Her mother is the second wife of her father. The father also has a son who is eight years older than the learner, and she has a sister who is seven years younger than she. Her parents separated for a short time during which she had psychological therapy. The parents were together again during the research period, trying to quarrel less and provide the children with a more peaceful atmosphere at home. The learner experiences emotional and relationship problems at home. She and her father have an uneasy relationship. He criticises her often and she receives little affection from him. The mother tends to overprotect her. She and her stepbrother do not get along at all and he tends to be aggressive towards the learner.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: negative self-image, mood swings
- Behaviour barriers: seeking attention, sensitivity for criticism, telling lies
- Language skills: Afrikaans home language; no English language barriers
- Reading skills: good.

#### **LEARNER 23: Grade 5 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are very good. Her primary caregivers are both her biological parents. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none

- Language skills: English home language; no language barriers
- Reading skills: excellent.

**LEARNER 24: Grade 6 (boy)**

- Personal circumstances at home: The economic circumstances of the learner are good. His mother is his primary caregiver. His father died in a motor vehicle accident two months before the researcher started the research at the school. He experiences no social, emotional or relationship problems at home. He shows no sign at school that he is struggling to overcome the death of his father. His mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers
- Reading skills: satisfactory.

**LEARNER 25: Grade 6 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. His primary caregiver is his mother. His father lives in the United Kingdom and comes home once a year for two to three weeks. He experiences no social, emotional or relationship problems at home. His mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: neglecting schoolwork
- Language skills: isiZulu home language; no English language barriers
- Reading skills: satisfactory.

**LEARNER 26: Grade 6 (boy)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. His primary caregivers are his mother and stepfather. His father died when he was four years old. He experiences no social, emotional or relationship problems at home. His mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none

- Behaviour barriers: none
- Language skills: English home language; no language barriers
- Reading skills: excellent.

**LEARNER 27: Grade 7 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. Her mother is her primary caregiver. Her parents divorced recently and she experiences the divorce as traumatic, but she has no relationship problems at home. Her mother provides the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: negative self-image
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers
- Reading skills: satisfactory.

**LEARNER 28: Grade 7 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. Both her biological parents are her primary caregivers. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers
- Reading skills: good.

**LEARNER 29: Grade 7 (girl)**

- Personal circumstances at home: The socio-economic circumstances of the learner are good. She lives with both her biological parents. She experiences no social, emotional or relationship problems at home. Her parents provide the necessary academic support.
- Academic background: adequate intellectual potential
- Physical barriers: none
- Emotional barriers: none
- Behaviour barriers: none
- Language skills: isiZulu home language; no English language barriers

- Reading skills: satisfactory.

### 7.3 RESULTS OF THE EMPIRICAL RESEARCH




In this section the results of the 10 sessions are presented in terms of the following sequence of data in each session: First the proceedings of the reading and relationship activities; then the educators' observation and evaluation; and then the researcher's observation and evaluation. The learners' test protocols are presented in the same sequence in which they were obtained at the stages during the intervention: Before the start of the intervention (test protocol A); at the end of session three (test protocol B1); and finally after session 10 (test protocol B2).

#### 7.3.1 Session 1




##### Test protocol A, before the start of session 1:

The learners were requested to indicate their answers by marking the sad, the 'in-between'/neutral or the happy face. The numbers in the table refer to the numbers of the learners.

##### **GRADE 1 LEARNERS (LEARNERS 1 - 5):**




			
1. Do you like to read?			All 5
2. How do you feel when you read?			All 5
3. Do you find it easy to read?	4	3	1, 2, 5
4. Do you read books at home?	4		1, 2, 3, 5
5. Do you think it is important to be able to read?			1, 2, 4, 5
6. Do you want to learn to read even better?			All 5
7. Do you like to do oral reading in the class?	2	1	3, 4, 5

##### **GRADE 2 LEARNERS (LEARNERS 6 - 7):**




			
1. Do you like to read?			7
2. How do you feel when you read?			7
3. Do you find it easy to read?			7
4. Do you read books at home?			7
5. Do you think it is important to be able to read?			7
6. Do you want to learn to read even better?			7
7. Do you like to do oral reading in the class?			7

Because of his intellectual barrier learner 6 was unable to (meaningfully) complete the test protocol. Although the researcher had explained to the learners how to mark each question, he answered **all** the questions by marking **all** the faces at each question – the sad faces, the ‘in-between’ as well as the happy faces. To assess his actual understanding of the questions, they were then orally put to him – in both the positive (‘did you like the activities?’) and negative formulations (‘did you not like the activities?’). To both formulations he answered ‘yes’. The researcher therefore disregarded his responses and only took into account the responses of learner 7.




**GRADE 3 LEARNERS (LEARNERS 8 - 13):**

			
1. Do you like to read?		8, 10, 11	9, 12, 13
2. How do you feel when you read?	11	8, 9, 10	12, 13
3. Do you find it easy to read?	8	9, 10	11, 12, 13
4. Do you read books at home?	8, 10, 11, 12		9, 13
5. Do you think it is important to be able to read?			All
6. Do you want to learn to read even better?			All
7. Do you like to do oral reading in the class?	8	9, 10, 11, 13	12




**GRADE 4 LEARNERS (LEARNERS 14 - 22):**

			
1. Do you like to read?	17	14, 18, 20, 21, 22	15, 16, 19
2. How do you feel when you read?		14, 17, 18, 20, 22	15, 16, 19, 21
3. Do you find it easy to read?	15, 18	14, 17	16, 19, 20, 21, 22
4. Do you read books at home?	14, 15, 18, 20, 21, 22	16	17, 19
5. Do you think it is important to be able to read?		22	All except 22
6. Do you want to learn to read even better?	14, 21	16, 22	15, 17, 18, 19, 20
7. Do you like to do oral reading in the class?	14, 16, 17, 18	15, 19	20, 21, 22




**GRADE 5 LEARNER (LEARNER 23):**

			
1. Do you like to read?	23		
2. How do you feel when you read?		23	
3. Do you find it easy to read?	23		
4. Do you read books at home?	23		
5. Do you think it is important to be able to read?			23
6. Do you want to learn to read even better?			23
7. Do you like to do oral reading in the class?	23		

**GRADE 6 LEARNERS (LEARNERS 24 - 26):**

			
1. Do you like to read?		24, 25	26
2. How do you feel when you read?		24, 25	26
3. Do you find it easy to read?		25	24, 26
4. Do you read books at home?	25	24	26
5. Do you think it is important to be able to read?			24, 25, 26
6. Do you want to learn to read even better?		25, 26	24,
7. Do you like to do oral reading in the class?		25, 26	24

**GRADE 7 LEARNERS (LEARNERS 27 - 29):**

			
1. Do you like to read?		27, 28, 29	
2. How do you feel when you read?	27		28, 29
3. Do you find it easy to read?		27, 28	29
4. Do you read books at home?			27, 28, 29
5. Do you think it is important to be able to read?			27, 28, 29
6. Do you want to learn to read even better?			27, 28, 29
7. Do you like to do oral reading in the class?	27	28	29

Next the aims and proceedings of each of the 10 sessions are described. The average length of activities was 15 minutes, with some activities taking not more than 30 minutes to implement. The proceedings are described as if an actual educator is performing the activities, not as performed by the researcher, with the future aim to have educators read the description as they themselves would perform them.

SESSION 1: MOTIVATION TO READ	
AIMS	
READING AIMS	RELATIONSHIP AIMS
<p>To have the learner realise that</p> <ul style="list-style-type: none"> <li>➤ the ability to read enables one to find information about subjects of interest, for example cars or animals;</li> <li>➤ books and the ability to read helps us to study, to learn skills and earn money when we grow up; and</li> <li>➤ to read books or magazines is relaxing and enjoyable.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel eager to read.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should help the learner experience a gap in his/her knowledge, which will lead the learner to realise that he/she will have to read for specific information.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ The educator should help the learner realise the necessity of reading for his/her development and learning, and thereby develop a positive attitude towards reading (the reading aims in the left column also have to do with the attitudes the learner has to acquire regarding reading.)</li> </ul>

### 7.3.1.1 Proceedings of the session

#### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1</b></p> <p>The educator asks the learners about books they have read at home. She asks questions such as: "What was the title of the book you read at home?"; "Please tell me what the book was about."; "Who were the main characters in the book?"</p>	
<p><b>Activity 2</b></p> <p>The educator reads the book to the learners. Together they compare characters in the book with real people to make fiction more relevant to real life, for example: 'Do you agree that Grandma in our story cares a lot about Madeleine, her granddaughter? Do you know a person with the same characteristics, namely who is loving and caring? And how about Madeleine?'</p>	<p>A story book with the title 'When Grandma came'.</p>

#### Grade 2/3

Reading activities	Teaching and learning aids
<p><b>Activity 1</b></p>	

The educator cuts out short passages about topics of interest to the learners to read (silently or aloud). She asks the learners to tell the other learners what they have read.	Short passages about farm animals
<b>Activity 2</b> The educator gives the learners jokes and riddles to read aloud to the class.	Text such as jokes and riddles

#### Grade 4/5

Reading activities	Teaching and learning aids
<b>Activity 1</b> The educator asks the learners to read information on wedding or party invitations, letters and birthday cards to the class.	Wedding and party invitations, letters and birthday cards.
<b>Activity 2</b> The educator gives the learners jokes, riddles and other text of interest to the learners. The learners read their jokes, riddles and informative text to the class.	Text such as jokes, riddles and magazine articles.

#### Grade 6/7

Reading activities	Teaching and learning aids
<b>Activity 1</b> The educator asks the learners to plan an imaginary holiday. The learners make a list of preparations such as what must be bought (for example swimsuits) and baked (cookies and biscuits); how will the family reach the destination (the researcher gives the learners a map to study to plan the route); what will the family do when they get there and which places they would like to visit, for example, the Cape Waterfront or a wine farm. The learners may look at advertisements of holiday destinations in magazines, brochures or pamphlets. The learners read all their lists and planning done in writing to the educator.	Stationery Advertisements of holiday destinations in magazines, brochures or pamphlets.
<b>Activity 2</b> The educator gives the learners jokes and riddles to read aloud to the class.	Text such as jokes and riddles
<b>Activity 3</b> The learners compile their own menu for a family meal.	Stationery

### **7.3.1.2 Educators' observation and evaluation of session 1**

The results of the observation by the class educators are reported in this section. The observation protocol filled in by the educators (see Addendum C) comprised of the following: The educators were requested to evaluate the activities in the session by selecting and marking one of the following possible five choices: 'excellent', 'very good', 'good', 'satisfactory' or 'needs more attention'. The researcher adapted these 'criteria' for the evaluation from Blank et al. (2003). The educators were also given the choice to write down comments or not after each question, and also to make general comments at the end of the protocol. Their observation on each of the questions is presented here with the evaluation of each of the four class educators.

#### **1. How well was the learners' level of development taken into consideration?**

The indicators (choices) marked by the four educators ranged from 'excellent' to 'good'. There were no 'satisfactory' or 'needs more attention' indications. Educator C described the activities as a "lovely introduction".

#### **2. How well did the activities meet the needs of all the learners in the group in terms of the language level?**

Indicators ranged from 'excellent' to 'good'. According to Educator C the researcher understands the language level of all the learners in the group.

#### **3. Did the activities appeal to the learners?**

Indicators ranged from 'excellent' to 'good'. Educator C responded with an "Oh yes!"

#### **4. Did the activities invite them to take part?**

Indicators ranged from 'excellent' to 'good'. Educator C concluded: "They participated eagerly".

#### **5. Was there sufficient media?**

Indicators ranged from 'excellent' to 'good'. There were no other comments.

#### **6. Was opportunity provided for learners to achieve the learning outcomes?**

Indicators ranged from 'excellent' to 'good'. According to the observation of Educator C the learners could not wait to have turns and did achieve the learning outcomes.

#### **7. Were the learning outcomes demonstrated or visible?**

Indicators ranged from 'excellent' to 'good'. No comments.

**8. How well did the activities take the learners' known environment into consideration?**

Indicators ranged from 'excellent' to 'good'. Educator C is of the opinion that the researcher knows how to appeal to learners' interests. No comments.

**9. How well did the activities acknowledge prior knowledge of the learners?**

Indicators ranged from 'excellent' to 'good'. No comments.

**10. How well did the learners understand what they were supposed to do after the activities were explained to them?**

Indicators ranged from 'excellent' to 'good'. Educator C responded by saying that even the shy children wanted to participate because they understood the researchers' explanations.

**11. How well did the activities increase vocabulary and/or concepts to improve reading skills?**

Indicators ranged from 'excellent' to 'good'. Educator C said that new words were explained and that the learners understood the words.

**12. Are the activities written (and implemented) in uncomplicated language?**

Indicators ranged from 'excellent' to 'good'. No comments.

**13. The activities will help me (the teacher) to support learners who struggle with reading.**

Indicators ranged from 'excellent' to 'good'. No comments.

**14. The activities are practical to implement as part of the reading support that I provide to learners in my class.**

Indicators ranged from 'excellent' to 'good'. No comments.

**15. The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school/are easy to create.**

Indicators ranged from 'excellent' to 'good'. No comments.

**16. The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.**

Indicators ranged from 'excellent' to 'good'. No comments.

**17. The relationship activities will improve the educational relationship between the educator and the learners.**

Indicators ranged from 'excellent' to 'good'. No comments.

**18. Could learners express themselves adequately during the session?**

Indicators ranged from 'excellent' to 'good'. Educator B said that only some of the learners could express themselves adequately during the session.

**19. Was the researcher supportive while the learners executed the activities?**

Indicators ranged from 'excellent' to 'good'. Educator C wrote that the learners were never shy to express opinions.

**20. Did the researcher give positive feedback to the learners?**

Indicators ranged from 'excellent' to 'good'. No comments.

**General comments made by the educators:** Educator B described this 'motivation to read' session as an 'enjoyable lesson'. Educator C commented that: 'Both the learners and I admire the researcher's excellent lesson. Learners do not even realise how much they are learning because of pleasure experienced. The session was very pleasurable and an interesting approach. Well done.'

### **7.3.1.3 Researcher's observation and evaluation of session 1**

In this section the researcher describes her own perception of her presentation of all the activities in the session to each of the grades, as well as how the learners responded to the presentation and to each of the activities. The last paragraph in every activity is the researcher's own evaluation of the same questions in the observation protocol that the educators filled in.

#### **Grade 1**

##### **Activity 1:**

When the researcher entered the Grade 1 classroom, the researcher explained her presence to the learners. Although some learners knew the researcher as a previous educator at their

school, not all were used to the researcher teaching them and they seemed unsure of what to expect; not only regarding the teaching activities, but also what to expect from the researcher as an educator. Only learners 2 and 5 (who are good readers and leaders in the class) answered questions, while learners 1, 3 and 4 were not very spontaneous and eager to answer the questions.

As this was the first group of the first session that the researcher presented, she was unsure if the reading and relationship activities would work in practice. She observed that her own uncertainty also had an effect on the learners – making them unsure of what to expect. Simplifying questions such as: “Who were the main characters in the book?” by rather asking: “Was the book about a boy or a girl or maybe about an animal?” and “What was the name of the boy/girl/animal?” and “What happened to him/her in the story?” may have prompted better reaction from the learners. The aim of the session was to motivate the learners to read by making them aware of the wonder of books, magazines, almost anything readable, as a source of information and joy. The researcher has serious doubts if the manner in which she presented this activity would motivate any individual to run for the library. The aims of the session could have been achieved more effectively if the researcher

- ✓ arrived with a load full of wonderful story books and colourful fact books;
- ✓ showed the learners examples of different types of books (books with poems, stories about nature, fantasy stories, books on subjects of interest to them, et cetera.); and
- ✓ asked the learners if they had read similar books to the ones that were discussed in class and then ask follow-up questions.

The researcher is of the opinion that the activity, as the researcher presented it, was not on the level of understanding of the learners. The activity did not succeed to make the learners aware of the importance of reading for information or enjoyment and therefore the aim of the activity was not reached.

### **Activity 2:**

The learners found the story interesting and enjoyed the pictures. The researcher had to ask leading questions, for instance, “Do you think your grandmother loves you very much?” or “Do you think that you are sometimes messy and noisy like Madeleine?” in order to get some reaction from the learners. The learners agreed with the questions/statements of the researcher, but were unable to compare characters in the book with people that they know without the guidance of the researcher. When young learners listen to a story they identify with the characters (compare McEvilly & Tiley, 1997:66-67). The researcher has no doubt that the learners identified with Madeleine in the story and that their own grandmothers are wonderful

enough to be compared to Madeleine's granny. The researcher is therefore of the opinion that the reason why she did not get much reaction and had to guide the learners may be

- ✓ that the *story* was age-appropriate but the *activity* (follow-up questions) was too difficult (therefore not appropriate for the learners' level of understanding and level of development) as the learners are not yet able to make the (rather abstract) link between the events or characters in a book and their own lives (compare Biehler & Snowman, 1997:54-55);
- ✓ that it was a first experience for them that any real person could be anything like anyone in a book and since this was all new to them, they were unsure what was expected of them; and
- ✓ that the researcher did not explain the activity clearly.

The learners enjoyed the story as it was appropriate for their level of development and language level. The text held the interest of the learners. The story was successful to reach the aim of the activity, namely to make the learners aware of reading for relaxation and enjoyment. The aim of the follow-up questions was to make fiction *more relevant to real life* for the learners and therefore more enjoyable and meaningful. In order to achieve this aim and improve the activity, the researcher is of the opinion that she should rather have followed the following steps:

- ✓ Read the story.
- ✓ Discuss the events in the story.
- ✓ Discuss the characteristics of Madeleine, namely that she is energetic, messy, noisy and clever.
- ✓ Discuss the characteristics of the granny, namely that she loves Madeleine, gives her presents, and cares about her and visits her often.
- ✓ Ask the learners questions such as: Do you like to run and play outside? Then you are *energetic*! Does your teacher sometimes ask you to keep quiet? Yes, she asks you to keep quiet when you are *noisy*! et cetera.
- ✓ Provide guidance to help the learners to make the link between themselves and Madeleine and between their own grandmothers and the granny in the story.

### **Grade 2/3**

#### **Activity 1:**

They read the passages silently and then the researcher asked if anyone was willing to tell the others, in one sentence, what they have read. The Grade 3 learners were very keen to share the information. The first learner (learner 12) stood in front of the class and read his entire passage to the class. There were some unknown words in the passage, and when he stopped

reading the researcher helped him with the word as unobtrusively as possible. The other Grade 3 learners could barely wait their turn and all of them read their entire passages to the class. Although the researcher asked them to tell or read one sentence, they did more than what was expected of them by reading their whole passage to the class. The two Grade two learners were willing to read, but only read a paragraph each and needed more help and guidance from the researcher. Some of the learners (learners 8, 9, 12 and 13) told the researcher that they found the passages very interesting.

The learners enjoyed reading the text because it was appropriate for the learners' level of development; the information was interesting and took their known environment and reading ability into consideration. (The success of this activity depended heavily on choosing text that the learners would enjoy.) Another reason for the success of the activity was that it was learner-centred. The activity was successful to make the learners aware that the ability to read enables one to find information about subjects of interest, for example farm animals, and how enjoyable reading can be. The researcher does not claim that the learners who previously did not enjoy reading or found it difficult to read would now all of a sudden love reading, but all the learners certainly enjoyed the reading that they did during this session. The enthusiasm of the learners to read their passages aloud to the class may be due to

- ✓ the researcher's encouragement and the fact that she was close by to support them, but only corrected them if correction was essential to understand the text (compare Jennings et al., 2006:149); and
- ✓ the other learners' encouragement, who listened with interest to the learner standing in front.

### **Activity 2:**

The learners reacted with great enthusiasm when they realised that riddles were being handed out. All the learners were willing to read their 'silly questions' or to ask a riddle to the classmates. The Grade 2 learners needed the support of the researcher to read their riddles. Even though the researcher used magazines meant for young readers, some of the questions and riddles were tricky and the researcher and learners had a short discussion about the meaning of the answer of the question or riddle after it had been read.

The learners loved reading the questions and riddles. They were even more pleased when nobody knew the answer and they could have the privilege of providing the answer. The researcher observed that it did not matter all that much whether they understood the 'joke' or answer, they laughed any way. The aim of the researcher was to make the learners aware that reading included reading 'fun stuff' and not only reading their reader for homework or study purposes. To achieve this, the activity was successful. However, the researcher realised after

presenting the session that some of the questions and riddles chosen by the researcher, required knowledge that not all of the learners possessed at the time. For example, the question: 'How do you keep an elephant from charging?' was understood by the learners, but the answer: 'Take away his credit cards' required knowledge of financial issues that may not be part of the known environment of the average Grade 2 and 3 learner. Others required vocabulary that the non-English speaking learners have not yet mastered. For example, the learners understood the question: 'Why did the twin elephants get thrown off the beach?' but the answer 'Because they only had one pair of trunks' was not so easy to grasp. It was certainly not the aim of the researcher to make some of the learners feel that the reading matter which the researcher brought to their class was just one more thing they could not make any sense of. The researcher concluded that choosing 'silly questions' and riddles can definitely be successful to make learners aware of reading for enjoyment, but that the 'silly questions' and riddles must be chosen very carefully to suit the language and development level of the specific group of learners.

#### **Grade 4/5**

##### **Activity 1:**

The learners reacted with 'Look at mine!' and 'May I please read my card first' and 'Then I'm after you'. The learners especially enjoyed reading a card like 'Happy Birthday. You are **one** year old today.' Or a boy reading a card that states 'You are granny's beautiful little **girl**'. Another favourite was: 'With love **darling**. At Christmas'. Learners 15, 19, 22 and 23 told the researcher that they enjoyed the activity and they please wanted to do it again.

This activity suited the Grade 4/5 sense of humour, level of development and language level. The learners had so much fun, they did not realise they were actually reading. It gave the researcher the opportunity to emphasise the importance of reading by saying: 'Imagine receiving a lovely card from a loved one and not being able to read it!' They enjoyed standing in front of the class to read their cards to the class. The learners read most of the words on the cards with ease, but the researcher stood beside the reader for the necessary support, if needed. The activity was successful to achieve the aim, namely to make the learners aware of the enjoyment of reading and that reading is more than reading a text book because you have to.

The researcher observed that, handing out the cards immediately caught the attention of the learners. The bright illustrations on the cards invited the learners to read the catchy phrases on the cards without them even realising that they are willingly doing what the researcher wanted them to do, namely to read. Activity 1 was successful because of

- ✓ the media used: receiving the best wishes of someone else written on a beautiful card makes any person feel special and invites the receiver of the card to read it's content;
- ✓ making use of humour to focus on the importance of reading;
- ✓ creating a learner-centred classroom; and
- ✓ the support given to the learners by the researcher through the relationship activities.

### **Activity 2:**

All the learners were eager to read their passages aloud to the class and found the information very interesting. The learners read the passages without difficulty, but the passages did contain some unknown words. The researcher helped the learners with the pronunciation and meaning of the words. A number of learners asked: 'May I **please** read another one?' The learners agreed whole-heartedly with the researcher that their ability to read enabled them to learn a lot of new and very interesting facts during the session. They especially enjoyed the following passages: 'Why does hair turn white?' and 'Why do people get wrinkles?' This gave them insight into why their teacher and the researcher look the way they do. The text was appropriate for the learners' level of development and took their known environment and reading ability into consideration. It also provided new information to stimulate the interest of the learners. The activity was successful to make the learners aware that the ability to read enables one to find information about subjects of interest and how enjoyable reading can be.

### **Grade 6/7**

#### **Activity 1:**

All the learners were eager to read their passages aloud to the class and found the information very interesting. The learners read the passages without difficulty, but the passages did contain some unknown words. The researcher helped the learners with the pronunciation and meaning of the words. A number of learners asked: 'May I **please** read another one?' The learners agreed whole-heartedly with the researcher that their ability to read enabled them to learn a lot of new and very interesting facts during the session. The success of the activity was due to

- ✓ the topic being of interest to the learners, and
- ✓ the wide variety of colourful brochures which invited the learners to read them.

It was the aim of the researcher to make the learners aware that the ability to read enables one to find information about subjects of interest and that reading is an essential skill to have, even for travelling and going on holiday. The ability to read is an essential skill to study and earn a living in order to have the money to go on holiday. The learners agreed with the researcher. The activity was successful to achieve the aim that was set.

### **Activity 2:**

The Grade 6/7 learners enjoyed reading the riddles and silly questions and tried to get the correct answers from their peers. They also asked the riddles and questions to the secondary school learners (who were not part of the research intervention) during break time. They understood the vocabulary and puns used in the silly questions and riddles. Unlike the Grade 2/3 class all the silly questions and riddles that the researcher used, were appropriate for the learners' level of development and language level. The activity was successful to make the learners aware of the joy of reading and that reading is more than having to read a school text book.

### **Activity 3:**

Only learner 28 chose to do activities 1 and 3. She compiled a menu consisting of a starter, main course and dessert, and decorated it. (Because only one learner completed activity 3, this activity was not considered by the educators and the researcher while completing the test protocol for session 1.) Learner 28 enjoyed and completed the activity with success. Using the participation of learner 28 as a guideline, the activity was appropriate for the level of development and language level of the learner. The fact that she was the only learner who chose to do the activity may be due to

- ✓ Activity 1 being more interesting and stimulating than activity 3;
- ✓ the learners may have felt that compiling a menu is irrelevant for their lives as they do not prepare their own meals at home; they simply sit down and eat; and
- ✓ the example of the menu that the researcher showed the learners, and the way she explained the activity, was uninspiring.

The researcher concluded that, although the activity may have the potential to make learners aware of the importance of reading for all dimensions of life and the joy and relaxation it brings, in this instance the activity was not successful in achieving the aim of the activity.

According to the portfolios of the learners (see above) learner 8 is sensitive for criticism, learner 9 suffers from nervousness and anxiety, learner 10 suffers from nervousness, learner 13 expects assistance with tasks, learner 16 has a negative self-image, learner 17 suffers from depression, learner 21 suffers from depression and anxiety, learner 22 has a negative-self-image, learner 27, an isiZulu speaker, has a negative self-image and struggles to comprehend English text, and learner 25, an isiZulu speaker, struggles to comprehend English text. All these learners participated in the activity with enthusiasm, stood in front of the class without being shy, and read and wrote their passages with ease.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:** Not interrupting the learners, who answered questions, but listening and then affirming their answers, made all the learners feel more at ease and willing to participate in the activities. Nurturing the learners' efforts by encouraging and praising them, made them feel at ease to participate in the reading activities.

**Knowledge:** Encouraging the learners to talk about reading and the books they have read, confirmed the importance of reading to the Grade 1 learners. Giving feedback to individual learners, while the learners were busy with a reading activity, as well as after their reading or after assessing a written activity, confirmed to the learners that their reading skills were improving. This knowledge fostered a positive attitude towards reading.

**Attitudes:** As this session was the first session that the researcher presented, the learners were unsure about what to expect. Giving the Grade 6/7 learners choice regarding reading activities, fostered a positive attitude towards the reading activities. The learners enjoyed session 1 and gave their co-operation to the researcher. It was not necessary for the researcher to reprimand any learner. Because of the enthusiasm and enjoyment of the Grade 4/5 class of the reading activities the session was noisy, but still under control of the researcher. The fact that the groups were small made it easier for the researcher to allow the learners to enjoy the activities to their heart's content.

Therefore, by *telling* the learners that they had made a success of the reading activities (knowledge), by *projecting* a positive attitude towards reading (attitudes) and *making the learners feel at ease* (feelings), the researcher successfully achieved the reading and relationship aims of the session.

In her **own evaluation** (see Addendum D), as part of her observation, the researcher filled in the same protocol as that of the educators, and it therefore comprises the same format in terms of the following: 'excellent', 'very good', 'good', 'satisfactory' or 'needs more attention'. The researcher based her evaluation on her field notes which she kept of her observations of each session.

The researcher rated her own presentation on all the questions together mostly as 'very good', with some 'excellent' and quite a few 'needs more attention'.

7.3.2 Session 2

SESSION 2: PHONEMIC CUEING	
AIMS	
READING AIMS	RELATIONSHIP AIMS
<ul style="list-style-type: none"> <li>➤ To make the learner aware of the sounds in words.</li> <li>➤ To support the learner who finds it difficult to recognise, identify and manipulate different speech sounds and does not have adequate knowledge of the alphabet.</li> <li>➤ To improve the learner's ability to identify and to make rhymes.</li> <li>➤ To develop the learner's ability to identify, blend, segment and substitute words in sentences, syllables in words as well as individual sounds in words.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to recognise, identify and manipulate speech sounds, identify and make rhymes and to identify, blend, segment and substitute words in sentences, syllables in words as well as individual sounds in words.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of sounds in words, to recognise, identify and manipulate speech sounds, to identify and make rhymes and to identify, blend, segment and substitute words in sentences, syllables in words as well as individual sounds in words.</li> <li>➤ To explain to the learner the different sounds in words that he is struggling with, concentrating on the sounds' differences and not on the learner's struggling with the differences, for example /a/ in 'apple' or /a/ in 'aim'.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is acceptable to make sound errors as, by doing so, one learns the different sounds in words.</li> </ul>

7.3.2.1 Proceedings

Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>The educator compiles a list of suitable words, for example 'win', 'pan', 'rat' and asks the learners: "It begins with /?/ and it ends with /?/. Put them together and they say '_____ ? _____'" For example: "It begins with /p/ and it ends with /in/, put them together and they say 'pin'".</p>	<p>List of words</p>
<p><b>Activity 2:</b></p> <p>The learners play number plate games with made-up number plates in the classroom. The educator writes</p>	<p>Blackboard Stationery</p>

letters that appear on number plates on the blackboard, and asks the learners to make words and sentences with them, for instance 'silly sentences' such as BBJ could be 'Big Ben jumps'.

### Grade 2/3

Reading activities	Teaching and learning aids									
<p><b>Activity 1:</b></p> <p>Learners must play a different version – a phonic version – of the game 'tick-tack-toe' (or noughts and crosses). The educator demonstrates on the blackboard how the game should be played. The educator divides the learners in pairs to play the game. The first learner fills in a word in the square of his/her choice on the board or paper, for example 'cat'. The second player fills in a word in the square of his/her choice on the board or paper, for example 'pen', and so on. The learners continue filling in words that rhyme until one of the players gets 'tick-tack-toe' or until the board is full. They must also say the words out loud. For example:</p> <table border="1" data-bbox="196 992 504 1144"> <tbody> <tr> <td>Ben</td> <td>pat</td> <td>rat</td> </tr> <tr> <td>mat</td> <td>cat</td> <td>when</td> </tr> <tr> <td>sat</td> <td>ten</td> <td>then</td> </tr> </tbody> </table>	Ben	pat	rat	mat	cat	when	sat	ten	then	<p>Stationery</p>
Ben	pat	rat								
mat	cat	when								
sat	ten	then								
<p><b>Activity 2:</b></p> <p>The educator explains to the learners that an <b>onset</b> is the first consonant or sound in a word, and the <b>rhyme</b> is in the last group of sounds, and it must have a vowel at the beginning of that last group of sounds. Together the onset and the rhyme sounds create a word. Thus: When the onset of the word is changed, a new rhyming word is created. The learners will be given clues to make rhymes, e.g. they must change the onset, but not the rhyme, for example: 'It begins with /n/ and rhymes with <i>rose</i>' or 'it begins with /ch/ and rhymes with <i>rain</i>'.</p>	<p>Stationery. Worksheet</p>									

### Grade 4/5

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>The educator explains to the learners that an <b>onset</b> is the first consonant or sound in a word, and the <b>rhyme</b> is in the last group of sounds, and it must have a vowel at the beginning of that last group of sounds. Together the onset and the rhyme sounds create a word. Thus: When the onset of the word is changed, a new rhyming word is created. The learners will be given clues to</p>	<p>Stationery. Worksheet</p>

<p>make rhymes, e.g. they must change the onset, but not the rhyme, for example: 'It begins with /n/ and rhymes with <i>rose</i>' or 'it begins with /ch/ and rhymes with <i>rain</i>'.</p>	
<p><b>Activity 2:</b> Learners play the following game: The educator explains that words can be separated into syllables and that each syllable contains a vowel, for example 'contain'. The learners must choose a word and then break up the word in syllables. The learners move one of the syllables to a different part of the word and make a silly word that has no meaning, for example 'pen-cil' becomes 'cilpen'.</p>	<p>Stationery</p>

**Grade 6/7**

<p><b>Reading activities</b></p>	<p><b>Teaching and learning aids</b></p>									
<p><b>Activity 1:</b> Learners must play a different version – a phonic version – of the game 'tick-tack-toe' (or noughts and crosses). The educator demonstrates on the blackboard how the game should be played. The educator divides the learners into pairs to play the game. The first learner fills in a word in the square of his/her choice on the board or paper, for example 'cat'. The second player fills in a word in the square of his/her choice on the board or paper, for example 'pen', and so on. The learners continue filling in words that rhyme until one of the players gets 'tick-tack-toe' or until the board is full. They also must say the words out loud. For example:</p> <table border="1" data-bbox="196 1323 517 1476"> <tr> <td>Ben</td> <td>pat</td> <td>rat</td> </tr> <tr> <td>mat</td> <td>cat</td> <td>when</td> </tr> <tr> <td>sat</td> <td>ten</td> <td>then</td> </tr> </table>	Ben	pat	rat	mat	cat	when	sat	ten	then	<p>Stationery</p>
Ben	pat	rat								
mat	cat	when								
sat	ten	then								
<p><b>Activity 2:</b> The learners make (say) as many words as possible that start with specific letters/sounds, for example the letter/sound [p]: 'place', 'pace', 'pack', 'pair', 'pond', 'pen', 'palm', 'paint', et cetera, and also say words that all <i>end</i> on e.g. [p]. After the first round the educator requests the learners to again make (say) as many words as possible with specific letters/sounds, for example the letter/sound [p], but the words now must have more than two syllables, for example, permanent, periodic, perfection, performer, plentiful, policeman, position.</p>	<p>Stationery Blackboard</p>									

### 7.3.2.2 Educators' observation and evaluation of session 2

On all the questions the indicators ranged from excellent to good, except on question 11, which received only 'good' by all four educators. There were no other comments.

### 7.3.2.3 Researcher's observation and evaluation of session 2

#### Grade 1

#### Activity 1:

The researcher observed that the mother tongue learners (learners 2 and 5) found the activity relatively easy to do and participated eagerly. Although the isiZulu speakers in the class (learners 1, 3 and 4) were more at ease with the presence of the researcher than during session 1, they found the activity more difficult to do than the English speaking learners. Learner 1 needed a lot of guidance and support from the researcher to execute the activities. Learners 2, 3, 4 and 5 seemed to enjoy the activities and the researcher managed to keep their interest. The researcher had to call out the name of learner 1 a few times in order to try and keep his attention and he needed the support of the researcher to participate in the activity.

With the exception of learner 1, the learners enjoyed the activity and participated with enthusiasm. The activity was appropriate for the learners' level of development. The English speaking learners found the activity easier to execute than the isiZulu speakers. This is understandable taking into account that

- ✓ the research year is the first year of formal schooling for these learners;
- ✓ it is the first year of formal schooling and learning through English medium for the isiZulu speakers; and
- ✓ the difference in the phonic system between English and isiZulu.

Although the isiZulu learners *did* find it more difficult to link the first sound with the 'tail' to complete the word, they did succeed. The researcher, therefore, concluded that the activity was appropriate for the language level of learners 2 to 5. The researcher observed that learner 1 found it difficult to concentrate and that he found the sounds difficult. The activity was suitable and successful to achieve the aim, namely to make the learners aware of the sounds in words.

#### Activity 2:

Learners 2 to 5 participated with enthusiasm and enjoyed the activity. The activity was appropriate for these learners' level of development and language level. The activity did take their known environment into consideration, but not quite their immediate surroundings, as the Newcastle number plates are all NN registration numbers and the researcher made use of

Gauteng number plates to execute the activity. This did not seem to bother the learners. As the activity focused the learners' attention on the beginning sound of words and the different words that are formed with the same beginning sound, the activity was successful to achieve the aim, namely to develop the learners' ability to identify and substitute words in sentences, as well as individual sounds in words. The researcher observed that learner 1 found it difficult to concentrate and that he found the sounds difficult. The activity was suitable and successful to achieve the aim, namely to make the learners aware of the sounds in words. The researcher's encouragement, praise of the learners' effort, guidance and support contributed to the enthusiasm of the learners to participate in the activity and complete the activity with success.

### **Grade 2/3**

#### **Activity 1:**

Even though the researcher helped the learners with the rhyming words, the Grade 2 learners (learners 6 and 7) were not able to do activity 1. The researcher helped the Grade 3 learners with rhyming words. This enabled the English as well as isiZulu speakers to execute the activity successfully. Although they found activity 1 difficult, they extremely enjoyed playing the 'phonics' version of 'tick-tack-toe'.

The researcher is of the opinion that the activity was not suitable for the Grade 2 learners. Learner 6 does not have the intellectual ability to successfully complete the activity. Learner 7, an isiZulu speaker, experiences reading barriers. Another possible reason why learner 7 did not benefit from the activity may be that, finding rhyming words and having to place them in appropriate spaces to play the game, was too complicated and difficult (unfamiliar) to him. Even though the Grade 3 learners also found the 'tick-tack-toe' activity challenging, they enjoyed the activity, participated with enthusiasm, and with the support of the researcher, completed the activity with success. The activity was appropriate for their level of development, language level and level of understanding. They found the activity interesting to do, as this activity was not part of their normal learning activities. Regarding the reading activities the researcher concluded that

- for the Grade 2 learners the activity was not suitable to reach the aims of the session for the reasons explained above; and
- the activity gave the Grade 3 learners the opportunity to hear and practice the English sounds. The activity was successful to make the learners aware of the sounds in words and to improve the learners' ability to identify and make rhymes. The activity is suitable for Grade 3 to achieve the aims that was set for the session.

## **Activity 2:**

Learner 6 was able to identify two of the 15 words given as part of the activity correctly. The researcher praised the learner for his effort as this is an achievement when taking the learner's intellectual barrier into account. Learner 7 was able to complete the activity with great success. The Grade 3 learners completed the activity successfully and participated with enthusiasm. The reading activity was successful to improve the learners' ability to identify and make rhymes and suitable to achieve the aims of the session. Possible reasons for the success and suitability of the activity include:

- The activity was suitable for the learners' level of development.
- The activity was suitable for the learners' language level.
- The learners found the activity enjoyable and therefore participated with enthusiasm.
- The activity was not too easy (familiar) or difficult (unfamiliar).

The researcher concluded that her encouragement, praise of the learners' efforts, guidance and support contributed to the enthusiasm of the learners to participate in the activities and complete the activities with success. It also helped

- learner 9, an isiZulu speaker, who experiences language barriers in English and experiences emotional barriers (nervousness and anxiety);
- learner 10, an isiZulu speaker, who experiences language barriers in English, has little knowledge of phonemes and also experiences emotional barriers (nervousness); and
- learner 11, an Afrikaans speaker, who experiences language barriers in English, to successfully complete the activities.

## **Grade 4/5**

### **Activity 1:**

The researcher observed that all the learners participated enthusiastically and found the activity enjoyable. Although they enjoyed the activities, Activity 1 was too easy for the majority of the Grade 4 and 5 learners. Activity 1 was beneficial to learner 17, who experiences reading barriers. The making of 'new words' by using rhyming sounds not only augmented the learner's knowledge of sounds, but successfully completing the activity enhanced her sense of achievement.

On the strength of the learners' enthusiastic participation the researcher concluded that the activity was appropriate for the learners' level of development, language level and that they had found it interesting to do. It is also a possibility that the researcher's encouragement and praise of the learners' efforts prompted the enthusiastic participation in the activity. The researcher

observed that the content of the activity (worksheet) was too familiar for learners 14 to 16 and 18 to 22 to learn anything new from the activity, but it served the purpose of revising the rhyming of words. According to Jennings et al. (2006:163) it is important to give learners material they can handle, as experiencing success builds emotional security that allows the learners to take the risk of attempting more difficult material. Learner 17, who experiences difficulty in all areas of reading, including phonemic awareness, benefited from the activity as the activity increased her awareness of the sounds in words and knowledge of rhyming words. With the encouragement, support and guidance of the researcher she successfully completed the activity (worksheet) and she was extremely pleased with her success. The reading and relationship activities were suitable to achieve the aim that was set for the session.

### **Activity 2:**

Some of the learners (learners 16, 17, 19 and 21) struggled to understand this activity, found it confusing and were unable to make any 'new words' independently. The other learners enjoyed the activity and divided their chosen words into syllables to make 'new words', for example, learner 14 divided the word 'con-tain' to make 'tain-con' and learner 22 divided the word 'an-gel' to make 'gel-an'. They were very keen to show their 'new words' to the researcher and to try and pronounce it to their peers.

The activity was appropriate for the level of understanding and language level of some of the learners (learners 14, 15, 18, 20, 22 and 23). They enjoyed the activity and participated eagerly, most probably because it was great fun to create words that were almost impossible to pronounce and that gave them something to laugh about. Jennings et al. (2006:155) describe *interest* as a powerful motivator. These learners found the format of the activity interesting. The researcher concluded that the reading activity was suitable for the learners (who did not experience problems with the division of words into syllables and were able to create 'new words'), and therefore suitable to achieve the aim of the reading activity, namely to make the learners aware of the importance of identifying, blending, segmenting and substituting words in sentences, syllables in words as well as individual sounds in words. However, the researcher observed that learners 16, 17, 19 and 21 struggled to come up with suitable words, and if they did, found it hard to divide it into syllables and to replace these syllables. All these steps or actions as part of one activity might have been too complex for learners who were struggling with the division of words into syllables. The researcher concluded that the reading activity may confuse rather than support learners who experience reading barriers, and were not suitable to achieve the aim of the session for those learners.

## Grade 6/7

### Activity 1:

All the learners participated in the activity and completed it successfully. After presenting the activity the researcher concluded that the content of the activity was too familiar. Therefore it did not take the level of development or level of understanding of the Grade 6/7 learners into consideration. The activity did not augment the Grade 6/7 learners' knowledge of phonics or enhanced their reading skills and was not suitable to achieve the aim of the session. Although the researcher concluded that she managed to build a relationship of trust with the Grade 6/7 learners, the specific relationship activities that were set for this activity were also not suitable for this group of learners.

### Activity 2:

All the learners participated with enthusiasm and success. Even though they were not allowed to use a dictionary, they were able to provide many words with the specific letters/sounds that the researcher named. The first round of the activity was only a warm-up exercise for the Grade 6/7 learners. Having to list words with more than two syllables was more challenging. This added interest to the activity, 'upgraded' the activity to the appropriate level of development and understanding and language level of the learners. It kept the learners' attention, as they could add as many 'difficult' words as they could possibly think of. Not all the learners were familiar with all the words that were listed, and this also made the activity meaningful. The researcher concluded that the reading activity was suitable to achieve the aim that was set for the session, namely to make the learners aware of the sounds and syllables in words.

The researcher concluded that the relationship activities were suitable to achieve the aims that were set for the session on the strength of

- the enthusiastic participation of all the learners (including learner 27, who experiences emotional barriers, and learner 25 who lacks interest in his schoolwork); and
- the learners' successful completion of the activity.

Regarding the *feeling, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:** Making the learners feel positive about their ability to identify sounds in words, by being patient at all times and never blaming a learner for feeling discouraged, or blaming a learner for not being able to provide the correct answer, contributed to the learners' enthusiastic participation. The researcher realised that, because the didactic situation (teaching/learning

situation) is dynamic, she was unable to implement all the relationship activities exactly as planned, but had to adapt the activities when/after unexpected events took place.

**Knowledge:** By guiding the learners to be aware of the sounds in words and focussing their attention on specific sounds, as well as explaining to the learners the different sounds in words that they are struggling with, enhanced the learners' knowledge and awareness of sounds in words and enabled them to master the content of the session.

**Attitudes:** By executing the reading activities and helping the learners to realise the importance of recognising, identifying and manipulating speech sound, the learners became aware of the meaning and value of knowledge of phonemes to improve reading skills.

**The researcher's own evaluation is reported in the following section.**

On all the questions together, the researcher rated her own presentation mostly as 'very good', with a few marked as 'satisfactory' and 'needs more attention'.

### 7.3.3 Session 3

<b>SESSION 3: PHONEMIC CUEING</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To make the learner aware of the sounds in words;</li> <li>➤ to support the learner who finds it difficult to recognise, identify and manipulate different speech sounds and does not have adequate knowledge of the alphabet;</li> <li>➤ to improve the learner's ability to identify and make rhymes; and</li> <li>➤ to develop the learner's ability to identify, blend, segment and substitute words in sentences, syllables in words as well as individual sounds in words.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to recognise, identify and manipulate speech sounds, identify and make rhymes and to identify, blend, segment and substitute words in sentences, syllables in words as well as individual sounds in words.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of sounds in words, to recognise, identify and manipulate speech sounds, to identify and make rhymes, and to identify, blend, segment and substitute words in sentences, syllables in words, as well as individual sounds in words.</li> <li>➤ To explain to the learner the different sounds in words that he is struggling with, concentrating on the sound differences and not on the learner's struggling with the differences, for example, /a/ in 'apple' or /a/ in 'aim'.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to make sound errors, as one learns the different sounds in words through it.</li> </ul>

### 7.3.3.1 Proceedings

#### Grade 1

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The educator writes words that rhyme on cards and the learners match the cards, for example 'mouse' and 'house', and 'cheese' and 'breeze'.	Word cards Worksheet
<b>Activity 2:</b> The learners identify certain phonemes while the educator reads a story. The educator asks the learners to click their fingers when she reads the following sounds: [m] [a] [l] [k] [th]	Story book: 'Kathy and Mark'

#### Grade 2/3

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The learners identify certain phonemes while the educator reads a story. The educator asks the learners to click their fingers when she reads the following sounds: The [m] [a] [l] [k] [th] [w].	Story book: 'Kyla'
<b>Activity 2:</b> The educator writes down words but omits the first or last sound and the learners complete the word, for instance 'ra_', '_ace', '_lease'.	Worksheet

#### Grade 4/5

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The learners write down as many words as they can think of, starting with or containing a specific phoneme, for example 'safe, snake, sail, salary, sale.....'	Worksheet
<b>Activity 2:</b> The learners compete against each other to see who can find the longest word with a certain phoneme.	Blackboard

## Grade 6/7

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The learners write down as many words as they can think of, starting with or containing a specific phoneme, for example 'safe, snake, sail, salary, sale.....'	Worksheet
<b>Activity 2:</b> The learners compete against each other to see who can find the longest word with a certain phoneme.	Blackboard

### 7.3.3.2 Educators' observation and evaluation

On all the questions the indicators ranged from 'very good' to 'good', with a few 'excellent'. No comments were supplied, except educator A who observed that the learners enjoyed the session.

### 7.3.3.3 Researcher's observation and evaluation

#### Grade 1

##### Activity 1:

The learners found this activity interesting and enjoyable to do. The researcher handed out envelopes containing cards with rhyming words (and pictures) and asked the learners to match the cards with the words that rhyme. Learners 3 and 5 found the activity easy to do. Learners 3 and 4 needed help with some of the words and learner 1 needed the guidance of the researcher with the majority of the words. The activity was successful because of the following:

- ✓ Handing out the envelopes caught the attention of the learners and created a sense of excitement about the contents of the envelopes.
- ✓ The words on the cards were written in clear, big letters and illustrated with appropriate/suitable pictures.
- ✓ Young learners enjoy activities where words and objects should be matched.

##### Activity 2:

The researcher read a story titled 'Kathy and Mark' to the learners and asked them to put up their hands when they heard a specific sound, for example the [m] sound as in the word 'Mark'. Before reading each page the researcher identified a certain sound for the learners to recognise. Although the learners enjoyed the story, they found it difficult to identify the sounds.

The researcher had to put up her own hand to guide the learners and only then did the learners realise that they had to put up their hands. Reading the story to the learners gave them the opportunity to listen to an adult reading to them and hearing the speech sounds of the English language. However, the activity was not a success and the outcome was not reached, as the learners did not manage to identify the sounds while the researcher read the story. Possible reasons for this may be the following:

- ✓ The learners listened to the story and were focused on the events in the story. They simply forgot that they were supposed to listen to the sounds.
- ✓ The activity did not take the developmental level of the learners into account as it was too much to expect of them to listen to the story and to listen to the speech sounds.
- ✓ The researcher presented the intervention in her second language and there is always the possibility that the researcher's pronunciation wasn't always as clear and correct as it should be.

This activity could be improved in the following ways:

- ✓ By reading the entire story to the learners first so that they are familiar with the content of the story.
- ✓ Identifying only one suitable sentence on each page of the story and a single sound that must be identified.
- ✓ Asking the learners to listen to the sentence being read to them and listen if they can hear the sound, but not to put up their hands if they can hear the specific sound.
- ✓ Ask the learners to put up their hands if they hear the specific sound while reading the sentence to the learners again. Reading the sentence twice will give the learners who experience reading difficulties the opportunity to reach the outcomes intended by the activity.

### **Grade 2/3**

#### **Activity 1:**

The researcher identified phonemes, for example [w] as in the word 'water' and [th] as in the word 'the', and selected suitable pages from a story book titled 'Kyla'. Before reading a paragraph the researcher asked individual learners to identify a specific speech sound, for example the researcher asked learner 8 to click his fingers when he heard the [w] sound and learner 11 to click her fingers when she heard the [th] sound. The learners listened attentively, but the researcher realised when she started the activity that the learners are feeling unsure about what to do. After helping the first two learners to identify the sounds, the learners had

more confidence to participate in the activity. The Grade 2 learners needed the support and guidance of the researcher to reach the outcomes.

The activity was successful with the Grade 3 learners. Reasons for this may include:

- ✓ The activity is more appropriate for the developmental level and knowledge of phonemes of the Grade 3 learners.
- ✓ The researcher called on individual learners to identify specific sounds and these learners knew that the 'responsibility' to identify the sound rested on their shoulders.
- ✓ The researcher read only one paragraph at a time, repeated the identified sound, asked other learners to identify the new sound and read another paragraph.

### **Activity 2:**

The researcher explained the activity with the help of a few examples and handed out the worksheet. The Grade 3 learners enjoyed the activity and completed the worksheet with success. Some of the learners (learners 8, 11, 12 and 13) found it easy to complete all 45 words, while others (learners 9 and 10) were able to complete two or three words in a specific row. Of the Grade 2 learners learner 7 completed 50% of the worksheet with some support from the researcher. The researcher was very excited to see that learner 6 completed ten words correctly, some of the words without the help of the researcher. The activity was successful as the worksheet made provision for the learners who work fast and who have a good basic knowledge of the speech sounds. The worksheet also gave the learners who experience reading difficulties the opportunity to practise different speech sounds.

### **Grade 4/5**

#### **Activity 1:**

The researcher handed out a worksheet to the learners to complete. The researcher emphasised that, while writing down the words, the learners should say the word to listen to the speech sound *in order to make sure it is the correct sound; for example, the [u] sound as in 'under' and 'unpleasant' but the word 'unity' won't be correct.* The English speaking learners completed the worksheet with great success. The Afrikaans speaking learner (learner 14) and the isiZulu speakers (learners 15 and 18) also did very well. Although the learners completed the worksheet successfully, and it could be said that the activity gave the learners the opportunity to practice the speech sounds, the researcher is of the opinion that, doing the activity orally would have been more successful.

## **Activity 2:**

The learners enjoyed the activity because learners in the intermediate phase love to compete against each other. The researcher divided the learners in three groups and the groups took turns to call out a word with a certain phoneme. The members of the group had to decide on the longest word with the specific phoneme that they were familiar with. The researcher wrote the words on the blackboard to give the learners the opportunity to also read the word (and to count the letters). The English speakers found it easier than the other learners to come up with words such as 'sunburn' and 'sundown' although the Afrikaans and isiZulu learners also contributed to the activity.

The activity was successful to make the learners aware of the different speech sounds. Although the learners who have a sound knowledge of phonemes contributed more to the execution of the activity than the learners who may find all the speech sounds a bit confusing, the activity still contributed to improving the reading skills of all the learners. This can be said because the activity gave all the learners the opportunity to listen to the specific sound in the words that was called out by the learners.

## **Grade 6/7**

### **Activity 1:**

The learners found it easy to make long lists of words with specific phonemes. Although the learners achieved the learning outcome, the activity did not contribute to improve the reading skills of the learners as it did not take their level of academic development into consideration. The activity was too easy for the Grade 6 and 7 learners.

### **Activity 2:**

The learners found this activity more meaningful, stimulating and enjoyable than Activity 1. All the learners participated, and both the English and isiZulu speakers contributed to the activity with enthusiasm and without difficulty. (Note that they were not allowed to use a dictionary.) The activity was successful to make the learners aware of sounds in words. The success of the activity may be due to the fact that the learners were allowed the opportunity to come up with as many (complicated) words as they could possibly think of.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:** Noticing the learners' effort when doing the reading activities, and praising them for their effort as well as assuring the learners of the researcher's availability to help and support

them while they did the activities, assured them of the researcher’s personal involvement in their effort to achieve the learning outcomes.

**Knowledge:** Demonstrating to the learners how to identify the sounds in words while the researcher read the story, and by focussing the learners’ attention on the different sounds that may be used to complete the words, ensured that the learners were able to master the content.




**Attitudes:** By explaining to the learners how important it is to know the different sounds of English, and by demonstrating how important it is to be able to identify sounds that almost look and sound the same, for example ‘b’ and ‘d’, made the importance of phonemic knowledge to improve reading skills clear to the learners.

**The researcher’s own evaluation is reported in the section below:**

The researcher indicated mostly ‘very good’, with a few ‘satisfactory’ and ‘needs more attention’ to all the questions.




**Test protocol B1 obtained from the learners after session 3:**

**GRADE 1 LEARNERS (LEARNERS 1 - 5):**

			
1. Did you like the activities?			All 5
2. Did you understand what you must do?			All 5
3. Did you find it easy to do?			All 5
4. Did you learn something new?	5	3	1, 2, 4
5. Do you think these activities will help you with your reading?			All 5
6. Do you feel happy when I (teacher) am doing the activities?			All 5
7. Do you think I am a good teacher?			All 5
8. Do you think I am a nice teacher?			All 5




**THE GRADE 2 LEARNERS (LEARNERS 6 - 7):**

Regarding learner 6: the same happened as with test protocol A.

			
1. Did you like the activities?			7
2. Did you understand what you must do?			7
3. Did you find it easy to do?			7
4. Did you learn something new?			7
5. Do you think these activities will help you with your reading?			7
6. Do you feel happy when I am doing the activities?			7
7. Do you think I am a good teacher?			7
8. Do you think I am a nice teacher?			7

These results indicate that there was no change in the attitude of learner 7 towards reading – his attitude towards reading and the teacher was as positive as at the start.




**THE GRADE 3 LEARNERS (LEARNERS 8 - 13):**

			
1. Did you like the activities?		11	8, 9, 10, 12, 13
2. Did you understand what you must do?	9		8, 10, 11, 12, 13
3. Did you find it easy to do?		9, 10	8, 11, 12, 13
4. Did you learn something new?	8	11, 12	9, 10, 13
5. Do you think these activities will help you with your reading?	8	12	9, 10, 11, 13
6. Do you feel happy when I am doing the activities?		11	8, 9, 10, 12, 13
7. Do you think I am a good (effective) teacher?		11	8, 9, 10, 12, 13
8. Do you think I am a nice teacher?			8, 9, 10,

			11, 12, 13
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With the exception of Learner 11, who indicated that she still felt indifferent about the reading activities, all the other Grade 3 learners indicated on Test protocol B1 that they enjoyed the reading activities (including oral activities). This indicates that there may have been some change in the attitude of the learners. Although learners 8, 9, 10 had felt indifferent about reading and learner 13 had felt indifferent about doing oral reading in the class, they now indicated on Test protocol B1 that they felt positive about the reading activities (which included oral reading activities). There was no change in the attitude of learner 12, who still felt positive about reading and the reading activities, and the attitude of learner 11, who still felt indifferent about reading and the reading activities.




**THE GRADE 4 LEARNERS (LEARNERS 14 - 22):**

			
1. Did you like the activities?		15, 16, 17	14, 18, 19, 20, 21, 22
2. Did you understand what you must do?			14, 15, 16, 17, 18, 19, 20, 21, 22
3. Did you find it easy to do?		15, 17	14, 16, 18, 19, 20, 21, 22
4. Did you learn something new?	20	21	14, 15, 16, 17, 18, 19, 22
5. Do you think these activities will help you with your reading?		20	14, 15, 16, 17, 18, 19, 21, 22
6. Do you feel happy when I am doing the activities?			14, 15, 16, 17, 18, 19, 20, 21, 22
7. Do you think I am a good (effective) teacher?			14, 15, 16, 17, 18, 19, 20, 21, 22
8. Do you think I am a nice teacher?			14, 15, 16, 17, 18, 19, 20, 21, 22

With the exception of learners 15, 16 and 17, who indicated that they still felt indifferent about the reading activities, all the other Grade 4 learners indicated on Test protocol B1 that they




enjoyed the reading activities (including oral activities). This indicates that there may have been some change in the attitude of learners 14, 18, 20, 21 and 22 towards reading and learner 19 towards oral reading. Whereas learners 14, 18, 20, 21 and 22 had felt indifferent about reading, and learner 19 had felt negative about doing oral reading in the class, they now indicated that they felt positive about the reading activities (which included oral reading activities). There may also have been some change in the attitude of learners 15, 16 and 17, who had at first felt negative or indifferent about the reading activities on Test protocol A.

**THE GRADE 5 LEARNER:**

			
1. Did you like the activities?			23
2. Did you understand what you must do?			23
3. Did you find it easy to do?			23
4. Did you learn something new?			23
5. Do you think these activities will help you with your reading?			23
6. Do you feel happy when I am doing the activities?			23
7. Do you think I am a good (effective) teacher?			23
8. Do you think I am a nice teacher?			23




Learner 23 had indicated on Test protocol A that she disliked reading and did not feel good when reading. She had found it difficult to read and disliked oral reading in the class. On Test protocol B1 she now indicated that she enjoyed the reading activities. This indicates that there may have been a change in the attitude of the learner towards reading.

**THE GRADE 6 LEARNERS (LEARNERS 24 - 26):**

			
1. Did you like the activities?			24, 25, 26
2. Did you understand what you must do?		25	24, 26
3. Did you find it easy to do?		25	24, 26
4. Did you learn something new?		26	24, 25
5. Do you think these activities will help you with your reading?		25	24, 26
6. Do you feel happy when I am doing the activities?		25	24, 26
7. Do you think I am a good (effective) teacher?			24, 25, 26
8. Do you think I am a nice teacher?			24, 25, 26

All the Grade 6 learners indicated on Test protocol B1 that they enjoyed the reading activities (including oral activities). This indicates that there may have been some change in the attitude of learners 24 and 25 towards reading, and learner 26 towards oral reading. These learners now indicated that they felt positive about the reading activities (which included oral reading activities).

**THE GRADE 7 LEARNERS (LEARNERS 27 - 29):**

			
1. Did you like the activities?		28	27, 29
2. Did you understand what you must do?			27, 28, 29
3. Did you find it easy to do?		28	27, 29
4. Did you learn something new?			27, 28, 29
5. Do you think these activities will help you with your reading?			27, 28, 29
6. Do you feel happy when I am doing the activities?			27, 28, 29
7. Do you think I am a good (effective) teacher?			27, 28, 29
8. Do you think I am a nice teacher?			27, 28, 29

Learner 28 indicated on Test protocol B1 that she still felt indifferent about the reading activities, while learners 27 and 29 now indicated that they enjoyed the reading activities. This indicates that there may have been some change in the attitude of these learners.

### 7.3.4 Session 4

<b>SESSION 4: MORPHEMIC CUEING</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To draw the learner's attention to the form and structure of words in a language;</li> <li>➤ To focus on the letter structure within words.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to understand the form and structure of words of the English language; to help him with the decoding and comprehension of text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the form and structure of words and to realise that knowledge of form and structure of words can help him with the decoding and comprehension of text.</li> <li>➤ To explain to the learner the form and structure of words, concentrating on the form and structure of words and not on the learner's struggling with the form and structure of words.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to make errors, as one learns               <ul style="list-style-type: none"> <li>○ to divide words into syllables;</li> <li>○ compound words; and</li> <li>○ to add a suffix to a word in the process.</li> </ul> </li> </ul>

#### 7.3.4.1 Proceedings

##### Grade 1

<b>Reading activities</b>	<b>Teaching and learning aids</b>
<p><b>Activity 1:</b></p> <p>The educator divides a word into syllables and claps her hands when saying each syllable, for instance sing-ing and be-fore. The educator names a word or words (with more than one syllable) and the learners divide the word into syllables by clapping their hands when saying each syllable.</p>	<p>List of words</p>

<p><b>Activity 2:</b> Paired reading and dividing words into syllables: The educator and learner/s read a book together and also take turns to read. After reading a page the educator point out a word and guide the learner to divide the word into syllables.</p>	<p>Story books: the 'Butch'-series</p>
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**Grade 2/3**

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The educator compiles a list of compound words. She reads the words to the learners and explains the meaning of the concept 'compound words'. Each learner receives a worksheet with the list of compound words, for example 'lifeboat' and 'flagpole'. The learners cut out each compound word. They then divide the compound words by cutting the word in two between the two independent words ('life/boat' or 'flag/pole').</p>	<p>Worksheet Stationery</p>
<p><b>Activity 2:</b> The educator makes two columns and writes a word in one column and the suffix of the word in the second column. The educator mixes the suffixes and the learners match the word and its suffix, for example: shopping, skinned, winner, musical, softly, handful, user, collector (and the same for prefixes).</p>	<p>Worksheet Stationery</p>

**Grade 4/5**

<p><b>Activity 1:</b> The educator compiles a list of compound words. She reads the words to the learners and explains the meaning of the concept 'compound words'. Each learner receives a worksheet with the list of compound words, for example 'lifeboat' and 'flagpole'. The learners cut out each compound word. They then divide the compound words by cutting the word in two between the two independent words ('life/boat' or 'flag/pole').</p>	<p>Worksheet Stationery</p>
<p><b>Activity 2:</b> The educator writes down a word and divides it into syllables. The educator shuffles the syllables and asks the learners to identify the syllables and arrange them into the correct order to construct the word: 'al' 'ther' 'to' 'ge' (altogether).</p>	<p>Worksheet</p>

## Grade 6/7

<b>Activity 1:</b> The educator writes down a word and divides it into syllables. The educator shuffles the syllables and asks the learners to identify the syllables and arrange them into the correct order to construct the word: al ther to ge (altogether).	Worksheet
<b>Activity 2:</b> The educator gives the learners a list of ten words. They must divide the words into syllables. The first learner who is able to tell the educator how many of the words used consist of 5 syllables will get a reward.	Worksheet

### 7.3.4.2 Educators' observation and evaluation

To all the questions the indicators were mostly 'very good', with a few 'excellent' and 'good'. Educator A commented that the learners loved the story books and that the lesson was well planned and presented. Educator C noted that activity 1 was a success and well understood by the learners, but in activity 2 the worksheet was difficult without supervision. She added that, in order for the activities to help her to support learners who struggle with reading, the worksheets must be easier. New words should be explained to the learners. She wrote that she found all activities useful, but she would present the lesson more slowly in order to check that weaker learners understood the meaning of new words. 'The learners loved actually cutting and pasting words into syllables (activity 1)'.

### 7.3.4.3 Researcher's observation and evaluation

#### Grade 1

##### Activity 1:

The researcher made a list of fourteen words. She explained to the learners that words can be divided or 'cut into different parts', and demonstrated this by clapping her hands when saying each syllable, for example 'lemon will be 'le-mon' when cut into parts. She named the word and then the researcher and learners clapped their hands when saying each syllable. The procedure was repeated with each word. All the learners participated and understood what they were supposed to do. The researcher managed to hold the attention of the learners for the duration of the activity.

The activity was successful to draw the learner's attention to the form and structure of words in a language and the learners achieved the outcome. The repetition of each word contributed to the successful achievement of the outcomes by all the learners. Although the researcher is of

the opinion that dividing words into syllables will more or less always be boring, the clapping of hands when dividing the words

- ✓ emphasised the form and structure of the words; and
- ✓ added some rhythm to the activity, which helped the researcher to keep the attention of the learners.

Restricting the list of words meant that the activity could be completed in ten minutes. The activity therefore took the developmental level in terms of concentration span of the Grade 1 learners into account.

### **Activity 2:**

The 'Butch'-series introduces beginner-readers to a dog named 'Butch' and all his wonderful adventures. The researcher chose this series because the words are printed in big, bold letters and the illustrations are colourful but uncomplicated. A lot of repetition is used, for example: 'Where is Butch? Butch is in the park. He runs to the ducks. The ducks fly away. He runs to the birds. The birds fly away...' The learners enjoyed reading with the researcher. Learners 2 to 5 read the books without difficulty and, with the support of the researcher, divided the words into syllables. The activity was especially meaningful to support learner 1, who experienced serious reading barriers at the time when the researcher presented the sessions. The researcher observed that he was very pleased with himself every time that he recognised a word, for instance 'Butch', without the help of the researcher. The researcher decided not to confuse him or diminish his joy with the second part of the activity (dividing the words into syllables). This reaction of the learner once again confirmed the researcher's belief that an integral part of learning a new skill – including learning to read or improving reading skills – is the belief that one actually has the ability to do it (compare Jennings, Caldwell & Lerner, 2006:163).

The first part of the activity (paired reading) was successful because, in the words of McEvilly and Tiley (1997:66), paired reading provides learners with an opportunity for warm emotional and social intimacy with an adult. It also gave the learners an opportunity to read, and reading is an effective way to improve reading skills. The second part (dividing the words into syllables) gave the learners further opportunity to reach the learning outcome, namely to be aware of the form and structure of words in a language, and therefore was successful.

### **Grade 2/3**

#### **Activity 1:**

The researcher asked the learners what the following words had in common: 'rainbow', 'toothbrush', 'facecloth'. According to the planning of the researcher the learners would have

taken a few guesses and, in the end, say that they had no idea. She would then provide the following answer: 'If you break up these words into two parts, both parts of the word still make sense. We call this type of words compound words. A compound word is a word formed from two existing words.' Learners 8, 11 and 12 immediately provided the answer 'compound words', which pleasantly surprised the researcher but gave her the opportunity to praise them for being so clever. The researcher gave the answer in support of the learners who were not so familiar with the concept. The worksheet was handed out and the researcher explained to the learners that they must first cut out the entire word and then divide the word by cutting the piece of paper in two between the two independent words ('life/boat' or 'flag/pole') and then paste the complete word in their workbooks. The Grade 3 learners completed their worksheet with success. Learner 7 (Grade 2) divided eleven of the twelve words correctly. Learner 6 did not manage to divide the words correctly. This reminded the researcher once again how difficult it is for an educator to give the needed support to all the learners all of the time.

The learners enjoyed the activity and all of them participated. Learners 7 to 13 successfully completed the worksheet and achieved the outcome. The activity was successful to draw the learners' attention to the form and structure of words in a language.

### **Activity 2:**

The researcher explained the concept 'suffix' by saying that a word has a stem, for example 'soft', and users of the language can add a tail to the stem, for example '-ness' to make 'softness'. The researcher handed out the worksheet and completed the first two words with the learners. The learners found the worksheet hard to complete. Learners 8, 11, 12 and 13 managed to complete the majority of the words correctly, but the others found the worksheet confusing. It seemed to the researcher that they understood the concept (suffix), but that the worksheet might have been the problem. The learners found it hard to connect the stem with its suffix as written on the worksheet.

The class educator (Educator B) pointed out to the researcher that this activity was the first introduction the learners had to the concept of *prefix* and *suffix*. As an introductory activity, the activity and worksheet would have been more effective if the researcher used words with the same suffixes, for example, handful and playful, or undone and unnecessary. The activity did not take the learners' level of academic development into account.

### **Grade 4/5**

#### **Activity 1:**

The researcher asked the learners what the following words had in common: 'rainbow', 'toothbrush', 'facecloth'. According to the planning of the researcher, the learners would have

taken a few guesses and in the end say that they had no idea. She would then provide the following answer: 'If you break up these words, both parts of the word still make sense. We call this type of words compound words. A compound word is a word formed from two existing words.' The Grade 4/5 learners, unlike the Grade 2/3 learners, reacted more in the way the researcher expected while planning the activity. They came up with answers such as 'if a rainbow could fit in a bathroom, then definitely all three could be found in the bathroom'. The researcher provided the answer. The concept 'compound words' did ring a bell in some of the Grade 4/5 minds. After explaining the worksheet to the learners, they cut the compound words and pasted it in their books. They completed the exercise with ease, enjoyment and success.

The activity was successful to draw the learners' attention to the form and structure of words in a language, was appropriate for their developmental level, enjoyable and stimulating. The learners achieved the learning outcome.

### **Activity 2:**

The focus of activity 2 was the division of words into syllables by the learners. For this activity the researcher divided words into syllables, shuffled the syllables, and asked the learners to arrange the syllables into the correct order to construct a word. The worksheet consisted of ten words, for example 'ing-sing' and 'per-tise-ex'. All the learners completed the worksheet with enjoyment and success. The activity was especially beneficial to learner 14 who experiences language barriers, and learner 17, who experiences barriers to learning and reading.

Being able to divide words into syllables is an important aid that can help a learner to improve his/her reading. This activity was successful because it made learners aware of form and structure of words. Learners had no choice but to focus on and study the syllables to make any sense of how to put them back together again to make a word.

### **Grade 6/7**

#### **Activity 1:**

The educator wrote down a word and divided it into syllables. The educator shuffled the syllables and asked the learners to arrange the syllables into the correct order to construct the word. Words with four or five syllables were used. The learners understood the activity and completed the worksheet with success.

This activity was appropriate for the Grade 4 to 7 learners, using words with more syllables for each higher grade, for example, words with three to four syllables for Grade 4 and words with four to six syllables for Grade 6 to 7. Being able to divide words into syllables is an important aid

that can help a learner to improve his/her reading. This activity was successful because it made learners aware of form and structure of words.

### **Activity 2:**

The researcher gave the learners a list of ten words and asked them to divide the words into syllables. The researcher chose some words that were easier to divide, for example 'experimental', and some that were more challenging, for example 'intermediate' and 'unfashionable'. To add some interest to the activity the researcher wanted the learners to tell her how many words on the list had five and how many had six syllables. The researcher promised a reward to the first learner who comes up with the correct answer and who divided the words correctly. The learners started the activity with great enthusiasm, but found some of the words very difficult to divide. Learner 26 (Grade 6) won the slab of chocolate, learner 28 (Grade 7) had nine of the ten words correct, while the other learners had at least 75% of the words correct. The researcher and learners then revised all the words to make sure that all the learners understood how the words should be divided.

The activity was successful to make the learners aware of the structure in words and to use this to improve reading. The competition made the activity more interesting and stimulating. However, the researcher realised that, even if the learners were familiar with dividing words in syllables, the researcher should have done a few examples with the learners before starting the written work. Dividing a word like 'ex-pe-ri-men-tal' into syllables was not a problem to the majority of learners. The researcher observed that, where a vowel immediately followed another vowel, for example [ia] in intermediate, the majority of learners did not realise that the word should be divided between the i and a, namely 'in-ter-me-di-ate'.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:** The researcher observed that, by focussing on the strength of the learners and not on their mistakes, giving them the opportunity to execute an activity during which they can achieve success, encouraging them to work independently and praising them for their effort, contributed to their enthusiasm to use morphological cues when reading.

**Knowledge:** By explaining form and structure of words, for example compound words, and by modelling thinking skills such as reasoning skills to connect a word with a suffix or prefix, helped the learners to successfully complete the activities and therefore enhance their ability to use morphological cues when reading and improve their reading skills.

**Attitude:** By emphasising that reading errors regarding form and structure of words are not failures but opportunities to learn, and by never criticising any learner who may find it difficult to

use morphological cues when reading, and by giving the learners reading activities that will help them to achieve success, helped the learners to experience the use of morphological cues when reading, as meaningful.

**The researcher's own evaluation is reported in the following section:**

To all the questions the researcher indicated mostly 'very good', with only a few 'excellent' and also a few 'needs more attention'.

### 7.3.5 Session 5

<b>SESSION 5: SYNTACTIC CUEING</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To make the learner aware of the interrelations among words and among sentences;</li> <li>➤ To make the learner aware of word order, in other words, the placement of words in sentences;</li> <li>➤ To improve the learner's ability to anticipate the content of text, which will enable the reader to know which part of speech might be used next in a sentence;</li> <li>➤ To improve the learner's ability to monitor his/her own understanding of syntactic cues, and when she makes a mistake to backtrack to the specific error and to correct the syntactic error.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident and enthusiastic about using syntactic cues to help him with the decoding of text.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the interrelations among words and among sentences, as well as to make the child aware of word order and to realise that the use of syntactic cues can help him with the decoding of text.</li> <li>➤ To explain to the learner the interrelations among words and among sentences, as well as focussing on word order, concentrating on words, sentences and word order and not on the learner's struggling with placing words in the correct order.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to place words in the incorrect order, as one learns the interrelations among words and among sentences, as well as correct word order, through it.</li> </ul>

### 7.3.5.1 Proceedings

#### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>In order to extend short sentences, the educator draws a picture of a locomotive with carriages. The basic sentence is written in the locomotive (for example: "I like carrots") and the words or phrases that are attached to the basic sentence are written in the carriages (for example: "but I also like ice cream.....but I don't like spinach"). Learners read the sentences with the educator.</p>	<p>Locomotive with carriages (made out of paper).</p>

#### Grade 2/3, Grade 4/5 and Grade 6/7

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>To explain to the learners that word order influences meaning (and therefore <b>what</b> you understand when you read), the educator gives each learner an envelope containing shapes. The learners are asked to paste the shapes in their workbooks in any way they want to. The result should be that every learner's picture will look different and not depict anything specific. The educator gives the learners a second envelope with shapes. This time however the educator guides the learners through the different steps to make a flower from the shapes. For example the educator asks the learners to paste the yellow circle in the middle of an A5 blank paper. Then they must paste the red shapes to make the flower's petals and then the green stem etc. The educator explains to the learners that, if the steps/shapes are changed, the result will be different (or unsuccessful).</p>	<p>Envelopes with shapes Paper and glue</p>
<p><b>Activity 2:</b></p> <p>The educator writes down a sentence but shuffles the words. The learners must correct the sentence using the correct word order, for example, the researcher writes: 'ladder is used climbing down for up or A' and the learners correct the sentence: 'A ladder is used for climbing up or down'.</p>	<p>Worksheet Stationery</p>

### **7.3.5.2 Educators' observation and evaluation**

The indicators on all the questions ranged between 'excellent' and 'very good'. There were no other comments.

### **7.3.5.3 Researcher's observation and evaluation**

#### **Grade 1**

#### **Activity 1:**

The researcher used A4 pages in different colours. On the first page a locomotive was drawn and the basic sentence 'I like carrots' was written in the locomotive. Six A4 pages were attached to the locomotive and the researcher draw carriages on the pages. The researcher explained to the learners that she wanted to write sentences in the carriages, but that the learners must help her. The sentences would be about food which we like or dislike. The researcher wrote the phrases that should be attached to the basic sentence on the blackboard, namely 'but I also like .....' and 'but I don't like .....'. These sentences must be completed orally by the learners. The researcher requested the learners to read the sentence after she wrote it in a carriage. When the train was 'filled' with sentences, the learners would read all the sentences again. Completing the sentences orally were no problem to Learners 2 to 5. Learner 1 who, experiences language barriers and reading difficulties, did not have the necessary knowledge of English vocabulary to fully participate in the activity. All the learners found it difficult to read words like 'cucumber' or 'onions'. The researcher had to support the learners to sound out the words in order to read the words.

The activity did take the learners' level of development into account, but not their reading ability. The aim of the activity was to improve the learners' ability to make sense of sentence clues, their knowledge of sentence content and/or knowledge of language structure to identify an unknown word. The researcher observed that the repetition of the phrases 'but I also like .....' and 'but I don't like .....' added to the basic sentence 'I like...' helped the learners to make sense of sentence clues to identify unknown words. However, in the case of the Grade 1 learners pictures illustrating the objects added to the sentences perhaps would have helped them to read the words. This would have made the activity more meaningful. The activity can be improved if the educator uses pictures of different sorts of food to illustrate the words written in the carriages.

## **Grade 2/3, Grade 4/5 and Grade 6/7**

### **Activity 1:**

The researcher explained how word order influences meaning and therefore **what** you understand when you read. All the learners participated in Activity 1 with success and enjoyment. The learners understood what they were supposed to do with the shapes. However, the researcher observed that they were so enthusiastic about the construction of the flower that they forgot why they were busy constructing it.

The introductory activity was successful to get the learners' attention; they enjoyed it and completed the assignment successfully. The activity would have been more effective if the researcher could focus the learners' attention more on the aim of the activity (namely to realise how word order influences meaning and therefore **what** you understand when you read) and less on the 'work of art'. An option to improve the effectiveness of the activity may be to use a shape or 'construction' where one part 'builds' or follows on the previous part. An example of this is a wedding cake, where the basis of the cake is the widest/biggest and the other parts becomes smaller, with the smallest one on top. The educator writes the first word of the sentence in the biggest part of the cake and writes the other words, in the correct word order, in the other parts of the wedding cake. The learners build or complete the wedding cake by placing the parts of the cake in the correct order, namely from big to small. The sentence will be correct. If the parts of the cake do not fit correctly, the sentence will not be correct and will not make sense when the learner reads the sentence.

Bruner (in Donald et al., 2002:106 & 116) identified three modes of internally representing the world, namely the *enactive* (representations of the world in action patterns), the *iconic* (representations of the world in imagery) and the *symbolic* (representations of the world in symbols). All these modes of representation have an important place and support each other in the process of teaching and learning. In this activity the *iconic* was used to support and explain the *symbolic*.

### **Activity 2**

#### **Grade 2/3:**

Of the Grade 2 learners, learner 7 completed the activity and had all the sentences correct. Learner 6 completed one sentence correctly with the support of the researcher. All the Grade 3 learners completed the activity with success. The activity was appropriate for the level of development of the learners and they found the activity enjoyable and stimulating. The activity was successful to improve the learners' ability to make use of sentence clues, their knowledge

of sentence content and language structure to identify an unknown word. The learners achieved the outcome.

#### **Grade 4/5:**

The activity was the same as with the Grade 2/3 learners, but the sentences on the worksheet were more complicated. The Grade 4 learners, of whom one is Afrikaans-speaking, found it difficult to correct the word order of the jumbled sentences. Learners 15 and 22 completed four of the five sentences correctly. The other Grade 4 learners and the Grade 5 learner (learner 23) completed the activity and had all the sentences correct.

The activity was appropriate for the level of development of the learners. The majority of the learners completed the activity independently and successfully. They all seemed to find the activity enjoyable and stimulating. The activity was successful to improve the learners' ability to make use of sentence clues, their knowledge of sentence content and language structure to identify an unknown word.

#### **Grade 6/7:**

The activity was the same as with the Grade 4/5 learners, but the sentences on the worksheet were more complicated. The Grade 6 learners completed the worksheet and had all the sentences correct. However, learner 25 needed the guidance of the researcher to complete the worksheet. Of the Grade 7 learners, learners 28 and 29 completed the worksheet with success, but learner 27 only completed two sentences correctly on her own and needed the guidance of the researcher to complete the worksheet.

The activity was appropriate for the level of development of the learners, although learners 25 and 27 did find the worksheet challenging and could not correct the word order without the researcher's support. They all seemed to find the activity enjoyable and stimulating. The activity was successful to improve the learners' ability to make use of sentence clues, their knowledge of sentence content and of language structure to identify an unknown word.

The researcher observed that a sense of humour helped to build the relationship of trust and acceptance between the educator and learners and between the learners as friends. One of the jumbled sentences, when written correctly, was: 'The chicks of the Emperor Penguins eat a lot.' Learner 28 however wrote: 'The Emperor eat a lot of the penguins' chicks.' The researcher thanked the learner for bringing a smile to her day.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:** The researcher demonstrated her understanding to the learners whose first language is not English by saying 'it is understandable that Afrikaans and isiZulu learners may find it difficult to correct the jumbled sentences, as word order differs in these languages'. The researcher also assured the learners of her support. Showing her empathy in this way helped to build a relationship of trust and acceptance, where no learner felt embarrassed or left out, and this definitely fostered a positive attitude on the side of the learners towards reading.

**Knowledge:** Demonstrating the importance of word order to improve reading skills by constructing the flower, as well as by explaining word order in uncomplicated language and giving the learners the opportunity to complete the worksheet, enhanced the learners' ability to use syntactic cues to improve reading skills.

**Attitude:** By assuring the learners of the importance and necessity of being familiar with correct word order and demonstrating the importance thereof through the reading activities, the researcher helped the learners to realise the value of using syntactic cues to improve reading skills.

**The researcher's own evaluation is reported below:**

On all the questions the researcher rated herself mostly 'very good', with a few 'excellent' and two 'needs more attention'.

**7.3.6 Session 6**

<b>SESSION 6: SEMANTIC CUEING</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To make the learner attentive to focus on reading for meaning;</li> <li>➤ To increase the learner's knowledge of concepts, as it is the experience of the world around the learner that establishes meaning for the reader; and</li> <li>➤ To emphasise that the learner must monitor his/her reading as the reader wants the text to make sense.</li> </ul>	<p><b>Feelings:</b></p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner interested in focussing on reading for meaning and by increasing the learner's knowledge of concepts, and instil confidence in the learner that he possesses the ability to understand the text.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware of the meaning of words and sentences; and</li> <li>➤ To explain to the learner the meaning of concepts that is unfamiliar to the learner.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that,</li> </ul>

	because of the complexity of language, nobody knows all the concepts that is part of a language, and it is all right to enquire about the meaning of an unknown concept, as this helps to monitor own reading.
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### 7.3.6.1 Proceedings

#### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The educator writes incomplete sentences on the blackboard. She reads the sentences to the learners and then provides two or three words from which the learners must choose the correct one to complete the sentence, for example: 'The boy is wearing a .....(shirt, book)'. The learners must give the answer orally.</p>	Blackboard
<p><b>Activity 2:</b> The educator and learners together create a story and take turns to make the sentences. The story must still have a logical course of events. The educator and learners use 'what', 'who', 'when', 'where' and 'how' questions as a guide to create the story.</p>	Pictures to inspire the story.

#### Grade 2/3

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> Same as Grade 1</p>	Blackboard
<p><b>Activity 2:</b> Same as Grade 1</p>	Pictures to inspire the story. Worksheet

#### Grade 4/5

Reading activities	Teaching and learning aids

<p><b>Activity 1:</b></p> <p>The educator copies a few sentences from a story or a variety of stories and adds a sentence that does not fit in with the others to each paragraph of the story. The learners must identify the sentence that does not fit in the context of the particular paragraph/story.</p>	Worksheet with text
<p><b>Activity 2:</b></p> <p>Same as Grade 2/3</p>	Pictures to inspire the story. Worksheet

**Grade 6/7**

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>Same as activity 2 for Grade 1</p>	Pictures to inspire the story.
<p><b>Activity 2:</b></p> <p>The learners use the words ‘because’, ‘since’, ‘therefore’, ‘for that reason’ and ‘as a result of’ to write a story. These words are used to indicate cause and effect. First the educator reads a story containing the above mentioned words and talk to the learners about the use of the words to write a story. The learners then write their own story using the words.</p>	<p>A story written by the educator.</p> <p>Pictures to inspire the learners’ stories.</p>

**7.3.6.2 Educators’ observation and evaluation**

On all the questions the indicators ranged between ‘excellent’ and ‘very good’. Educator B noted that the learners understood the concept of semantic cueing well, and educator C responded with ‘They easily understood’ and ‘They really enjoyed learning what was taught. Educator B concluded that the academically stronger learners are inclined to ‘take over’, but educator C responded with ‘Excellent participation by all’. Educator C is also of the opinion that the researcher knows how to appeal to learners’ interests. Educator C commented that all the learners participated in this lesson and wonderful results were achieved. She noted: ‘I loved these lessons. Excellent planning. Learners participated very well with great interest and benefit. The lessons were great fun and excellent learning experiences. Thank you.’ She added that she loved these ‘valuable’ lessons and that the learners were learning and enjoying lessons at the same time – the researcher gave the learners ‘positive feedback’. She commented that the researcher has a ‘lovely sympathetic and understanding way with the learners’, that the learners appreciated the lessons, and concluded: ‘I add my appreciation.’ Educator B observed that the lesson was a good, practical and valuable lesson.

### **7.3.6.3 Researcher's observation and evaluation**

#### **Grade 1 and Grade 2/3**

##### **Activity 1:**

The researcher used A3 paper to enlarge a worksheet with incomplete sentences, for example: 'the boy can ..... (pan, rug, run)'. The sentence is illustrated with a picture of a boy who is running. The activity consisted of 15 sentences. The researcher read each sentence to the learners, as well as the words from which the learners had to choose the correct word. All the learners participated, understood what they had to do and found the activity enjoyable. Special attention had to be given to learner 1 to keep his attention and to support him to provide some of the answers.

The activity was appropriate for the learners' academic level of development and took their known environment into account. The activity appealed to them and was interesting and stimulating and therefore invited them to take part in the learning opportunity. The activity was successful as the activity gave the learners the opportunity to achieve the aims, and the learners indeed achieved the aims that were set for the session.

##### **Activity 2:**

The researcher and learners created a story together and took turns to make the sentences. The researcher chose the title 'My pet' and compiled a poster and a worksheet for the activity. The poster consisted of five sentences 'This is my.....' followed by a picture of a bird, a baboon, a dog, a bear and a cat. The worksheet consisted of incomplete sentences, for instance 'My pet's name is ....., ' and 'He likes to eat ...' to help the learners to create their story. The researcher started the activity by putting the poster on the blackboard and handing out enlarged pictures of a pet (the same pictures as those on the poster) to each learner. The worksheet was then put on the blackboard. We started the story with an introduction of who the learners and the teacher are. The learners all read the first sentence of our story namely 'I have a pet'. The researcher then asked the individual learners to read the next sentence "This is my pet' and to show the class the picture of their pet. The researcher and learners used 'what', 'who', 'when', 'where' and 'how' questions on the worksheet as a guide to create the story.

Handing out 'a pet' to each learner immediately caught their attention. They enjoyed the theme of 'My pet' very much. All learners participated and did well while completing the sentences to create their story and the activity kept their interest. They helped each other out in finding a name for their pets, for example 'Grumpy the baboon' or 'Scary the cat' and what the pets like to eat, et cetera. The learners asked if they may keep their pets to colour in.

The activity was appropriate for the learners' level of development due to the researcher using the worksheet to guide the writing of the story, and supporting learners who find creative writing difficult.

The learners learnt how to use 'why', 'what' and 'how' questions to write a story but, in the context of this research, also learnt how to use the above mentioned type of questions to focus on meaning while reading. The activity took the learners' known environment into account and, by using the teaching and learning aids (pets); they were directly involved in the story and were invited to take part. The activity was successful as the activity gave the learners the opportunity to achieve the outcomes (aims), and the learners did achieve the outcomes successfully.

## **Grade 4/5**

### **Activity 1:**

The researcher copied a paragraph from different story books in a series about the homes of children in different parts of the world. She added a sentence to each paragraph which did not fit in with the other sentences. For example: 'My home in the North Pole: .....the land and the sea are frozen over. To keep warm I wear fur clothes. Sometimes I wear a bikini'. Each learner was asked to read a paragraph to the class and to identify the sentence that did not fit in the context of the particular story. The learners extremely enjoyed the stories and identifying the 'silly sentence'. Learner 21, who has a tendency to work and read slowly, needed assistance to identify the odd sentence from story 2. The other learners found the reading enjoyable and immediately identified the odd sentence after reading it.

The activity was appropriate for the learners' academic level of development and took their known environment into account. The activities and environment of the characters in the stories added value to enrich the learners' knowledge of concepts, as it is the experience of the world around him/her which establishes meaning for the reader. The activity appealed to them and was interesting and stimulating and therefore invited them to take part in the learning opportunity. The activity was successful as it not only gave the learners the opportunity to achieve the aims, but the learners indeed achieved the aims.

### **Activity 2:**

The activity took the same form as Grade 1. The activity also kept their interest. Creating the story was a happy event in the Grade 4/5 class, as the learners found the sentences and ideas of their co-learners humorous. At the end of Activity 1 and 2 learner 19 remarked 'This was a fun lesson' while Learner 15 said 'We had so much fun'. Learner 23 asked the researcher 'Please, will you teach us again?' Using 'how?', 'where?', 'what?', 'when?', 'why?' and 'who?'

questions to create a story seemed to be effective for the Grade 1 to 5 learners. They themselves determined the level of difficulty of the sentences and story.

## **Grade 6/7**

### **Activity 1:**

The learners participated in the activity but seemed to be restless. All learners did well using questions to make the sentences to create a story. The researcher observed that the activity failed to keep their interest. On the other hand the Grade 7 learners surprised the researcher when they asked if they may keep their 'pets'. Using 'how?', 'where?', 'what?', 'when?', 'why?' and 'who?' questions to focus on the meaning of what is being read, is a successful method used by learners/readers on all academic levels. The researcher is therefore of the opinion that the learners' lack of interest were due to the theme 'My pet' which did not take the interests of the learners in the higher Grades into consideration. Nevertheless, the learners did not only learn how to use 'why', 'what' and 'how' questions to write a story, but in the context of this research also learnt how to use the above-mentioned type of questions to focus on meaning while reading. The activity was successful to achieve the aims of the session.

### **Activity 2:**

The researcher explained to the learners that the words 'because', 'since', 'therefore', 'for that reason' and 'as a result of' can be used to write a story as these words indicate cause and effect. First the educator read a story as an example (her own shortened version of 'Spiderman') containing the above-mentioned words and then discussed the use of these words to write a story. The researcher handed out a series of pictures to each learner depicting a girl in her bedroom who hears scary noises. The researcher gave the learners the option to use the series of pictures as inspiration to write their story or use their own theme. They, however, had to use the words 'because', 'since', 'therefore', 'for that reason' and 'as a result of' to indicate cause and effect. The learners then wrote their own story with these words.

The activity took the learners' level of development, language level and known environment into account. They found the activity fairly interesting. When writing a story, focussing on cause and effect by using words such as 'since', the writer of the story (the learner) is obliged/compelled to think about meaning and re-reading what he wrote, focussing on meaning. The activity was successful to make the learners attentive to focus on reading for meaning.

The learners were very sceptical about the researcher's version of 'Spiderman' and kept telling her: 'But that's not what happened to Spiderman!' All the learners chose to write a story about the series of pictures that the researcher handed out. Learners 24, 27, 28 and 29 completed interesting stories using the words 'because', 'since', 'therefore', 'for that reason' and 'as a

result of'. Learner 25 only completed three sentences, but it is clear from the work that he has done that he understood how and where to use the words. Learner 26 used all the words in a row. For instance: 'Zandile wanted to know where that sound came from, so because since therefore for that reason as a result of, Zandile got out of bed...' It is unknown to the researcher what caused the misunderstanding, but she discussed the matter with the learner and again explained the activity to him.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:**

By telling the learners (and truly meaning what she said) that she (the researcher) was impressed with the stories the learners created and by encouraging the learners to find out the meaning of words or concepts by asking the researcher, she assured the learners of her personal involvement with the learners and their learning experience, which contributed to their participation without fear of being belittled.

**Knowledge:**

The researcher observed how effective it can be to demonstrate to the learners a strategy which they can use to master a skill or learning task, for example creative writing. Helping the learners to formulate questions with 'what', 'where', 'how' et cetera, and demonstrating how they can ask these questions to comprehend text, guided the learners to focus on meaning of words and sentences and therefore focus on reading for meaning.

**Attitudes:**

By emphasising to the learners how important it is to monitor their reading, by modelling the use of questions such as 'what' and 'why', as well as by focussing the learners' attention on the importance of enquiring about the meaning of an unknown concept, helped the learners to realise that it is the aim of reading to understand the text and that understanding the text will help them to be able to read and understand in order to study.

**The researcher's own evaluation is reported in the following section.**

On all the questions the researcher indicated mostly 'very good', with a few 'excellent' and two 'needs more attention'.

### 7.3.7 Session 7

<b>SESSION 7: DECODING SKILLS: USE OF PHONEMIC, SYNTACTIC, SEMANTIC AND MORPHEMIC CUEING</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<p>➤ To develop the learner's ability to recognise and say aloud written letters, words and sentences.</p>	<p><b>Feelings:</b></p> <p>➤ The educator should make the learner feel confident about his ability to recognise and say aloud written letters, words and sentences.</p> <p><b>Knowledge:</b></p> <p>➤ The educator should guide the learner to recognise and say aloud written letters, words and sentences.</p> <p>➤ To explain to the learner how to recognise and say aloud written letters, words and sentences that he is struggling with, concentrating on the recognition and calling out of the written letters, words and sentences and not on the learner's struggling with the recognition of words.</p> <p><b>Attitudes:</b></p> <p>➤ To explain and model to the learner that it is all right to make errors when identifying letters, words and sentences, as one learns decoding skills through it.</p>

#### 7.3.7.1 Proceedings

##### Grade 1

<b>Reading activities</b>	<b>Teaching and learning aids</b>
<p><b>Activity 1:</b></p> <p>The educator reads the story 'Guess the baby'. The educator writes down sentences from the story book 'Guess the baby', but shuffles the words. The learners must correct the sentence using the correct word order (syntactic clues).</p>	<p>Worksheet</p> <p>Story book titled 'Guess the baby'.</p>
<p><b>Activity 2:</b></p> <p>The educator and learners use 'what', 'who', 'when', 'where' and 'how' questions as a guide to create the story (semantic cues).</p>	<p>Pictures to inspire the story.</p>

**Grade 2/3**

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> Same as Grade 1</p>	Same as Grade 1
<p><b>Activity 2:</b> Same as Grade 1</p>	Same as Grade 1

**Grade 4/5**

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The educator reads a part of the adventure story ‘Master of Kung Fu’ to the learners. The educator hands out an envelope to each learner. Each envelope contains a request for an activity which the reader asks the other learners to perform (see activity A-C below), for example: “Please ask the class to divide the following words in syllables: ‘hardly’, ‘vacation’ and ‘studying’.”</p> <p><b>A:</b> The educator names words from the story book ‘Master of Kung Fu’ and the learners divide the words into syllables by clapping their hands when saying each syllable (morphological clues).</p> <p><b>B:</b> The educator writes down words from the story but omits the first or last sound and the learners complete the word, for instance ‘[b]ells’, ‘terrifi[c]’ (phonics).</p> <p><b>C:</b> The educator writes down sentences from the story book ‘Master of Kung Fu’, but shuffles the words. The learners must correct the sentences using the correct word order (syntactic clues).</p>	<p>Story book titled ‘Master of Kung Fu’.</p> <p>Envelopes containing different reading activities.</p>
<p><b>Activity 2:</b> The learners write very short messages (in telegram style) to different members of the class. Learners read the messages they received from the other learners. The message must link to where the story ended: The friend of the main character disappears and manages to write an emergency message or sms, such as ‘kidnapped, call the police’ (semantic cues).</p>	Stationery

## Grade 6/7

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The educator reads a part of the story 'Master of Kung Fu' to the learners. The learners write very short sms messages to different members of the class. Learners read the messages they received from the other learners (semantic cues).	Story book titled 'Master of Kung Fu' Stationery
<b>Activity 2:</b> The learners write short paragraphs about what they think may have happened to Billy's friend in the story 'Master of Kung Fu'. The learners each read a paragraph and then vote for their most favoured ending to the story (semantic cues).'	Stationery

### 7.3.7.2 Educators' observation and evaluation

The indicators on all the questions ranged between 'excellent' and 'very good'. Educator B noted that the researcher was 'improving' daily regarding the taking of the learners' level of development into account. Educator C commented that the learners were intensely interested, which would not have happened if the work had not been presented at the correct level. Educator C commented that the learners were 'fighting to participate'. Educator D noted that the learners thoroughly enjoyed the lesson and activities, and educator C commented that the learners are finding the lessons fun and informative. Educator C also commented that the learners wanted more than one turn each to play the role of the 'educator'. Educator C remarked that the lessons will 'revive learners' flagging interest' in reading. Educator B noted that the learners responded well. Educator C remarked that the activities are most helpful. Educator D commented that the researcher created an unthreatening learning environment. Educator C remarked that the researcher's lessons are 'cool', as the learners would say.

### 6.3.7.3 Researcher's observation

#### Grade 1

##### Activity 1:

The researcher read the story 'Guess the baby' to the learners. The researcher created a worksheet by writing down sentences from the story book and by shuffling the words, for example: 'baby is a Jake'. The learners were asked to correct the sentence using the correct

word order. The researcher used only short, basic sentences (syntactic clues). The learners' enjoyed the story, but found it difficult to correct the sentences. The learners could only give the correct answer with the guidance of the researcher. A reason why the learners may have found the activity difficult was that it was their first introduction to jumbled sentences. However, the activity was successful (with the guidance of the researcher) to make the learners aware of the placement of words in sentences to improve their ability to use syntactic cues to improve reading.

### **Activity 2:**

The researcher and the learners created their own story about babies and took turns to make the sentences. The researcher cut colourful baby photos from magazines and pasted them on A4 paper as inspiration for the story. The pictures were put on the blackboard. The researcher and the learners then used 'what', 'who', 'when', 'where' and 'how' questions as a guide to create a story. The activity was done orally. The learners enjoyed the 'baby' theme and participated enthusiastically. The pictures, and using the 'what', 'who', 'when', 'where' and 'how' questions, helped the learners to make sentences. Learner 1 needed the support of the researcher to participate in the activity.

The activity took the learners' known environment, level of development and language level into consideration. Creating a story was successful to make the learners aware that reading is all about understanding what is being read, and therefore the aims of the session was achieved. According to Jennings, Caldwell and Lerner (2006:159) a writing component (creative writing) is an important part of supporting learners who experience reading difficulties, as becoming authors themselves has the following advantages:

- It gives learners a sense of power over reading and writing;
- they approach literacy with more interest;
- they enjoy expressing their opinions and showing creativity through writing; and
- they practice phonics by trying to spell words.

### **Grade 2/3**

#### **Activity 1:**

The researcher copied sentences from the story book 'Guess the baby' and then compiled a worksheet by shuffling the words. The learners were asked to correct the sentences using the correct word order. Learners 7 to 13 completed their worksheets with success and found the worksheet easy to complete. Learner 6 rewrote some of the words but was unable to correct the sentences.

## **Activity 2:**

The researcher asked the learners to create their own story with the title 'My story about a very special baby'. The researcher cut colourful baby photos from magazines and pasted them on A4 paper as inspiration for the story. The pictures were put on the blackboard. The learners, with the support of the researcher, then used 'what', 'who', 'when', 'where' and 'how' questions as a guide to create a story. The learners were given the opportunity to read their stories to the class.

The learners enjoyed the 'baby' theme, and although some of the learners at first thought that the task of writing a story was difficult, learners 7 to 13 completed their stories with success. Learner 6 completed 1 sentence correctly, namely 'The baby eats'. The learners were very eager to read their stories to the class. Learner 9, an isiZulu speaker who experiences reading barriers, wrote five sentences and read them to the class. He went back to his desk, wrote two more sentences and asked if he may please read all his sentences to the class again. Learner 6, who experiences serious barriers to learning and has a tendency to be aggressive, was very pleased when the researcher praised his work. Not having the ability to use a lot of words to communicate, he waved to the researcher to come to his table to show her his sentence. He smiled from ear to ear when the researcher praised him about his work.

The activity was appropriate for the level of development and language level of the learners and they found the activity enjoyable and stimulating. The activity was successful to improve the learners' ability to make use of sentence clues, their knowledge of sentence content, and language structure to identify an unknown word. The learners achieved the outcome.

The following was essential as a guide for the learners to write their stories:

- The pictures (photos cut from magazines of babies who are sleeping, eating, playing, et cetera); and
- using 'what', 'who', 'when', 'where' and 'how' questions.

The activity took the known environment, language level of the learners as well as their level of development into consideration. The activity was successful to focus the learners' attention on reading for meaning.

## **Grade 4/5**

### **Activity 1:**

The researcher read part of the adventure story 'Master of Kung Fu'. The researcher enlarged pictures from the book and put them on the blackboard to add interest to the reading of the story. Sentences and words from the story were used for the activity. The educator handed out

an envelope to each learner, with the requests to perform an activity. For example: "Please ask the class to divide the following words into syllables: 'hardly', 'vacation' and 'studying'." The activities in the envelopes were:

- ✓ Dividing words into syllables (morphological cues);
- ✓ Completing a word by saying the first or last sound (phonics); and
- ✓ Correcting jumbled sentences by using the correct word order (syntactic cues).

Each learner got a turn to stand in front of the class and read the activities in their envelopes to the class. While standing in front of the class, each reader acted as the 'educator', and could ask the class or any specific learner to perform the activity in the envelope. The learners listened with joy to the adventure story. Handing out the envelopes attracted their attention. They could not wait to see what was in their envelope. They were extremely keen to participate and to stand in front of the class to be the 'educator'. The learners successfully divided the words into syllables, corrected the jumbled sentences, and completed the words by adding the correct sound. They asked if they may please keep the envelopes with the questions.

The researcher observed that the Grade 4 and 5 learners achieved the outcomes that were set for these sessions. The session was successful due to

- ✓ the story which was age appropriate;
- ✓ putting the questions in envelopes which created an atmosphere of excitement in the class; and
- ✓ giving the learners the opportunity to take on the role of educator – by asking the questions to the other learners made them feel important and part of the group.

### **Activity 2:**

The main character in the story 'Master of Kung Fu' is Billy. He went on a trip to Japan with his friend. They undertook the trip because his friend was supposed to participate in a Kung Fu tournament. On their first day in Japan Billy's friend disappeared. The researcher read the story only up to the disappearance of Billy's friend. The learners were then asked to pretend that they were Billy's friend and to send an emergency message (sms) on their cell phones to Billy explaining their disappearance, for example: 'kidnapped call police'. The researcher explained to the learners that an emergency message would focus on only the necessary words to convey meaning. The learners then read their messages to the class.

The learners found it difficult at first to write in telegram style. Some of them did understand the nature of the assignment, for example learner 16 wrote 'Kidnapped call police in some big steel thing help'. Learner 14 'sent' the following emergency message: 'help trapped in photo shop

basement running out of air'. Some of the learners used telegram style, but wrote a message of half a page. Others could not write in telegram style, but wrote a meaningful message nonetheless. The learners were very keen to read their messages to the class.

The activity was successful to make the learners aware of the importance of reading for meaning. The activity took the level of development of the learners into consideration. The learners found the activity enjoyable and stimulating. The Grade 4/5 learners made the following remarks after session 7:

- ✓ 'Please will you always be our teacher.'
- ✓ 'Please come again tomorrow.'
- ✓ 'We had a lot of fun.'
- ✓ 'Please do the same thing tomorrow.'

The Grade 4/5 class teacher remarked that 'they're having so much fun they do not even realise they are actually learning.'

### **Grade 6/7**

#### **Activity 1:**

The learners enjoyed the story. They completed the emergency messages with success and had no problem to use telegram style. They were very keen to read their messages to the class, not without the 'necessary' drama, for instance '....dying...call police' (learner 24).

#### **Activity 2:**

The researcher requested the learners to write a paragraph about what they think happened to Billy's friend. It seemed to the researcher that the learners enjoyed using their imagination and writing an 'end' to the story. Learner 25, who very often does not complete his assignments, only completed one sentence. Learners 24 and 27 completed a paragraph of six lines. The other learners wrote half a page.

The activity was successful to make the learners aware of the importance of reading for meaning. Without understanding the first part of the story, the learners would not have been able to write an ending. The focus of the activity was therefore reading to understand. The activity took the level of development of the learners into consideration. The learners found the activity enjoyable and stimulating. According to Erickson (in Jennings, Caldwell & Lerner, 2006:148) text to be read aloud must hold the interest of the learners, must stimulate discussion and should involve dilemmas with open-ended solutions. The story 'Master of Kung Fu' met these criteria and the learners extremely enjoyed the story and the activities.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:**

The researcher made her positive expectations of the learners' reading abilities known to them, by saying: 'I know you will each be a wonderful teacher when you stand in front of the class and ask the questions in the envelope to the learners' (referring to activity 1 of the grade 4/5 group) and saying 'I know you can write a very exciting story'. Conveying her positive expectations to the learners made them feel accepted as individuals and as important members of the class team, which contributed to their willing and enthusiastic participation in the reading activities.

**Knowledge:**

Using different text and teaching/learning materials to revise and model the use of morphological cues, phonics, syntactic cues and semantic cues to improve reading skills helped the learners to master these skills and contributed to the prevention and remediation of reading difficulties.

**Attitudes:**

The researcher observed that her own enthusiasm about reading and her own enjoyment of the stories read to the different groups, contributed to the learners' positive attitude towards reading and the reading activities. The attitude of the researcher helped the learners to realise the value and importance of using morphological cues, phonics, syntactic cues and semantic cues to improve reading skills.

**The researcher's own evaluation is reported below:**

On all the questions the researcher indicated 'very good' and 'excellent', with one 'needs more attention'.

**7.3.8 Session 8**

SESSION 8 VOCABULARY (GRADE 2-7) SIGHT WORDS (GRADE 1-3)	
AIMS: VOCABULARY	
READING AIMS	RELATIONSHIP AIMS
<p>➤ To increase the learner's knowledge of places, objects, situations and</p>	<p>Feelings: ➤ The educator should make the learner <i>feel</i></p>

<p>people; and</p> <ul style="list-style-type: none"> <li>➤ To increase the learner's vocabulary about these aspects.</li> </ul>	<p><i>confident</i> about his ability to increase his knowledge of places, objects, situations and people and to increase his vocabulary.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ To <i>explain</i> to the learner how to increase his knowledge of places, objects, situations and people and how to increase the child's vocabulary, concentrating on the vocabulary and not on the learner's struggling with the decoding and comprehension of text.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To <i>model</i> to the learner that it is all right to make decoding and comprehension errors as one learns how to read fluently and with understanding through it.</li> </ul>
<b>AIMS: SIGHT WORDS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<ul style="list-style-type: none"> <li>➤ To improve the learner's ability to instantly recognise words that are often used in English;</li> <li>➤ To improve the learner's reading speed via better sight vocabulary; and</li> <li>➤ To enhance comprehension of text via better sight vocabulary.</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to instantly recognise words that are often used in English.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to realise that knowing sight words will improve the learner's reading speed and comprehension of text.</li> <li>➤ To help the learner to instantly recognise words that are often used in English and that he is struggling with, concentrating on the sight words and not on the learner's struggling with the sight words.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is acceptable to not recognise a (specific) word instantly, as one learns the sight words by practicing and repeating the words often used in English.</li> </ul>

### 7.3.8.1 Proceedings

#### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>The educator writes sight words on cards. The learners read the word on the card and the educator asks one of the</p>	<p>Cards with sight words</p>

learners to attach the card to the relevant object.	
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Due to the fact that the class educator on this day could not stay to observe the whole session, a second activity was not possible.

### Grade 2/3

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The educator writes sight words on cards. The learners read the word on the card and the educator asks one of the learners to attach the card to the relevant object.</p>	Cards with sight words
<p><b>Activity 2:</b> The educator and learners look at pictures of horse riding and discuss the pictures. The learners identify words relevant to horse riding and the educator writes the words on the blackboard. The educator hands out more pictures about horse riding. The learners paste the pictures on an A3 size paper and write the relevant words or concepts about the theme on the page. The words and concepts can include the following: racing horse, stable, hay, water, ride on horseback, horse brush, stallion, horse's hoof, groom the horse, show jumping, horseshoe, saddle, mane, fence, hurdle, trophy, et cetera.</p>	Pictures of horse riding Blackboard Stationery

### Grade 4/5 and Grade 6/7

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> Same as activity 2 of Grade 3</p>	Pictures of horse riding Blackboard Stationery
<p><b>Activity 2:</b> The learners create their own picture dictionaries by pasting pictures relevant to a topic and writing new words on the picture or in the drawing. For example, learners draw a picture of a spider and its web and write the names of insects that the spider caught as prey in the web (fly, moth, butterflies, et cetera).</p>	Pictures of insects Stationery Word cards

#### 7.3.8.2 Educators' observation and evaluation

On all the questions the indicators are 'very good' and 'excellent'. Educator C commented that the learners' interest was captured because the subject matter was on their level of interest and

that they loved the activities which were 'most appropriate'; so did educator D. She also thinks the researcher explained the activities very well. Educator D noted that the work was appropriate and that the learners were very interested in the activities and spontaneously discussed the work amongst them. Both these educators noted that the learners responded enthusiastically and with keen interest. Educator B, however, noted that the activities were a bit long and involved. Educator C noted that the researcher used language that was age-appropriate for the learners. She added that she found the activities age-appropriate, informative and enjoyable and that the learners approached the lessons with enthusiasm. Educator D noted that the learning environment created by the researcher was very friendly and unthreatening. Educator C observed that the researcher supported the learners at all times. She added that the researcher prepared her lessons very thoughtfully and thoroughly. According to Educator C the researcher understood the learners' interests and they did not even realise how hard they were working.

### **7.3.8.3 Researcher's observation and evaluation**

#### **Grade 1**

##### **Activity 1:**

The researcher wrote sight words on cards. The researcher chose words such as 'table', 'chair' and 'carpet' for objects inside the classroom, and words such as 'tree', 'sand' and 'stone' outside the classroom. The learners were asked to read the words on the cards and then to touch the object. The learners read some of the sight words without difficulty, for example 'chair', while they needed the help of the researcher to identify others, such as 'carpet'. However, they understood all the sight words and touched the relevant object. The researcher had to support learner 1 to read all the words. The learners especially enjoyed going outside to read and identify the 'outside' words. Even more fun was reading the word 'baby' and running to the 'baby class' to touch one of the school's very young learners. Learner 3 remarked 'This was fun, but please I don't want to run anymore, I'm so tired now.'

Writing sight words on cards and attaching it to the relevant object is a method that has been used by educators for many years to help learners to improve reading. The learners enjoyed this variation of the well-known method due to the choice of the sight words that gave them the opportunity to read and leave the classroom and get some exercise. The researcher also observed that, although 'having fun' is not the aim of learning or schooling, 'having fun' while learning:

- ✓ builds the confidence of the learners;
- ✓ fosters an eagerness to learn and coming to school; and
- ✓ builds a relationship of trust and acceptance between the educator and learners and amongst the learners themselves.

The activity was successful to achieve the aim that was set for the activity and the learners achieved the outcome. The activity could be more effective by repeating the sight words more often.

Due to the fact that the class educator on this day could not stay to observe the whole session, a second activity was not possible.

### **Grade 2/3**

#### **Activity 1:**

Learners 7 to 13 read the sight words, understood what they read and touched the relevant object. The researcher had to support learner 6 to read the words and to understand the meaning of the words. The learners enjoyed going outside to read and identify the 'outside' words. The activity was appropriate for the level of development and language level of the Grade 2 learners. The Grade 3 learners found it very easy to instantly recognise the words, and it seemed that the specific words that the researcher chose were too easy for the Grade 3 learners.

#### **Activity 2:**

The learners eagerly participated in the discussion about horse riding and suggested many words, which the researcher wrote on the blackboard. The researcher observed that all the learners learned a lot of new words. They enjoyed pasting the pictures and copying the words. The learners completed the activity successfully.

The researcher chose the theme of horse-riding because all the learners at the research school have horse-riding as an extra-curricular activity. The activity therefore took the learners' known environment into consideration. The activity was also appropriate for the learners' level of development, as they enjoyed the activity and completed the activity with success. The activity was successful to increase the learners' knowledge of objects and situations and to increase the learners' vocabulary about these aspects.

## Grade 4/5 and 6/7

### Activity 1:

The Grade 4 to 7 learners enjoyed looking at the colourful pictures. They eagerly participated in the discussion by sharing their knowledge and experiences about horse riding. They also told some 'what-happened-to-me-while-I-was-on-horseback' stories to the delight of the other learners. The learners suggested many words relevant to the theme and the researcher wrote the words on the blackboard. The researcher observed that all the learners learned many new words. They enjoyed pasting the pictures and copying the words. The learners completed the activity successfully.

### Activity 2:

The researcher chose *insects* as a theme for the learners to create their own picture dictionaries. The researcher handed out the following to the learners: An unused A3 page to use as a 'dictionary', an A4 page with pictures of insects, an A4 page depicting a typical scene in the garden and word cards with the names of insects typed on the cards, for example: stick insect, beetle, moth, et cetera. The researcher then asked the learners to create their own picture dictionaries by first creating a background with the 'garden' picture on the A3 page. They then had to cut out the insects and paste them anywhere in the 'garden'. The last step was to cut out the word cards and paste the correct insect name with the relevant picture. The learners participated eagerly and executed the activity with enthusiasm and dedication. Apart from enjoying the creative side of the activity (creating the garden and pasting the insects) the learners were very interested in the names of the insects and learning the new 'insect' words. The learners 'supported' each other to do the activity by all sharing their knowledge about those insects that were familiar to them, for example by saying 'I know, this one is the fly'. In this way all the learners successfully completed their 'picture dictionary'.

Insects form a more important part in the learners' known environment than what they would perhaps like to recognise. The activity was also appropriate for the level of development of the learners from Grade 4 to 7. The researcher observed that some of the insects were familiar to them and some were not. They all learned new words, enjoyed the activity and participated with enthusiasm. They achieved the learning outcome. The activity was successful to increase the learners' knowledge of objects and to increase the learners' vocabulary about the theme.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:**

The researcher observed that choosing the topic of 'horse riding' convinced the learners of the researchers' genuine enthusiasm for the learners' interests. This contributed to building the relationship of trust between the researcher and the learners. Because all the learners have horse riding as an extra-curricular activity, all the learners had some knowledge and experiences to share. This made all the learners feel that they had a contribution to make to the learning experience. The researcher encouraged them to share their stories and helped them to identify words that could be used to complete the activity. The fact that every learner was able to make a contribution made them feel that they **can** succeed to improve their reading skills.

**Knowledge:**

By leading the discussions on horse riding and insects and by formulating questions which focused the learners' attention on places, objects, situations and people (in the context of the themes of this session), increased their vocabulary to help them with the decoding and comprehension of text.

**Attitudes:**

The researcher observed that the learners were very proud of the picture dictionaries they had created. Allowing and guiding the learners to create the dictionaries helped the learners to understand the value and importance of increasing their knowledge of places, objects, situations and people in order to improve their comprehension and therefore their reading skills.

**The following is the researcher's own evaluation:**

She indicated mostly 'very good' and 'excellent', with a few 'satisfactory'.

**7.3.9 Session 9**

<b>SESSION 9: COMPREHENSION</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<p>Making the learner aware of the importance of reading for understanding, by explaining to the learner</p> <ul style="list-style-type: none"> <li>➤ that words are a means to an end (towards comprehension); and</li> <li>➤ if he focuses on the meaning in the text, he can guess some of the unknown words and not lose</li> </ul>	<p>Feelings:</p> <ul style="list-style-type: none"> <li>➤ The educator should make the learner feel confident about his ability to read for understanding.</li> </ul> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware that words are a means to an end (towards comprehension) and if he focuses on the meaning in the text, he can guess some of</li> </ul>

<p>meaning.</p>	<p>the unknown words and not lose meaning.</p> <ul style="list-style-type: none"> <li>➤ To explain to the learner that he should read for understanding, that words are a means to an end (towards comprehension). The educator and learner should concentrate on reading for meaning and not on the learner's struggling with the decoding of text.</li> </ul> <p>Attitudes:</p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is all right to make decoding and comprehension errors as one learns how to read and focus on meaning through it.</li> </ul>
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### 7.3.9.1 Proceedings

#### Grade 1 to 7

##### Introductory activity:

The researcher wrote the word 'elephant' on the blackboard and asked the learners to read the word. The researcher asked the learners "Is there a real elephant on the blackboard? No! Of course not. But the word 'elephant' on the board is the symbol or word that helps us to *understand* that the story is about an elephant, and that is what reading is all about." The researcher further explained that, if they read 'The enormous elephant is grey' and they don't know the meaning of the word 'enormous' they still understand that the elephant is grey and then may take a guess what 'enormous' means on the grounds of what they already know about elephants. The learners can therefore still understand and enjoy the reading, even if they don't understand all the words. To further illustrate the point, the researcher wrote sentences, illustrated with descriptive pictures, on A4 pages. For example: 'The elongated neck of the giraffe...' with a picture of a giraffe with its long neck. The researcher read the sentences, showed the learners the relevant pictures and discussed the sentences with the learners.

The majority of the learners (with the exception of learners 1 and 6) understood the concept that a word is the symbol used by the writer to convey an idea and to help the reader to understand that idea. They also understood that reading can still be enjoyed, even if they do not understand the meaning of all the words. The point of this activity was illustrated the next day when the researcher read a story about a cheetah (compare session 10) to the Grade 4/5 learners. After the researcher read the story she asked the learners if they understood all the words used in the story. They answered that they did. The researcher told them that **she** did not understand all the words when she read the story for the first time and had to look up some of the words in the dictionary. The researcher asked them again if they were very sure they understood all the words. They assured the researcher that they understood all the words and they enjoyed the story. However, when the worksheet containing words from the story such as 'concealed' was

handed out, the learners asked ‘What does this word mean?’ These questions of the learners provided evidence that there were quite a number of words in the story that was unknown to the learners but they still enjoyed the story and understood the events taking place in the story. (Because this activity was an introductory activity, it was not considered by the educators and the researcher while completing the test protocol for session 9.)

### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The educator writes commands and actions on cards for the learners to perform (the complexity of the command depends on the learners’ level of cognitive development and language proficiency), for example: ‘Please stand up and put your left hand on your head’, or ‘Please stand up’, or simply ‘Stand’, and the learners demonstrate their understanding when they execute the actions.</p>	<p>Word cards with pictures</p>
<p><b>Activity 2:</b> The educator reads a story to the class. The educator stops reading after each paragraph. The educator makes a statement and the learners must answer ‘true’ (yes) or ‘false’ (no) and give a reason for their answer. For example, the educator reads: ‘The rabbit planted carrots, beetroot, tomatoes, watermelons and cookies in the garden’ and the learners answer: ‘False (or no). The rabbit can’t plant cookies; he must bake cookies in the oven.’</p>	<p>The stories ‘Butch goes walking’ and ‘Butch and his bone’ Poster with sentences</p>

### Grade 2/3

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> Same as Grade 1 – with more complicated actions</p>	<p>Word cards</p>
<p><b>Activity 2:</b> Same as Grade 1</p>	<p>Story book titled ‘Tom’s garden’ Worksheet</p>

## Grade 4/5

Reading activities	Teaching and learning aids
<b>Activity 1:</b> Same as activity for Grade 1	Story book titled 'Tom's garden' Worksheet
<b>Activity 2:</b> The educator compiles a worksheet with pictures and, on separate pieces of paper, the educator writes sentences or a set of instructions accompanying them. The sentences are scrambled and the learners given the set of pictures and sentences (or instructions) and asked to match them.	Worksheet

## Grade 6/7

Reading activities	Teaching and learning aids
<b>Activity 1:</b> The educator brings to class an article or text that will be of interest to the learners and asks each learner to read a paragraph out loud. The learners then talk about and write down what they think the main point of each paragraph is.	Worksheet Text: 'The Basenji – Africa's barkless breed'
<b>Activity 2:</b> The educator cuts out comic strips from newspapers and magazines but deletes the dialogue in the dialogue boxes with correcting fluid. The educator and learners then talk about the possible story in the comic. The learners then fill in the dialogue boxes with what they think the characters in the comic are saying to each other. The purpose of the exercise is to demonstrate to them that reading comprehension and writing comprehension go together.	Comic strips of Garfield Worksheet

### 7.3.9.2 Educators' observation and evaluation

The educators indicated 'very good' and 'excellent' on all the questions. Educator C commented that the learners' great enthusiasm meant they understood well. Educator D indicated a 'good choice of topics and activities'. She noted that the lesson was well prepared with emphasis on topics that were appropriate and of interest to the learners. She added that the activities are valuable and interesting. Educator C noted that everyone participated and needed no encouragement to do so. She added that they loved the activities and so did she – 'well done'. She noted that the learning outcomes were 'thoroughly accomplished'. Educator C commented that the researcher is always happy to be helpful. She added that the learners are aware of this and never hesitate to ask for help. She observed that the researcher always acknowledged the

learners with praise when appropriate. Educator D commented that all learners participated enthusiastically. Educator B, however, thought that only some learners participated orally.

### **7.3.9.3 Researcher's observation and evaluation**

#### **Grade 1**

##### **Activity 1:**

The researcher and learners went outside where the researcher read the command to the learners while showing them the picture. They also read the words while looking at the picture. The learners then executed the command. They found it easy to read and understand the commands. They enjoyed going outside and doing the actions. The activity was appropriate for the level of development of the Grade 1 learners as

- ✓ the researcher read the words to the learners;
- ✓ the learners themselves read the words;
- ✓ they saw the pictures depicting the action; and
- ✓ they executed the command.

The activity took the learners' prior knowledge, known environment and language level into consideration. The activity was successful to make the learners aware that the words/commands are a means to an end, namely so that they can comprehend what is expected of them.

##### **Activity 2:**

The researcher read a story from the 'Butch'-series, namely 'Butch goes walking' to the learners. After reading a page the researcher made a statement based on the events of that specific page, for example: 'Butch is going to town'. The learners were then asked to reply with either 'yes' if the statement was true or 'no' if it was false. They were also asked to give a reason for their answer, for example: 'No! Butch is going to the park'. The researcher compiled a worksheet with statements, enlarged the worksheet and pinned it on the blackboard. The researcher read each statement and the learners followed the words as she read. They then replied to the statement and gave their reason(s). The researcher read a second 'Butch' story to the learners, namely 'Butch and his bone'. The same procedure as with the first book was followed to enhance the learners' comprehension of the story.

The learners found the stories enjoyable and easy to comprehend. The researcher observed that this activity was the Grade 1 learners' first invitation to correct a statement they did not agree with. The researcher had to explain the activity thoroughly. Learners 2 and 5 replied to

most of the statements without the researcher's assistance. Learners 1, 3 and 4 needed guidance to provide an answer. The researcher had to re-read some of the pages to help the learners to reply to the statements.

The researcher observed that the activity was too demanding to support the learners who experience reading barriers. The other learners, however, found the activity stimulating and enjoyable. The activity was successful to focus the attention of the learners on the meaning of the story.

### **Grade 2/3**

#### **Activity 1:**

The researcher wrote down explanatory and descriptive sentences and commands which she read to the learners, for example: 'There is something outside. It is brown and green. It only moves slightly when the wind blows. See if you can find it. Please walk slowly'. The first sentences that the researcher used for each command, namely 'there is something outside' or 'it is in the classroom' caught the attention of the learners. They listened attentively and the researcher observed that they were in a state of alert waiting for the final command so that they could act. Learners 7 to 13 enjoyed the activity, understood the sentences and executed the commands correctly. Learner 6 also enjoyed the activity, but followed the actions of the other learners. Because of the intellectual barriers (to learning) that he experiences, he was unable to comprehend the commands.

The activity was appropriate for the language level of the learners as they understood the sentences and commands. It was also appropriate for their level of development as they enjoyed the activity. They found the activity stimulating because of the expectation/suspense that was created before the final command was given. The activity was successful to make the learners aware to focus on the meaning of text, as they were forced to listen to understand in order to execute the command.

#### **Activity 2:**

The researcher read a story titled 'Tom's garden' to the learners. After reading a page the researcher made a statement based on the events of that specific page, for example: 'Tom raked compost into his garden.' The learners were then asked to reply with either 'yes' if the statement was true or 'no' if it was false. They were also asked to give a reason for their answer. The researcher compiled a worksheet with statements which was handed out to each learner. They were asked to mark either the 'yes' or 'no' on the worksheet after the researcher had read and discussed the statement.

The learners (learners 7 to 13) enjoyed the story and understood the content. They found no difficulty replying to the statements and completed their worksheets correctly. Learner 6 could only mark the correct answer on the worksheet if/when the researcher told him to mark 'yes' or 'no'. The activity was successful to make the learners aware of the importance of focussing on the meaning of text. To be able to reply to the statements they had to listen very carefully to what was being read. The activity was appropriate for the learners' language level as they understood the content without difficulty. The researcher observed that the story was slightly too easy for some of the Grade 3 learners. However, the activity was helpful to support the learners who experienced reading barriers.

#### **Grade 4/5**

##### **Activity 1:**

The learners enjoyed the story and understood the content. They found no difficulty replying to the statements and completed their worksheets correctly. Reading the uncomplicated story to the learners, and reading and discussing the statements on the worksheet, made the activity successful to support learner 17, who experiences barriers to reading. The support enabled her to understand the story and complete the worksheet correctly. The researcher observed that the story and statements were too easy for the other learners. The activity itself was appropriate for the level of development of the learners, but choosing a more complicated story would have made the activity more stimulating and meaningful for the learners.

##### **Activity 2:**

The researcher compiled a worksheet with ten pictures and blank spaces to paste a caption. The researcher then wrote relevant captions for each picture on a separate worksheet. For example: The correct caption for the picture of a dog running with a paintbrush in its mouth was 'I want to paint my kennel'. The learners were asked to study the pictures and captions and then paste the correct caption underneath the picture. Some of the learners (learners 16, 17, 19 and 21) found the worksheet demanding and asked the researchers' help with some of the pictures and captions. The other learners were able to work independently. The learners completed the worksheet with success.

The learners found the worksheet stimulating and interesting. They also enjoyed the humour in some of the pictures and captions. The activity was appropriate for the level of development and language level of the majority of the learners as the majority of the learners completed the activity with success. The activity was successful to make the learners aware of reading for understanding, because comprehension and interpretation of the caption was essential in order to match the caption with the picture. The learners achieved the learning outcome.

## Grade 6/7

### Activity 1:

The researcher chose a magazine article titled 'The Basenji: Africa's barkless breed' and copied six paragraphs from the article on a worksheet. A line was left open after each paragraph for completion of the assignment. Each of the learners was asked to read a paragraph. After reading each paragraph, the researcher and learners discussed the content of the paragraph. The researcher explained unknown words and the learners formulated what they (with the guidance of the researcher) thought the main point of the paragraph was. The learners then wrote the main point of each paragraph in the open space on the worksheet. The learners read the text with ease and understood the content. All of the learners found it difficult to use the available information to formulate one sentence as the main point and were not able to do the activity without the guidance of the researcher.

The learners found the text interesting. Even though the text contained some difficult words, the learners still understood the content and enjoyed reading the text. The reason why the learners found it difficult to identify and formulate the main idea of each paragraph may be due to the fact that they have not yet had a lot of practice to do so. The aim of the activity and session, however, was to make the learners aware of the importance of reading for understanding and not that the learners should be able to correctly identify the main point at the end of the session. The researcher is of the opinion that the activity was successful to focus the attention of the learners on reading to understand, even though they were unable to correctly complete the worksheet without the researcher's support.

### Activity 2:

The reaction of the learners when the researcher handed out the comic strip included: 'Aaah, Garfield' and 'I love Garfield'. Learner 25 could interpret the pictures but found it difficult to write suitable dialogue. He did not complete the assignment. The other learners found it easy to interpret the pictures but had to put in effort to write suitable dialogue. They did however complete the comic strip with success without the researcher's guidance.

Taking into consideration the excellent quality of the dialogue that the learners wrote for Garfield and the dog, the activity

- ✓ appealed to the learners;
- ✓ was stimulating;
- ✓ was appropriate for the learners' level of development; and
- ✓ was appropriate for the language level of the learners.

The aim of the activity was to demonstrate to the learners that reading comprehension and writing comprehension go together, and to make the learners aware of the importance of reading for understanding. The aim was achieved as the activity successfully focused the attention of the learners on writing and reading comprehension and they achieved the learning outcome.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

**Feelings:**

By encouraging the learners to participate in the activities, praising them for work well done, accepting the learners as individuals and believing in their ability to be competent readers, the researcher created a learning environment where the learners felt secure and made the learners feel confident about their ability to read for understanding.

**Knowledge:**

By explaining and demonstrating to the learners how a reader can guess some of the unknown words and still understand and enjoy the text, and by focussing the learners' attention on the importance of reading for meaning, the learners realised that words are a means to an end, namely comprehension.

**Attitudes:**

By confirming the importance of reading for meaning and by emphasising the use of the 'what', 'where', 'how', 'why' and 'who' questions to understand the content and message of text, the researcher guided the learners to realise that one does not read merely to decode text, but to comprehend text.

**The following is the researcher's own evaluation:**

Her indicators ranged from 'very good' to 'excellent', with two 'needs more attention'.

A spontaneous informal conversational discussion developed after this ninth session with and among the educators. Because it was unexpected, an audio tape could not be made of the discussion. However, the results of this conversation are presented here as part of the researcher's observation as the researcher 'observed' and interpreted this discussion in terms of the following issues regarding the intervention:

**Learner participation:**

Educator B commented that, regarding the oral reading activities in the Grade 2/3 class, the English first language speakers had a tendency to dominate the activities. According to Educator C she was stunned by the participation in the oral and written activities by all the Grade 4/5 learners, even those learners who normally found it difficult to participate in the class activities. Educators A and D added that they were happy that the learners in their classes (Grade 1 and Grade 6/7) had equal opportunities to participate, and taking their individual personalities into account, participated with enthusiasm.

**Learner interest:**

Educator B commented that the learners were looking forward to the reading sessions. After the first two sessions, they asked her at the start of the school day when the researcher would come back to their class to present the reading sessions. According to her (Educator B) the reason why the learners looked forward to the activities was because the activities were 'out of the ordinary'. Educator C added that her Grade 4/5 learners also could not wait for the researcher to present the next reading sessions in their class.

**Benefit to the educators:**

The educators agreed that they had learned many new reading activities and that they already did some follow-up activities and incorporated some of the activities in their daily planning.

**Reading improvement:**

The educators agreed that, although the learners extremely enjoyed the reading activities, participated with enthusiasm and learned many new skills to improve their reading skills, for example using sentence structure to monitor their own reading, the ten sessions were not enough for them (the educators) to be able to say with accuracy and certainty that there was any measurable improvement in the overall reading abilities of the learners.

**7.3.10 Session 10**

<b>SESSION 10: COMPREHENSION</b>	
<b>AIMS</b>	
<b>READING AIMS</b>	<b>RELATIONSHIP AIMS</b>
<p>Making the learner aware of the importance of reading for understanding by explaining to the learner</p> <p>➤ that words are a means to an end</p>	<p>Feelings:</p> <p>➤ The educator should make the learner feel confident about his ability to read for understanding.</p>

<p>(towards comprehension); and</p> <ul style="list-style-type: none"> <li>➤ If he focuses on the meaning in the text, he can guess some of the unknown words and not lose meaning.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ The educator should guide the learner to be aware that words are a means to an end (towards comprehension) and if he focuses on the meaning in the text, he can guess some of the unknown words and not lose meaning.</li> <li>➤ The educator and learner should concentrate on reading for meaning and not on the learner's struggling with the decoding of text.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>➤ To explain and model to the learner that it is acceptable to make decoding and comprehension errors, as one learns how to read and focus on meaning when doing so.</li> </ul>
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### 7.3.10.1 Proceedings

#### Grade 1

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>When reading a story ('The dragon') the educator stops reading and repeats a sentence such as 'The animals are afraid' or 'The dragon begins to cry'. The educator asks the learners to draw a face (either happy or sad) to depict how the sentence makes them feel or how they think the sentence makes the character in the story feel.</p>	<p>A story titled 'The dragon'</p> <p>Worksheet with happy and sad faces</p>
<p><b>Activity 2:</b></p> <p>Same as activity 2 for the Grade 6/7 learners in session 9</p>	<p>Pictures (of animals and humans)</p>

#### Grade 2/3

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b></p> <p>When reading a story ('The dragon') the educator stops reading and repeats a sentence such as 'The animals are afraid' or 'The dragon begins to cry'. The educator asks the learners to draw a face (either happy or sad) to depict how the sentence makes them feel or how they think the sentence makes the character in the story feel.</p>	<p>A story titled 'The dragon'</p> <p>Worksheet with happy and sad faces</p>
<p><b>Activity 2:</b></p> <p>Same as for Grade 1</p>	<p>Pictures (of animals and humans)</p>

## Grade 4/5

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> Same as previous activity 2</p>	Comic strips
<p><b>Activity 2:</b> After reading a story the educator assists the learners to compare and contrast information in the story and to look for words with similarities, differences, and talk about the words' meanings. Focussing the learners' attention on words such as <i>however, like, instead, yet, on the other hand,</i> and <i>although,</i> will help the learners to understand the text.</p>	<p>A story titled 'Why the cheeks of the cheetah are stained with tears'</p> <p>Worksheet</p>

## Grade 6/7

Reading activities	Teaching and learning aids
<p><b>Activity 1:</b> The learners read text containing factual information. The educator assists the learners to draw up a text map or mind map to show how they analysed and understand the passage, and to make the information easier to remember.</p>	<p>Text</p> <p>Worksheet</p>
<p><b>Activity 2:</b> The learners rate a story ('Why the cheeks of the cheetah are stained with tears') by rewarding 5 points if they think the story is excellent, 4 = very good, 3 = fine, 2 = fair and 1 = disappointing. They must also explain why they rate it in that way, and may also differ among themselves while motivating their different ratings.</p>	<p>A story titled 'Why the cheeks of the cheetah are stained with tears'</p> <p>Worksheet</p>

### 7.3.10.2 Educators' observation and evaluation

The educators' indicators ranged between 'very good' and 'excellent'. Educator C observed that even the weakest learner was able to understand and participate because 'they loved the activities and so did I'. She also remarked that the relationship activities were 'lovely', and that the researcher was 'always kind and understanding'. She complimented the researcher for a well thought out and planned lesson that was very valuable. Educator A commented that the learners loved the story and couldn't wait to hear what happened next. She added that the learners understood the story and that the lesson was well prepared. Educator B however

remarked that there was not 'much chance' for certain learners to express themselves adequately in some activities.

### **7.3.10.3 Researcher's observation and evaluation**

#### **Grade 1**

##### **Activity 1:**

The researcher read a story titled 'The dragon' and stopped reading after selected sentences. She repeated the sentences, for instance 'The animals are afraid' or 'The dragon begins to cry'. The researcher compiled a worksheet with happy and sad faces. After each sentence that was repeated the researcher asked the learners to colour a face (either happy or sad) to depict how they thought the characters in the story felt. The learners enjoyed the story and understood the content. Learners 2 to 5 had no difficulty to answer the researcher's questions regarding the feelings of the characters in the story. Due to language barriers, learner 1 needed the guidance of the researcher to identify the feelings of the characters. All the learners completed the worksheet correctly.

The aim of the activity was to make the learners aware of the importance of reading for understanding, and part of reading for understanding is being aware of one's own emotional involvement in the text. The story was suitable because the *emotions* of the characters play an important role throughout the story. The researcher observed that the learners could identify with the feelings of the characters in the story. The activity was therefore successful to make the learners aware of their emotional involvement in the story and at the same time aware of the importance of reading for understanding. The activity was appropriate for the learners' level of development. With the exception of learner 1 (for whom a more uncomplicated story would have been more suitable), the activity was suitable for the language level of the learners. The learners achieved the outcome (learner 1 with the support of the researcher).

##### **Activity 2:**

The researcher used pictures of animals and humans with emotionally laden expressions on their faces, for instance a boy hiding in a cupboard looking very anxious and a dog with a vicious looking face. The researcher and learners discussed which possible emotions the character in the picture may be experiencing and possible reasons for the emotions. The researcher then asked the learners to think of a suitable caption for the picture and the researcher wrote this on the blackboard. The learners were amused by the pictures. They were able to identify the emotion, for example 'the boy looks scared' or 'the pig is sad'. They were not

able to create captions for the pictures. When the researcher suggested captions, for example: 'Get off the lawn!' as a caption for the vicious dog, they agreed that the caption was suitable.

The aim of the activity was to demonstrate to the learners that reading comprehension and writing comprehension go together. The learners were however unable to 'write' suitable captions for the pictures. The activity was not successful as the aim was not achieved. The reason for this may be due to the fact that the activity was not suitable for the learners' level of development. The activity, as the researcher presented it, was too difficult.

### **Grade 2/3**

#### **Activity 1:**

The Grade 2 and 3 learners enjoyed the story and understood the content. Learners 7 to 13 experienced no difficulty to identify the feelings of the characters and to colour the 'happy' and 'sad' faces. Learner 6 was unable to complete the worksheet correctly. He coloured all the faces. Because of the intellectual barrier that learner 6 experiences, he was unable to comprehend the text. The story and the activity were appropriate for the level of development and language level of Learner 7. As with the Grade 1 learners the activity was successful to make the learners aware of their emotional involvement in the story, as they were able to identify with the emotions of the characters in the story. This enhanced their understanding of the story. The researcher observed that, although the Grade 3 learners enjoyed the story and could identify with the emotions of the characters, the way in which the researcher presented the activity and compiled the worksheet was not suitable for the level of development and language level of the Grade 3 learners. Even though the activity was successful to make the learners aware of their emotional involvement in the story, and to make them aware of the importance of reading for meaning, the activity could have been more effective and meaningful if the researcher had chosen a more complicated story and made the worksheet more challenging.

#### **Activity 2:**

The learners were amused by the pictures. Learners 7 to 13 were able to identify the emotion/s as depicted by the characters in the pictures. The Grade 2 learners were not able to create captions for the pictures. The Grade 3 learners were able to create suitable captions, for instance: 'Yippee! I can fly' for the ecstatic looking cat, jumping in the air. Another example is 'Please don't hurt me' as a caption for the boy hiding in the cupboard.

The aim of the activity was not achieved for the Grade 2 learners either, as with the Grade 1 learners. Therefore the activity was not successful for them either. The Grade 3 learners, however, were able to interpret ('read') the picture and to 'write' a suitable caption for what they

had 'read'. The activity was successful to demonstrate to the learners that reading comprehension and writing comprehension go together. The success of the activity for the Grade 3 learners only was due to the activity being suitable for their level of development, but not for the Grade 1 and 2 learners.

### **Grade 4/5**

#### **Activity 1:**

The Grade 4/5 learners also found the pictures amusing. All the learners were able to identify the emotions as depicted by the characters in the pictures. They were able to create suitable captions, for instance: 'Oh no! Not spinach for supper' for the boy pulling a sour face. Another example is 'I hate homework. I cannot spell this word' as a caption for the boy reading a book with a puzzling, almost painful, look on his face.

The learners enjoyed the activity and found it stimulating. It was a great success with this group. All the learners had suggestions about suitable captions for the pictures. The learners were able to interpret ('read') the picture and to 'write' a suitable caption for what they 'read'. The activity was successful to demonstrate to the learners that reading comprehension and writing comprehension go together. The success of the activity for the Grade 4/5 learners was due to the activity being suitable for their level of development.

#### **Activity 2:**

The researcher read a story titled 'Why the cheeks of the cheetah are stained with tears' to the learners. The researcher compiled a worksheet consisting of six words from the text, namely 'conceal', 'dazzle', 'dishonour', 'marvel', 'wicked' and 'fascinate'. Three questions were asked about each word: finding a synonym for the word, finding an antonym for the word and filling in a missing word in a sentence from the text. The learners worked in pairs to complete the worksheet. The researcher was the partner of learner 17 who experiences barriers to reading. Each group received one section of the worksheet consisting of one of the words, with the three questions. The learners were allowed to use a general dictionary as well as a dictionary of synonyms and antonyms. After the groups had completed their section of the worksheet, one member of every pair was asked to report back to the class. The researcher and learners discussed each section of the worksheet after the feedback.

The learners enjoyed the story. The researcher asked the learners if they understood all the words used in the story. They answered that they did. The researcher told them that **she** did not understand all the words when she read the story for the first time and had to look up some of the words in the dictionary. The researcher asked them again if they were very sure they understood all the words. They assured the researcher that they understood all the words and

they enjoyed the story. When the worksheet, containing words from the story such as 'concealed', was handed out, the learners asked 'What does *this* word mean?' The researcher and learners then discussed the unknown words. The learners successfully completed the worksheet in their groups, with the guidance of the researcher and the dictionary.

The learners found the story enjoyable and the worksheet stimulating and challenging. The researcher observed that, working in pairs (groups of two) worked well for this activity, especially grouping an English-speaking learner with a non-English-speaking learner. This activity could be described in terms of Vygotsky's concept of the *zone of proximal development* (Donald, Lazarus & Lolwana, 2002:71-72). The activity, as the researcher presented it, was just beyond the learners' present understanding, but they certainly had the potential to (and did) understand the story and worksheet with the guidance of the researcher. The aim of the activity was to make the learners aware of the importance of reading for understanding. This activity was successful to achieve this aim. Firstly, the story contained words that were unknown to the learners, but they still enjoyed the story and understood the content. Secondly, the worksheet focused on some of the unknown words, and completing the worksheet and getting insight in the meaning of these words certainly enhanced their understanding of the story and focused their attention on words as a means to an end (towards comprehension).

## **Grade 6/7**

### **Activity 1:**

The researcher explained to the learners what a text map or mind map is and showed them an example of a mind map created by the researcher. In order to create their own mind map the learners each read a paragraph from the magazine article 'The Basenji: Africa's barkless breed' The researcher then assisted the learners to draw up a mind map. The researcher and learners

- ✓ analysed the information in each paragraph;
- ✓ formulated the main point in a single sentence;
- ✓ reduced the sentence to a few words;
- ✓ wrote only these words on the mind map; and
- ✓ illustrated the words with a descriptive sketch.

The learners read and understood the text. They successfully completed their mind maps with the researcher's assistance.

The researcher observed that the learners needed assistance with the activity because it was a practice run for them and not because the activity did not take their level of development into consideration. The activity was also appropriate for their language level. Drawing up the mind

map appealed to them because they were glad that they did not have to do a lot of writing (!), and making the sketches gave them a chance to be creative.

The activity was suitable to achieve the aim, because the process used to create the mind-map (analysing the information, formulating the main point, reducing information and illustrating facts) focused the learners' attention on why we read, namely to understand. Presenting the information on the mind-map with **key words** such as 'wrinkled forehead' or 'from Africa' not only fostered understanding of the text, but also made the learners aware that words are a means to an end, namely to understand text.

### **Activity 2:**

The researcher handed out a worksheet on which the learners could do the evaluation and motivation (of their evaluation). The researcher asked the learners to base their motivation of the evaluation on the following questions:

- ✓ Did I learn something from the text?
- ✓ Can I use this information?
- ✓ Did I enjoy the story?

The learners rated the story as follows: Learners 24, 27, 28 and 29 chose number 4 (very good). Learner 26 rated the story as average (number 3 = fine). Learner 25 was absent. They were able to write a motivation, focussing on what they learnt from the story. Learners 26, 28 and 29 also wrote why they thought the information was useful.

The researcher observed that the learners found the activity enjoyable. Taking into consideration the quality of the motivations that the learners wrote (especially learners 26, 28 and 29) the activity was appropriate for the level of development and language level of the learners. The aim of the activity was to enhance the learners' ability to determine the correctness, usefulness, applicability and value of the information given in the text. This activity, as the researcher presented it, focused on determining the usefulness and value of the text and was successful to achieve the aim of this comprehension session. The learners achieved the learning outcome of the activity.

Regarding the *feelings, knowledge and attitude* relationship activities of this session in general, the researcher observed the following:

### **Feelings:**

In the stories 'The dragon' (which was part of the Grade 1 to 3 activities) and 'Why the cheeks of the cheetah are stained with tears' (which was part of the Grade 4 to 7 activities) the main characters (the dragon and the cheetah mother) experienced strong emotions because of the

events around which the stories are built. In both stories one or more of the supporting characters found a solution to the problem of the main character, which demonstrated their (the supporting characters') empathy. The researcher observed that, by relating the happenings in the story to the learners' personal emotional experiences, and by assuring the learners that it is perfectly human and acceptable to have these emotions, the researcher made the learners feel that she accepts them as individuals, which helped to build a relationship of trust between the researcher and the learners.

### **Knowledge:**

By leading the discussion and formulating questions, such as 'Why do you think the writer put that bit in the story?' and other 'what', 'where', 'how' and 'why' questions, the researcher guided the learners to interpret the content of the stories and to focus on reading for meaning, and also to be aware that words are a means to an end, namely comprehension.

### **Attitudes:**

The researcher observed that by

- making comparisons between the feelings of the characters in the stories and the feelings that the learners themselves may experience;
- by focussing the learners' attention on how the characters in the stories solved their problems;
- by formulating questions that helped the learners to interpret and understand information that is not explicitly stated in the text; and
- by helping the learners to develop their ability to evaluate different aspects of the text

the researcher helped the learners to realise how valuable, enjoyable and rewarding reading for meaning can be.




### **The following is the researcher's own evaluation:**

She indicated mostly 'very good', with a few 'needs attention'.

### **Test protocol B2**

The learners completed test protocol B2 after the researcher had presented the last session. The purpose of the questions was to determine the feelings and attitudes of the learners towards the reading activities and towards the researcher (the relationship activities) at the end of the total intervention.




**THE GRADE 1 LEARNERS (LEARNERS 1 - 5)**

			
1. Did you like the activities?			1, 2, 3, 4, 5
2. Did you understand what you must do?			1, 2, 3, 4, 5
3. Did you find it easy to do?			1, 2, 3, 4, 5
4. Did you learn something new?		5	1, 2, 3, 4
5. Do you think these activities will help you with your reading?			1, 2, 3, 4, 5
6. Do you feel happy when I am doing the activities?			1, 2, 3, 4, 5
7. Do you think I am a good (effective) teacher?			1, 2, 3, 4, 5
8. Do you think I am a nice teacher?			1, 2, 3, 4, 5

All the Grade 1 learners indicated that they enjoyed the activities; they understood what they were supposed to do, found it easy to do, had learned something new, and thought that the activities will help them with their reading. They felt happy when the researcher presented the activities to them, thought that the researcher was a good (that is, effective) teacher and that she is a nice teacher. Only learner 5 indicated that he had learned nothing new from the reading activities.

**THE GRADE 2 LEARNERS (LEARNERS 6 - 7)**




Because of his intellectual barrier learner 6 was unable to (meaningfully) complete the test protocol. Although the researcher had explained to the learners how to mark each question, he answered **all** the questions by marking **all** the faces at each question – all the sad faces, the ‘in-between’ as well as the happy faces. The researcher therefore only took into account the result of the test protocol of learner 7.

			
1. Did you like the activities?			7
2. Did you understand what you must do?			7
3. Did you find it easy to do?			7
4. Did you learn something new?			7
5. Do you think these activities will help you with your reading?			7

6. Do you feel happy when I am doing the activities?			7
7. Do you think I am a good (effective) teacher?			7
8. Do you think I am a nice teacher?			7




Learner 7 indicated right through that he enjoyed the activities, understood what he was supposed to do, found it easy to do, had learned something new and thought that the activities will help him with his reading. He felt happy when the researcher presented the activities, thought that the researcher was a good (that is, effective) teacher and that she is a nice teacher.

### **THE GRADE 3 LEARNERS (LEARNERS 8 - 13)**




			
1. Did you like the activities?			8, 9, 10, 11, 12, 13
2. Did you understand what you must do?		12	8, 9, 10, 11, 13
3. Did you find it easy to do?			8, 9, 10, 11, 12, 13
4. Did you learn something new?		11	8, 9, 10, 12, 13
5. Do you think these activities will help you with your reading?	11		8, 9, 10, 12, 13
6. Do you feel happy when I am doing the activities?			8, 9, 10, 11, 12, 13
7. Do you think I am a good (effective) teacher?	11		8, 9, 10, 12, 13
8. Do you think I am a nice teacher?			8, 9, 10, 11, 12, 13

Only learners 11 and 12 indicated at the end that they still did not understand very well what they were supposed to do, or that the activities would be very helpful to them. The other learners all responded positively towards all the activities.

**THE GRADE 4 LEARNERS (LEARNERS 14 - 22)**

			
1. Did you like the activities?		21	14, 15, 16, 17, 18, 19, 20, 22
2. Did you understand what you must do?		16, 17, 22	14, 15, 18, 19, 20, 21
3. Did you find it easy to do?		16, 17, 22	14, 15, 18, 19, 20, 21
4. Did you learn something new?		21	14, 15, 16, 17, 18, 19, 20, 22
5. Do you think these activities will help you with your reading?		21	14, 15, 16, 17, 18, 19, 20, 22
6. Do you feel happy when I am doing the activities?			14, 15, 16, 17, 18, 19, 20, 21, 22
7. Do you think I am a good (effective) teacher?			14, 15, 16, 17, 18, 19, 20, 21, 22
8. Do you think I am a nice teacher?			14, 15, 16, 17, 18, 19, 20, 21, 22




**THE GRADE 5 LEARNER**

			
1. Did you like the activities?			23
2. Did you understand what you must do?			23
3. Did you find it easy to do?			23
4. Did you learn something new?			23
5. Do you think these activities will help you with your reading?			23
6. Do you feel happy when I am doing the activities?			23
7. Do you think I am a good (effective) teacher?			23




8. Do you think I am a nice teacher?			23
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**THE GRADE 6 LEARNERS (LEARNERS 24 - 26)**

Learner 25 was absent when the learners completed protocol B2.

			
1. Did you like the activities?			24, 26
2. Did you understand what you must do?			24, 26
3. Did you find it easy to do?		24	26
4. Did you learn something new?		26	24
5. Do you think these activities will help you with your reading?			24, 26
6. Do you feel happy when I am doing the activities?			24, 26
7. Do you think I am a good (effective) teacher?			24, 26
8. Do you think I am nice teacher?			24, 26

**THE GRADE 7 LEARNERS (LEARNERS 27 - 29)**

			
1. Did you like the activities?		27, 28, 29	
2. Did you understand what you must do?			27, 28, 29
3. Did you find it easy to do?		28	27, 29
4. Did you learn something new?			27, 28, 29
5. Do you think these activities will help you with your reading?			27, 28, 29
6. Do you feel happy when I am doing the activities?		27	28, 29
7. Do you think I am a good (effective) teacher?			27, 28, 29
8. Do you think I am a nice teacher?			27, 28, 29

After this lengthy description of the results, the meaning of these results is discussed as follows:

## **7.4 DISCUSSION OF RESULTS**

After triangulation of the results from the various sets of data as described above – the integrated learners' portfolios, test protocols, and the context of the school and learners, together with the educators' and the researcher's evaluation respectively – the impact of the intervention is now discussed.

### **7.4.1 Discussion of the impact of the intervention from the results of the test protocols of the learners**

Learner 1 experiences English language barriers and finds it difficult to concentrate. This has a negative effect on his reading ability. In spite of these difficulties he indicated that he feels positive about reading. He also indicated that he enjoyed the reading activities, that he found it easy to do, that he learned something new and that he feels positive about the researcher. Because of the difficulties that learner 1 experiences, he benefited from the reading and relationship activities and this is evident from his test protocols.

Learner 2 experiences no barriers to learning and her reading skills are good. She indicated that she feels positive about reading, but dislikes doing oral reading in class. In spite of this she indicated that she enjoyed the reading activities, which included oral reading activities. It may be that the relationship activities (for example, encouragement and praise) helped her to overcome her dislike or possible fear of doing oral reading in class. This is supported by her indication that she felt happy while the researcher presented the reading activities. She indicated that she understood what she was supposed to do and found the activities easy to execute. This coincides with her class educator's opinion that her reading skills are good. In spite of this, learner 2 indicated that she learned something new from the activities. This may indicate that the reading and relationship activities enhanced her reading skills.

Learner 3 experiences no barriers and his reading skills are satisfactory. He indicated that he enjoys reading, that he found the activities enjoyable and easy to execute. He indicated that he feels positive about the researcher. Contrary to this he indicated that he really doesn't know if it is important to be able to read and that he is not convinced that he learned something new from the activities. Linking up with these remarks, the learner explicitly told the researcher during two of the sessions that the researcher presented, that he now had enough of the reading activities and would much rather play outside. It may be that he did not benefit from some of the reading activities because it did not suit his learning style, or that he was not ready for the specific learning experience.

Learner 4 experiences no barriers to learning and her reading skills are good. She indicated that she enjoys reading but that she found reading difficult. On the other hand, she indicated that

she liked the reading activities, understood what she had to do, found the reading activities easy to execute and that she learned something new. As she is a shy and quiet learner, it may be that the researcher's encouragement and unthreatening manner ('feelings') made her feel more at ease with the act of reading and the way in which the researcher explained the activities ('knowledge') helped her to understand what was expected of her.

Learner 5 experiences no barriers to learning and his reading skills are very good. He indicated that he likes to read and finds it easy to read. Although he enjoyed the reading activities, he indicated that he did not learn something new from the activities. The very good reading skills and above-average intellectual ability of Learner 5 may explain why he felt that he did not benefit from the reading activities.

Learner 6 is intellectually and physically impaired from birth. He also experiences emotional and behavioural barriers to learning. His reading skills are weak. Because of his poor intellectual potential he was unable to complete the test protocols and did not benefit from the reading activities. Behaviour such as pulling on the researcher's clothes to get her attention, showing his work to the researcher with great pride and smiling from ear to ear when being praised by the researcher, may indicate that the researcher's effort to build a relationship of trust and acceptance with learner 6 was successful.

Learner 7 experiences English language barriers. His reading skills are mostly fair. He indicated that he enjoys reading and found it easy to read. He enjoyed the reading activities, understood what he was supposed to do, found it easy to do and he felt that he had learned something new from the reading activities. He feels positive about the researcher. Taking into consideration that, in spite of his language barriers, he understood the reading activities, found it easy to execute and learned something new to improve his reading skills, one may conclude that he benefited from the reading and relationship activities.

Learner 8 experiences emotional and behavioural barriers to learning. His reading skills are excellent. In spite of this, he indicated that he is not fond of reading, dislikes doing oral reading in class and finds reading difficult. It may be that his difficult circumstances at home, as well as the emotional and behavioural barriers to learning, block or diminish the enjoyment that he should experience from learning and reading. After the first three sessions, he indicated that he did not learn something from the reading activities that may help him to improve his reading skills. However, after the tenth session he indicated that he enjoyed the reading activities, understood what was expected of him and found the activities easy and useful. It may be that, after he got to know the researcher (after the first few sessions) and experienced more of the reading activities, he felt more at ease and could actually enjoy the learning experience. This may indicate that he benefited from the reading and relationship activities.

Learner 9 experiences English language barriers and was repeating Grade 3 at the time of the research. He also experiences emotional and behavioural barriers to learning. His reading skills are fair. He indicated that he enjoys reading, but that he finds it neither easy nor difficult to read. After the third session he indicated that he did not understand what was expected of him and that the activities were a bit difficult to execute. It may be that the researcher's explanation of the activities was not effective. However, after session ten, he indicated that he enjoyed the reading activities, understood what he had to do and found it easy to execute the activities. He indicated that he had learned something new that will help him with his reading and that he felt positive about the researcher. From the test protocol of learner 9 it may be concluded that he did benefit from the reading and relationship activities.

Learner 10 experiences English language barriers as well as emotional and behavioural barriers to learning. His reading skills are fair. He indicated that he enjoyed the reading activities, understood what he had to do and found it easy to execute the activities. He indicated that he learned something new that will help him with his reading and that he felt positive about the researcher. From the test protocol of learner 10, and taking into consideration his difficult circumstances at home as well as the barriers to learning he experienced, it may be concluded that he did benefit from the reading and relationship activities.

Learner 11 experiences English language barriers. In spite of this, her reading skills are good. She indicated that, although she found it easy to read, she feels negative about reading. She enjoyed the reading activities and found it easy to execute, but indicated that she did not learn something new that will help her with her reading. She also indicated that, although she thinks the researcher is a nice teacher, the researcher is not an effective teacher. Since she indicated that she learned nothing new from the reading activities, the learner is justified to indicate that the researcher is not a good teacher. Taking into consideration her above average intellectual potential, her eagerness to learn, academic support from her parents and good reading skills, it may be concluded that the learner did not benefit from the reading and relationship activities.

Learner 12 experiences emotional and behavioural barriers. His reading skills are good. He indicated that he enjoyed the reading activities and found it easy to do, but that he did not always understand what was expected of him. The learner may have been justified to indicate his confusion regarding some of the reading activities, as the researchers' explanation of the activities may not have been effective. He indicated that he learned new skills from the activities that will help him with his reading. He feels positive about the researcher. His positive response regarding the reading activities and the researcher may be explained in the light thereof that he experiences emotional and behavioural barriers as well as difficult circumstances at home, and may justify the conclusion that he did benefit from the reading and relationship activities.

Learner 13 experiences behavioural barriers to learning, but his reading skills are good. He indicated that he feels positive about reading, the reading activities and the researcher. His positive response to the reading activities and the researcher may be explained in the light of the possible positive effect of the relationship activities that was presented during the reading sessions, which may have helped the learner to overcome his behavioural barriers and therefore the reading activities may also have enhanced his reading skills.

Learner 14 experiences English language barriers and his reading skills varies from fair to excellent. He indicated that he feels neutral about reading, dislikes doing oral reading in class and finds it neither easy nor difficult to read. Contrary to his indifference regarding reading, he indicated that had enjoyed the reading activities, understood how to and found it easy to execute the activities. He indicated that he had learned new skills to improve his reading and that he felt positive about the researcher. Taking into consideration both his positive response (regarding the reading activities and the researcher) and the language and reading barriers experienced by the learner, it may be concluded that the reading and relationship activities were beneficial to learner 14.

Learner 15 experiences English language barriers and his reading skills are satisfactory. He indicated that, although he likes to read, he finds it difficult to read. After session 3 he indicated that he felt neutral about the reading activities, but that he was extremely happy when the researcher presented the activities. The learner's feeling of indifference about the reading activities of the first three sessions may be justified. The researcher was still finding her feet presenting both the relationship and reading activities as planned and adjusting to the learners and dynamics of the different class groups. However, after the tenth session learner 15 indicated that he enjoyed the reading activities, understood how to and found it easy to execute the activities. He indicated that he had learned new skills to improve his reading and that he felt positive about the researcher. Taking into consideration both his positive response (regarding the reading activities and the researcher) and the language barriers experienced by the learner, it may be concluded that the reading and relationship activities were beneficial to learner 15.

Learner 16 experiences no barriers to learning and her reading skills are satisfactory. She indicated that she enjoys reading, but dislikes doing oral reading in class. After session 3 she indicated that she feels neutral about the reading activities, but that she was positive about the researcher. The learner's feeling of indifference about the reading activities of the first three sessions may be justified, since the researcher was still finding her feet presenting the sessions and may not have performed the reading and relationship activities successfully. After session 10 learner 16 indicated that she enjoyed the reading activities, but did not always understand what she had to do and some of the activities were not easy for her to execute. This response may be justified as the researcher possibly failed to explain some of the reading activities clearly

and may not have provided the needed support to the learner. Yet, she indicated that she had learned new skills that will help her with her reading and that she felt positive about the researcher. Although she experiences no barriers to learning and her circumstances at home are good, her response on the test protocol may indicate that she did benefit from some of the reading and relationship activities, but that some of the reading and relationship activities were ineffective.

Learner 17 experiences intellectual, physical, emotional and behavioural barriers to learning. Her reading skills are weak. She indicated that she dislikes reading and doing oral reading in class and finds it neither easy nor difficult to read. This response is understandable in the light of the barriers that this learner faces every day. After session 3 she indicated that she felt neutral about the activities, did not always understand what to do and some of the activities were difficult for her to execute. Her response may be justified taking into consideration all the barriers to learning that she experiences and that the researcher may not have provided the needed support to learner 17. After session ten she indicated that, although she enjoyed the reading activities of session four to ten, she again did not always understand what to do and some of the activities were difficult for her to execute. In contrast to the above, she indicated that she gained new knowledge that will help her with her reading and during all ten sessions she felt positive about the researcher. Learner 17's circumstances at home are difficult and she often experiences the rejection of family and friends. Her positive response to the researcher may indicate that the relationship activities focussing on feelings of trust and acceptance may have been beneficial to her and may have contributed to her indication that she enjoyed the activities, even though some of them were difficult for her. Considering the barriers to learning she experiences and her mixed response to the reading activities, this may indicate that at least some of the reading activities will help her with her reading.

Learner 18 experiences emotional and behavioural barriers. His reading skills are good. In spite of his good reading skills, he indicated that he finds it difficult to read, dislikes doing oral reading in class and felt neutral about reading. It may be that the emotional and behavioural barriers and difficult home circumstances he experiences contribute to his negative feelings about reading. In contrast to his negative feelings about reading, he indicated that he enjoyed the reading activities, understood how to and found the activities easy to execute. He had gained new knowledge that will help him with his reading and felt positive about the researcher. Comparing the emotional and behavioural barriers and the parental neglect that the learner experiences with his positive response to the reading activities and the researcher, it may justify the researcher's opinion that the relationship activities (especially the activities focussing on building a relationship of trust and acceptance), may have been beneficial to him. Even though his reading skills are good, his indication that he had gained new knowledge that will help him with his reading, may show that he did benefit from the reading activities.

Learner 19 experiences no barriers to learning and his reading skills are good. He indicated that he feels positive about reading, the reading activities and the researcher. Taking into consideration his adequate intellectual potential, absence of language barriers and positive response to the reading activities and the researcher, the relationship and reading activities may have been beneficial to learner 19.

Learner 20 experiences no barriers to learning and her reading skills are good. She indicated that, although she finds it easy to read, she feels neutral about reading. After session 3 she indicated that she had gained no new knowledge from the first three sessions. This may be explained by the portfolio evaluation that her reading skills are good. After session ten she indicated that she enjoyed the activities, understood how and executed the reading activities with ease. She now feels that she learned new skills that will help her with her reading. During the ten sessions she felt positive about the researcher. Taking into consideration her adequate intellectual potential, absence of language barriers and positive response to the reading activities and the researcher, the relationship and reading activities may have been beneficial to learner 20.

Learner 21 experiences English language barriers and emotional barriers. His reading skills are satisfactory. He indicated that he feels positive about reading. However, after session ten he felt neutral about the reading activities and responded that he felt the same about whether he had learned something new that will help him with his reading. Learner 21 is a slow worker and found it difficult to keep up. It may be that he felt that, because he could not keep up, he did not learn something new that could help him with his reading. On the other hand he indicated that he had understood what he was supposed to do and that he had found the activities easy to execute. Taking into consideration the barriers that the learner experiences and his mixed response to the reading activities, it may indicate that the researcher did not adequately perform the relationship activities, were not effective in the presentation of the reading activities and may have failed to provide the needed support to this learner. He did, however indicate that he felt positive about the researcher.

Learner 22 experiences emotional and behavioural barriers. Her reading skills are good. She indicated that, although she finds it easy to read, she feels neutral about reading. She indicated that she did not always understand what she had to do and found some of the reading activities difficult to execute. The learner may be justified with her response as some of the reading activities may have been unfamiliar, or the researcher's explanation of the activities may not have been effective. But she also indicated that she enjoyed the activities, learned new skills to improve her reading and felt positive about the researcher. Comparing the emotional and behavioural barriers and the rejection she experiences at home, with her positive feelings towards the researcher, it may indicate that the relationship activities (in particular the

relationship activities focussing on feelings of trust and acceptance) may have been beneficial to her. Her mixed response to the reading activities may indicate that some of the reading activities may have been beneficial to her, but that some of the activities were not effective.

Learner 23 experiences no barriers to reading and her reading skills are excellent. In spite of this, she indicated that she finds reading difficult, dislikes reading and dislikes doing oral reading in class. However, she indicated that she enjoyed the reading activities, understood how and found it easy to execute. She had learned new skills to improve her reading. She indicated how happy she felt when the researcher presented the activities. The only explanation the researcher has for the contrast in the portfolio and test protocols (namely the excellent reading skills but negativity towards reading, but still positive feelings towards the reading activities and the researcher) is that the learner is a very outspoken and energetic child and her class educator constantly reprimands her, sometimes in very untactful ways. The researcher may be justified to conclude that, given the above circumstances, the researcher successfully performed the relationship and reading activities and that the activities were beneficial to the learner.

Learner 24 experiences no barriers to learning and his reading skills are satisfactory. He indicated that he feels neutral about reading but enjoys doing oral reading in class and finds reading easy to do. He, however, indicated that the reading activities were not always easy to do. This response may be justified as some of the reading activities may have been unfamiliar, or the researcher's explanation of the activities may not have been effective. According to him, he enjoyed the reading activities, understood what was expected of him and gained new knowledge that will help him to improve his reading skills. He indicated that he felt positive about the researcher. Taking into consideration his adequate intellectual potential, absence of language barriers and positive response to the reading activities and the researcher, the relationship and reading activities may have been beneficial to learner 24.

Learner 25 was absent when both the B test protocols were completed by the learners. Therefore only the information of test protocol A regarding the first three sessions will be discussed. The learner experiences behaviour barriers. His reading skills are satisfactory. He indicated that he felt neutral about reading, but that he enjoyed the reading activities. He did not always understand what he had to do and some of the activities were difficult to execute. Although he learned something new, he does not think that the knowledge will necessarily help him to become a better reader. According to him the researcher is a nice and effective teacher, but he feels indifferent about her presenting the reading activities. Comparing the behavioural barriers experienced by the learner and the feelings of either indifference or positive feelings towards the reading activities and the researcher, it may be that some of the reading activities were unfamiliar, not explained well enough, or that the researcher did not provide the needed support to learner 25.

Learner 26 experiences no barriers to learning and his reading skills are excellent. He indicated that he felt positive about reading, the reading activities and the researcher. He indicated that he felt neutral about whether the activities provided him with new knowledge, but that he feels the activities will help him with his reading in any case. Taking into consideration his adequate intellectual potential, absence of language barriers and positive response to the reading activities and the researcher, the relationship and reading activities may have been beneficial to learner 26.

Learner 27 experiences emotional barriers. Her reading skills are satisfactory. She indicated that she feels neutral about reading and dislikes doing oral reading in class. The emotional barriers (negative self-image) that the learner experiences may explain her dislike of doing oral reading. She indicated that she felt neutral about the reading activities. This response may be justified as some of the reading activities may not have been suitable to the academic level of the Grade 7 learners. She also felt neutral about the researcher presenting the reading activities. This may be due to her home circumstances, which the learner experienced as traumatic during the time of the research. It may also indicate that the researcher perhaps did not successfully perform the relationship activities. Learner 27 does, however, think that the researcher is a nice and effective teacher. Her indication that she understood how to and easily executed the reading activities, and that she gained new skills which will help her to improve her reading, may indicate that at least some of the relationship and reading activities were beneficial to her.

Learner 28 experiences no barriers to learning and her reading skills are good. She indicated that she felt neutral about reading and the reading activities. This response may be justified as some of the reading activities may not have been suitable to the academic level of the Grade 7 learners. Although she understood what was expected of her, she found some of the activities difficult to do. This response of the learner may be justified, as some of the reading activities may have been unfamiliar. She indicated that she had gained new knowledge that will help her to improve her reading, and that she felt positive about the researcher. Taking into consideration her adequate intellectual potential, absence of language barriers, her response that the reading activities were useful to improve reading skills and positive feelings about the researcher, the relationship and reading activities may have been beneficial to learner 28.

Learner 29 experiences no barriers to learning and her reading skills are satisfactory. She indicated that she felt neutral about reading and the reading activities. This response may be justified as some of the reading activities may not have been suitable to the academic level of the Grade 7 learners. She understood what was expected of her and she found the activities easy to do. She indicated that she gained new knowledge that will help her to improve her reading and that she felt positive about the researcher. Taking into consideration her adequate

intellectual potential, absence of language barriers, her response that the reading activities were useful to improve reading skills, and her positive feelings about the researcher, the relationship and reading activities may have been beneficial to learner 29.

Regarding these protocols obtained from the learners, the researcher concludes that the reading activities were mostly enjoyable, the learners mostly understood what they were supposed to do, and mostly found the activities easy to do. The reading activities enhanced the learners' knowledge and skills in reading, which will help them to improve their reading skills. The relationship activities were successfully integrated with the reading activities. On the other hand the researcher concludes that some learners may have been justified to respond with some negative evaluations, because

- some of the reading activities may have been unfamiliar, or
- the explanation of the activities may not have been effective, or
- the researcher perhaps did not successfully perform the relationship activities.

The results from the literature (Dednam, 2005:139; Wessels & Van den Berg, 2004:241; Du Toit, 1996:254-256; Dinkmeyer et al., 1997:65; Donald et al., 2002:78, 130 & 303; Swart & Phasha, 2005:217-218 & 220-221; Lerner, 2000:115; Donald et al., 2002:127 & 246; Biehler & Snowman, 1997:129; Strydom, 2005:101; Rogers, 1961:20-21 & 54) correspond with the learners' positive evaluation of the reading and relationship activities in the protocols, as well as with the researcher's conclusions, regarding the following:

- Supporting learners to experience success with reading activities builds their confidence to read and to improve their reading skills.
- Not criticising learners, but rather encouraging and praising learners, gives them the courage to participate in the reading activities. Without participation in reading activities, reading improvement cannot take place.
- A dysfunctional home environment contributes to reading problems, while the educator's support greatly contributes to the learner's reading success.
- A relationship of trust and acceptance between educator and learner is vital to the learner's academic (and reading) success.

#### **7.4.2 Discussion of the impact of the class environment (including the educators) on learners' performance in the intervention**

The small groups (classes) contributed enormously to the successful implementation of the reading and relationship activities. According to Jennings et al. (2006:159-160) tutoring small groups make it possible for educators to monitor and respond to instructional needs. Small groups also give learners the opportunity to learn from each other. These factors played a major

role in the majority of the learners' positive evaluations of the reading activities and the researcher (in their protocols), namely that they enjoyed the activities, understood what they had to do, found the activities easy to execute, learned new skills that will help them to improve their reading, and felt positive about the researcher (relationship activities).

The Grade 1 class (Educator A): Because of the class educator's positive emotional relationship with the learners, the discipline she maintains in the class and the calm and consistent way in which the learners are guided to behave in a positive manner, gave the researcher the opportunity to build on this positive class environment. This ensured the successful implementation of the reading and relationship activities, which contributed to the learners' positive evaluations of the reading and relationship activities. Because the class educator has only been teaching the Grade 1 group for four months and was still busy with her lesson planning, this limited the reading activities with which she was familiar. It is probably also due to her lack of experience that educator A provided notably the least comments on the educators' evaluation protocols. In contrast to the inexperience of the class educator, the variety of activities which the researcher presented made the sessions of the researcher interesting and enjoyable for the learners. The above factors contributed to their positive evaluations of the reading and relationship activities.

The Grade 2/3 class (Educator B): The positive discipline in the class and the secure learning environment made it possible for the researcher to successfully implement the reading and relationship activities. Because the class educator relies on teaching methods that proved effective to her over the years, the learners were used to a specific daily routine. The reading activities were different from what the learners were used to and this added interest, excitement and enjoyment. In fact, the class educator herself remarked that the learners were looking forward to the sessions of the researcher because the activities were out of the ordinary. The above-mentioned factors contributed to the positive evaluations of the majority of the learners of the reading and relationship activities.

The Grade 4/5 class (Educator C): Because of the extensive experience of the class educator she relies on teaching methods and learning content that has been used by her over many years. The result of this is that learners in her class were not always actively involved in the learning process because the educator had created a more teacher-centred and 'silent' classroom. The researcher, on the other hand, presented reading activities that were new and interesting to the learners and made effort to actively involve all the learners in all the activities. She (the researcher) also made effort to create a child-centred classroom by, for example, giving the learners the opportunity to take on the leading role in the learning experience. While the class educator prefers a 'silent' classroom, the researcher's classroom, because of her aim to actively involve all learners, was more noisy and busy. The researcher also focused on

showing her acceptance of all learners by providing encouragement and praise rather than on keeping all learners quiet and on their seats. The Grade 4/5 learners participated with, sometimes overwhelming enthusiasm and were very eager to participate and take the lead. The above-mentioned factors contributed to the positive evaluations of the reading and relationship activities and enthusiastic participation of the majority of the learners in this group. This could then perhaps be the reason why Educator C had the most comments to offer, as well as the most *positive* comments right through all the sessions, as indicated in the educators' evaluation protocols.

The Grade 6/7 class (Educator D): The sound relationship of the class educator with the learners (probably also due to her being the school principal) gave the researcher the opportunity to build on this positive class environment and successfully implement the reading and relationship activities. This ensured the participation of the learners in the reading activities and positive evaluations of the majority of the learners regarding the relationship activities. Contrary to the learners' positive evaluation however, Educator D offered some negative evaluations regarding the reading activities. While Educator D is an experienced Grade 6/7 teacher with sound knowledge of the academic level of the learners in her class, the researcher has never taught Grade 6 or 7 learners before. Consequently her choice of activities was not altogether appropriate – some of the reading activities were too familiar, while others were unfamiliar to the learners. These learners were used to the age and level appropriate learning activities presented by their class educator, while the researcher did not always present age and level appropriate reading activities. This factor resulted in some negative evaluations by educator D regarding the reading activities.

#### **7.4.3 Discussion of the impact of the intervention from the educators' evaluation**

The background and experiences of the educators probably influenced the way they evaluated the work of the researcher (the reading and relationship activities). The evaluations of the four class educators of the reading and relationship activities of all the sessions were positive. In this discussion the researcher will focus on possible factors that may have contributed to the positive evaluations.

The Grade 1 class educator (Educator A): Because the class educator lacks experience to teach Grade 1 learners (including how to teach learners to read and improve reading skills), the positive evaluations of the educator regarding the reading activities may be due to the content of the support intervention, which may have been valuable to the educator to add to her own lesson planning and support of learners who experience reading difficulties. The structure of the intervention makes provision for reading activities to support specific reading skills, for example to use of morphemic cues to improve reading skills. Therefore the theoretical background provided by the intervention and the flexibility (any of the activities may be chosen to instruct

learners who need support to improve specific reading skills) may have been of special value to the educator and may have influenced her positive evaluations. The positive evaluations regarding the relationship activities may be due to the researcher building on the positive emotional relationship and positive discipline that the class educator created with the learners/in the classroom. Integrating the reading and relationship activities also may have provided a valuable example to the educator of the reciprocal relationship between the reading and relationship activities.

The Grade 2/3 class educator (Educator B): The educator is an experienced Foundation Phase educator and relies on instructional methods that have proven effective to her over the years. The enthusiastic participation of the learners and their positive reactions to the reading and relationship activities, as well as the success of the individual activities, may have influenced the positive evaluations of the reading and relationship activities that the educator provided.

The Grade 4/5 class educator (Educator C): As in the case of the Grade 2/3 class educator this class educator is an experienced Foundation Phase educator and relies on instructional methods that have proven effective to her over the years. In spite of this factor, which might have rendered her more prejudiced towards the new methods introduced by the researcher, her positive evaluations were supported by her comments expressing her appreciation regarding the reading and relationship activities. Because she has been teaching for many years, the researcher presented many activities that probably were unfamiliar to her, but which might have enhanced her knowledge of reading support to learners who experience barriers to reading. The enthusiastic participation of the learners and their positive reactions to the reading/relationship activities, as well as the success of the individual activities, may also have influenced the class educator's positive evaluations of the reading and relationship activities that the researcher presented.

The Grade 6/7 class educator (Educator D): The positive evaluations of this class educator regarding the relationship activities may be due to the researcher building on the positive emotional relationship and positive discipline that the class educator already had created with the learners in the classroom. Although the educator is an experienced teacher, her experience is based on the teaching of music. Therefore she lacks adequate knowledge of the support of learners who experience barriers to reading. Her positive evaluations of the reading and relationship activities may be due to the contribution of the reading intervention to the enhancement of her own knowledge regarding reading support.

However, in spite of the apparent positive impact of the intervention as described, the educators indicated that, although the learners hugely enjoyed the reading activities, participated with enthusiasm and learned a lot of new skills to improve their reading skills, the ten sessions were

not enough for them (the educators) to be able to say with accuracy and certainty that there was any measurable improvement in the overall reading abilities of the learners.

#### **7.4.4 Discussion of the impact of the intervention from the researcher's evaluation**

From the researcher's observation of the **reading activities**, it can be stated that reading activities must be chosen very carefully to suit the language and development level of the specific group of learners in order to make the learners feel confident. Activities must take learners' environment and immediate familiar surroundings into account. Making use of humour to focus on the importance of reading, creating a learner-centred classroom, and the support given to the learners by the researcher through the relationship activities, also helps. The text must also provide new information to stimulate the interest of the learners. The activities should make the learners aware that the ability to read enables one to find information about subjects of interest and how enjoyable reading can be. Too many steps or actions as part of one activity may be too complex for learners who struggle with that activity. According to Jennings et al. (2006:163) it is important to give learners material they can handle as the experiencing of success builds emotional security that allows the learners to take the risk of attempting more difficult material. Jennings et al. (2006:155) describe *interest* as a powerful motivator, and these learners found the format of the activities interesting.

From the researcher's observation of the **relationship activities**, the following can be stated:

**Feelings:** Focussing on the strength of the learners and not on their mistakes, giving them the opportunity to execute an activity during which they can achieve success, and encouraging them to work independently and praising them for their effort, improve their chances of feeling confident about their reading. According to Jennings et al. (2006:163) it is important to give learners material they can handle, as experiencing success builds emotional security that allows the learners to take the risk of attempting more difficult material. Not interrupting learners, who are busy answering questions, but listening and then affirming their answers, makes learners feel more at ease and willing to participate in the activities. Nurturing the learners' efforts by encouraging and praising them makes them feel at ease to participate in the reading activities. The educator's encouragement and praise of the learners' efforts contributed to the enthusiasm of learners to participate in the activities and complete the activities with success. The learners' enthusiasm in this study to read their passages aloud to the class may be due to the researcher's encouragement and the fact that she was close by to support them, but only corrected them if correction was essential in order to understand the text (compare Jennings et al., 2006:149). Noticing the learners' efforts when doing the reading activities and praising them for their effort, as well as assuring the learners of the researcher's availability to help and support them while they did the activities, assured them of the researcher's personal involvement in their effort to achieve the learning outcomes. Conveying her positive

expectations to the learners made them feel accepted as individuals and as important members of the class team, which contributed to their willing and enthusiastic participation in the reading activities. This contributed to building the relationship of trust between the researcher and the learners. By encouraging the learners to participate in the activities, praising them for work well done, accepting the learners as individuals and believing in their ability to be competent readers, the researcher created a learning environment where the learners felt secure and made the learners feel confident about their ability to read for understanding. An integral part of learning reading skills is the belief that one actually has the ability to do it (compare Jennings et al, 2006:163). Enhancing learners' feelings of ability to read, also improved their motivation to read, as described in paragraph 3.3.4 in chapter 3.

**Knowledge:** Demonstrating reading skills to learners, and by modelling thinking skills such as reasoning skills to analyse words, help learners to successfully complete the activities and therefore enhance their ability to use linguistic cues when reading. Encouraging the learners to talk about reading and the books they have read, confirms the importance of reading to all learners. Giving feedback to individual learners while the learners are busy with a reading activity, as well as after their reading or after assessing a written activity, assures the learners that their reading skills are improving and will ensure that they are able to master the content. This knowledge fosters a positive attitude towards reading. By explaining and demonstrating to the learners how a reader can guess some of the unknown words and still understand and enjoy the text, and by focussing the learners' attention on the importance of reading for meaning, the learners realised that words are a means to an end, namely comprehension. Learners must realise that one does not read merely to decode text, but to comprehend text. Teaching the learners the linguistic dimensions necessary for reading, as described in paragraph 4.2 in chapter 4, definitely increased their knowledge of reading and the reading process. Small groups will of course make it easier for the educators to allow the learners to enjoy the activities.

**Attitudes:** Giving learners a choice regarding reading activities, as described in paragraph 4.1 in chapter 4, fosters a positive attitude towards the reading activities and co-operation with the educator. Then it will not be necessary to reprimand any learner. Emphasising that reading errors are not failures but opportunities to learn, never criticising any learner who experiences reading barriers, and giving learners reading activities that will help them to achieve success, help learners to experience reading as meaningful. Learners should be able to base their motivation of the evaluation of a text as meaningful on the following questions: Did I learn something from the text? Can I use this information? Did I enjoy the story? Learners must focus on determining the usefulness and value of the text. The researcher also observed that her own enthusiasm about reading and her own enjoyment of the stories read to the different groups, contributed to the learners' positive attitude towards reading and the reading activities. The

attitude of the researcher helped the learners to realise the value and importance of using phonemic, morphemic, syntactic and semantic cueing to decode and understand written text.

Therefore, by *making the learners feel at ease* (feelings), by *telling* the learners that they made a success of the reading activities (knowledge), and by *projecting* a positive attitude towards reading (attitudes), the researcher achieved the reading and relationship aims of the session. The researcher concluded that her relationship activities in terms of encouragement, praise of the learners' efforts, guidance and support, contributed to the enthusiasm of the learners to participate in the reading activities and complete the activities with success.

## **7.5 SUMMARY**

In this chapter the results of the empirical research were described and discussed. The researcher indicates what the impact of the various factors of the education relationship-focused support strategies is on the learners' reading skills. It appears that by *making the learners feel at ease* (feelings), by *telling* the learners that they made a success of the reading activities (knowledge), and by *projecting* a positive attitude towards reading (attitudes), the researcher achieved the reading and relationship aims of the session. The researcher concluded that her relationship activities in terms of encouragement, praise of the learners' effort, guidance and support, contributed to the enthusiasm of the learners to participate in the reading activities and complete the activities with success.

In the final chapter the findings of the results are discussed and recommendations are presented.

## CHAPTER 8

### CONCLUSIONS, LIMITATIONS AND CONTRIBUTION OF THE RESEARCH, AND RECOMMENDATIONS

#### 8.1 SUMMARY OF THE RESEARCH

The introduction to the research indicated the importance of learners reaching their full learning potential and the role that literacy skills, in particular reading skills, play to guide learners towards reaching that full learning potential. All learners need the guidance and support of educators to acquire reading skills. This led to the aim of the study, namely to establish how to compile educational relationship-focused reading support strategies for educators to support learners who experience barriers to reading.

The educator-learner relationship first had to be delineated by establishing the dimensions of the relationship, namely emotional, cognitive and value-driven activities that impact on the learner's feelings, knowledge and attitudes towards his or her world and, for the purpose of this study, how these pertain to the learner's reading development. Components of reading development and reading skills, appropriate supportive reading activities, and methods of teaching reading, were also described. The most essential reading skills are indicated in the literature on reading theory as being: A motivation to read; linguistic cueing in reading in terms of phonemic, morphemic, syntactic and semantic cueing; sight word recognition; and comprehension. On this theoretical basis a reading support structure was compiled for the support of reading development encompassing reading and relationship-focused activities. Aims for achieving the relationship and reading skills were established, for which appropriate reading and relationship support activities were then compiled.

The research design for the implementation of the reading support was described and motivated, whereafter it was implemented at a school and the results of the intervention discussed.

The next section is a presentation of the findings and conclusions drawn from this discussion.

#### 8.2 FINDINGS AND CONCLUSIONS

The most important findings that emerge from the results of the empirical research regarding the development and implementation of educational relationship-focused reading support strategies are as follows:

### **8.2.1 The learners' evaluation of the effectiveness of the reading and relationship activities**

The learners' evaluation of the reading support activities indicated that almost all of them had enjoyed and understood the reading activities and found them easy to do, that they had learnt something new from the activities – that the reading activities would help them improve their reading – and had felt emotionally secure during the implementation of the reading support. Only a few learners indicated that, at the end, they still did not feel happy about the support.

From this evaluation by the learners the researcher concludes that the reading activities were mostly enjoyable, the learners mostly understood what they were supposed to do, and most of them found the activities easy to do. The reading activities enhanced the learners' knowledge and skills in reading, largely because the relationship activities were successfully integrated with the reading activities. The negative evaluation from a few learners might possibly have been justified because some of the reading activities may have been unfamiliar to them, or because the explanation of the activities may not have been effective.

The most important findings based on the learners' evaluation are:

- It made the learners *feel* accepted and trusted in their reading endeavours, improving their *knowledge* about which reading skills to apply, and letting them develop a positive *attitude*.
- It supported learners to experience success with reading activities, built their confidence to read and improve their reading skills.
- By not criticising learners, but rather encouraging and praising them, it gives them the courage to participate in the reading activities.
- A relationship of trust and acceptance between educator and learner improves learners' knowledge about reading skills, as well as their attitude towards reading, and is therefore vital to learners' reading (and academic) success.

### **8.2.2 The educators' evaluation of the effectiveness of the reading and relationship activities**

The educators' evaluation of the reading and relationship activities of the programme were positive. Possible factors that may have contributed to the positive evaluation are the integration of the reading and relationship activities, the learners' enthusiastic participation in the reading activities, their positive reaction to the reading and relationship activities, and the success of the activities. Nonetheless, the educators indicated that the duration of the reading support was not enough for them to be able to say with accuracy and certainty that there was any measurable

improvement in the overall reading abilities of the learners. However, it was not in the first place the aim of the study to measure the learners' reading level.

### **8.2.3 The researcher's evaluation of the effectiveness of the reading and relationship activities**

As regards the *reading* activities, the researcher concludes that reading activities must be chosen very carefully to suit the language and reading development level of the specific group of learners at whom the support is aimed to make the learners feel confident about their own abilities. Activities must take learners' environment and immediate familiar surroundings into account. It also helps to use humour to focus on the importance of reading, to create a learner-centred classroom, and to provide continuous support by implementing the relationship activities throughout the reading activities. The reading activities should make the learners aware that the ability to read enables one to find information about subjects of interest and how enjoyable reading can be. Too many steps or actions as part of one activity may be too complex for learners who struggle with that specific reading skill. It is important that learners experience success in their reading, which builds emotional security and allows the learners to take the risk of attempting more difficult material.

The researcher concludes that the following dimensions of reading activities are valuable and will contribute to the success of the reading activities:

- Active participation: The more the learners can comprehend the necessity of reading skills and are actively involved in their own learning and reading activities, the more successful the reading activities will be.
- Availability of the educator: Although the learners must be actively involved in the reading activities, the availability (in body and mind!) of the educator to provide support via the relationship activities will ensure that the aims of reading lessons are achieved.
- Teaching/learning materials: Those reading activities where suitable teaching/learning materials are used, are also the activities that are the most successful to achieve the aim of the lesson.
- Interest: Learners' interest in an activity will make reading fun and enjoyable and will strengthen learners' motivation to participate and improve their reading skills. The researcher found that it was not difficult to make the reading activities interesting. The following uncomplicated 'additions' to the activities contributed in doing so:
  - Putting work charts in envelopes to create a sense of expectation and surprise to see what is in that envelope.
  - Giving learners a chance to play the role of 'educator' and therefore 'being in charge'.

- Using well-known story characters.
  - Connecting classroom activities to the learners' familiar home environments and living contexts.
  - Using adventure stories which stimulate the imagination of learners.
  - Making use of the crucial points in a story to create a sense of expectation.
- Varying activities: Taking care not to use too many activities which may be counter-productive; doing a variety of activities over a period of time will be more successful.
  - Attention: The researcher concludes that, even if it is difficult to do everything as planned, by making the learners the centre of the educator's positive attention will definitely contribute to the success of the reading support.
  - Phonemic, syntactic, morphemic and semantic cueing is useful to support learners with the decoding and comprehension of reading texts.

Most of all, the researcher once again came under the impression of, and wants to acknowledge, the difficult task of educators in classrooms where learners are from diverse language and population groups with different emotional and learning needs. However, educators at home (parents, primary care-givers) should also be able to implement the relationship and reading activities with more ease *provided* that such educators are trained in the implementation of the activities.

Regarding the *relationship* activities the researcher concludes that the teaching/learning situation is complex and dynamic and that it demands planning to implement both the reading and relationship activities effectively. Because it is dynamic, the teaching/learning situation cannot be predicted beforehand as the emotional, cognitive and normative needs of the learners, as well as their academic needs, may vary from session to session. Even with thorough preparation adaptations will have to occur to accommodate the learners' changing demands according to the needs of each learner. The researcher came to the conclusion that the sum of the activities is more than the parts thereof. Even though it will not always be possible to implement the reading activities exactly as planned in each lesson, merely ensuring that learners' feelings are accommodated, their unique needs for knowledge are met, and projecting a positive attitude about reading will be sufficient already. The sum of all of the relationship activities will ensure success with such reading support.

The researcher finally concludes that:

- **In order to successfully support learners who experience barriers to reading, it is essential to focus on both reading and relationship activities. Without the relationship activities, reading support will not be successful.**
- **The aim of the research, namely to establish how and to develop educational relationship-focused reading support for educators of learners who experience barriers to reading, was achieved in the sense that the educators realised that accommodating learners' feelings, knowledge and attitudinal needs while teaching reading, is essential.**

### **8.3 LIMITATIONS OF THE RESEARCH**

**Generalisability of the research:** Although the reading support is eventually aimed at school educators of the wider population, the suitability of the support was only determined for the participants of the study, namely the class educators and the learners of the school where the support was implemented. The suitability of the relationship-focused reading support strategies for educators in the wider population will need to be assessed to determine the potential of the strategies for generalisation.

The suitability of the support strategies for *school educators* to support learners who experience barriers to reading was determined in a school setting and evaluated by qualified teachers. In order to determine the suitability of the support for *parents* to support their children who experience barriers to reading, the support strategies will need to be assessed by parents in their home environment.

**Results of the empirical research:** The results of the empirical research reflect the perceptions of the educators and learners of a specific school, as well as the perception of the researcher, regarding the suitability of the relationship and reading activities for educators to support learners who experience barriers to reading. The results are therefore only a reflection of the probabilities in one school setting, although the trustworthiness of the results was ensured through the methodological design of the empirical research.

Although reading support for *regular reading development* can apparently be effective when individual instruction or instruction in small groups of learners is provided, the suitability and effectiveness of the reading and relationship activities to support learners who experience *barriers to reading* will have to be assessed by further research. Moreover, the aim of this study was to determine how educational relationship-focused reading support strategies can be implemented by educators of learners who experience barriers to reading. Although the majority

of the learners achieved the aims that were set for the support, this research did not determine whether there was significant overall improvement in the reading skills of the learners.

#### 8.4 CONTRIBUTION OF THE RESEARCH

The White Paper on Special Needs Education (Department of Education, 2001:3, 6, 16 & 34; Department of Education, Directorate: Inclusive Education, 2002:108) acknowledges and emphasises the **central role of teachers and parents**. The fact that all learners can learn and that **all learners need support** is emphasised. The role of teachers and parents as support providers is of such importance that the White Paper (Department of Education, 2001:7) regards inadequately and inappropriately trained educators and the non-involvement of parents as a reason why learners experience barriers to learning in the first place. In literature, researchers accentuate the important role and responsibility of teachers and parents for the total well-being and development of the learner in their care (Jennings et al., 2006:163; Pretorius, 1998:40; Donald, Lazarus & Lolwana, 2002:26-27, 104, 290; Pretorius, 2000:158-159; Leslie, 2003:15-17). Educator training is recognised as one of the key strategies to reduce barriers to learning and, by implication, barriers to reading (Department of Education, Directorate: Inclusive Education, 2002:55; Donald, Lazarus & Lolwana, 2002:20-23).

During the literature search, the researcher came upon many parenting programmes, as well as many reading programmes. However, as far as could be determined no educational relationship-focused support for educators to support learners who experience barriers to reading, have yet been created. Therefore this research provides reading support which can

- empower educators, in usable and practical format, to implement relationship-focused activities **in** their support of learners who experience barriers to reading, without which barriers to reading cannot be addressed successfully;
- empower educators to support learners who experience barriers to reading by providing reading activities in the following format:
  - a theoretical framework covering all aspects of reading development;
  - reading activities, with work charts, to address all aspects of reading development.
- empower educators with educational relationship-focused reading support strategies that are cost-effective in terms of time and resources, easy to manage, flexible (as educators can prioritise intervention components depending on a learner's level of reading skill) and user-friendly (as activities are written in uncomplicated language and can be understood by parents and teachers). These strategies will therefore be useful in the South African context where educators are faced with limited time and resources to support learners.

According to Jennings et al. (2006:139) reading support for many learners has shifted from **remediation** to **prevention**, and the support is described as **intervention**. This research is in line with the shift towards preventive intervention towards reading support. Because of its flexibility, the support strategies can be implemented by class educators to accommodate diverse learning needs in the classroom, as they can be employed as intervention to support learners who experience barriers to reading, or as reading enrichment during all learners' reading development. Because the strategies can be implemented by educators to respond to diverse learning needs in the classroom, they are also supportive of the ideals of inclusive education.

## **8.5 RECOMMENDATIONS**

### **8.5.1 Recommendations to the Departments of Education**

- Provincial Departments of Education will have to seriously consider providing in-service training for educators in the implementation of appropriate relationship-focused reading support strategies in their classrooms if the ideal of empowerment of educators in inclusive education towards the support of learners who experience barriers to learning is to be accomplished at all.
- Consultation and cooperation between the National Department, on the one hand, and provincial departments of education, on the other, will have to be established towards administrators' and educators' awareness of the results of this research, and the possibility of further in-service training for educators.
- The in-service training of educators in the awareness of and implementation of relationship-focused reading support strategies in their classes.

### **8.5.2 Recommendations for further research**

- Further research to create educational relationship-focused reading support intervention to empower educators of learners in the Intermediate, as well as Senior Phase, will provide in a need expressed by many educators in these two school phases where many learners still experience barriers to reading.
- The aim of this research was to determine how educational relationship-focused reading support strategies can empower educators of learners who experience barriers to reading. Although the majority of the participant learners in this research achieved the aims that were set for each session, this research did not determine whether there was significant overall improvement in their reading levels. Longitudinal research over a longer period of time will have to be conducted to determine whether the relationship-focused reading support will, in fact, contribute to significant improvement in the reading skills of learners who experience barriers to reading.

- The research will have to be replicated in other school settings, private as well as public, to establish the applicability thereof in other educational contexts.
- The feasibility for parents specifically to implement the support strategies will have to be established to ascertain whether the relationship-focused activities are suitable for use in home contexts.

### **8.5.3 Recommendations towards professional development of teachers**

- *Pre-service training* of all Foundation Phase and Intermediate Phase educators ought to include theoretical as well as practical aspects of reading development and reading support so that newly appointed educators will be ready to accommodate the needs of all learners in their inclusive classes regarding regular reading development, as well as barriers to reading.
- Continuous *in-service educator development* in reading support strategies, and specifically in *education relationship-focused reading support strategies*, ought to be developed and be available to all Foundation Phase and Intermediate Phase educators.

## **8.6 CONCLUDING REMARKS**

The research performed in this study demonstrated how educational relationship-focused reading support strategies can be implemented by educators of learners who experience barriers to reading by the development and implementation of the support strategies. Long-term feasibility still has to be established.

## **ADDENDUM A**



NORTH-WEST UNIVERSITY  
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NOORDWES-UNIVERSITEIT  
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Web: <http://www.nwu.ac.za>

Tel: (018) 299 1884 (prof Du Toit)  
Cell: 084 465 5359 (Hanlie Kruger)  
034 318 2104 (Hanlie Kruger)

The Principal  
School X

Dear mrs X

1 August 2007

As I have already discussed with you, I am presently doing a PhD degree in Learner Support at the North West University. The title of my research is *The empowerment of educators of learners who experience reading difficulties*. The aim of the research is to design a programme for educators to use in class which will help the learners improve their reading skills.

In order to gather information for my research, you and the School Governing Body are kindly requested to grant me permission to present ten reading sessions to each class from Grade 1 to 7, over a period of one month, during their regular class periods. Sessions will be an hour long – the normal duration of the periods – and will consist of reading activities.

You are ensured that all information obtained through this research will be treated absolutely confidentially and anonymously, and will not be used for any purposes other than those of this research. The children's and their parents' names, as well as the names of the school, educators, principal and School Governing Body, will not be indicated in the research report. Allow me to express my appreciation in considering my request, and to thank you in advance for your co-operation.

Yours faithfully

.....  
**HANLIE KRUGER**

.....  
**PROF P DU TOIT (Supervisor)**



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 034 318 2104 (Hanlie Kruger)

The Parent  
 School X

Dear Parent

1 August 2007

I am presently doing a PhD degree in Learner Support at the North-West University. The title of my research is *The empowerment of educators of learners who experience reading difficulties*. The aim of the research is to design a programme for educators to use in class which will help the learners improve their reading skills.

In order to gather information for my research, you are kindly requested to grant me permission (see below) to present ten reading sessions to each class from Grade 1 to 7, over a period of one month, during school hours in their regular class periods. Sessions will be an hour long - the normal duration of the periods - and will consist of reading activities.

You are ensured that all information obtained through this research will be treated absolutely confidentially and anonymously, and will not be used for any purposes other than those of this research. You and your child's names, as well as the name of the school, will not be indicated in the research report.

If you are willing to give your consent, please sign the form below, tear off and send back to your child's class teacher at the school. It is of utmost importance that the signed permission form be returned to the school not later than **Friday, 17 August 2007**.

Allow me to thank you in advance for your co-operation in completing the attached consent form.

Yours faithfully

.....  
**HANLIE KRUGER**

.....  
**PROF P DU TOIT (Supervisor)**

**CONSENT**

I, the undersigned, mr/mrs .....parent of .....in  
 Grade ....., grant permission to Mrs. Hanlie Kruger to do the research, as set out in the above  
 letter.

.....  
**SIGNATURE**

.....  
**DATE**

**ADDENDUM B**

## Addendum B1

- The **onset** is the first consonant or sound in a word.
- The **rhyme** is in the last group of sounds, and it must have a vowel at the beginning of that last group of sounds.
- Together the onset and the rhyme sounds create a word.
- When the onset of the word is changed, a new rhyming word is created.
- You will be given clues to make rhymes.
- To guess how, you must change the onset, but not the rhyme.
- For example: "It begins with /n/ and rhymes with *rose*" or "it begins with /ch/ and rhymes with *rain*".

CHANGE the **onset**, but not the rhyme of the following words. Write your answer on the dotted line:

- It begins with /r/ and rhymes with *cat* .....
- It begins with /s/ and rhymes with *ring* .....
- It begins with /d/ and rhymes with *brown* .....
- It begins with /c/ and rhymes with *damp* .....
- It begins with /p/ and rhymes with *dark* .....
- It begins with /d/ and rhymes with *pen* .....
- It begins with /f/ and rhymes with *sound* .....
- It begins with /g/ and rhymes with *fun* .....
- It begins with /h/ and rhymes with *gear* .....
- It begins with /f/ and rhymes with *good* .....
- It begins with /h/ and rhymes with *fairy* .....
- It begins with /h/ and rhymes with *cat* .....
- It begins with /k/ and rhymes with *mind* .....
- It begins with /l/ and rhymes with *face* .....
- It begins with /m/ and rhymes with *food* .....

## Addendum B2

Name: _____	Grade: _____
-------------	--------------

Complete the following words:

\_\_\_and \_\_\_and \_\_\_and \_\_\_and

\_\_\_ust \_\_\_ust \_\_\_ust \_\_\_ust

\_\_\_ear \_\_\_ear \_\_\_ear \_\_\_ear

\_\_\_low \_\_\_low \_\_\_low \_\_\_low

\_\_\_eep \_\_\_eep \_\_\_eep \_\_\_eep

\_\_\_ice \_\_\_ice \_\_\_ice \_\_\_ice

\_\_\_ose \_\_\_ose \_\_\_ose \_\_\_ose

\_\_\_ease \_\_\_ease \_\_\_ease \_\_\_ease

\_\_\_an \_\_\_an \_\_\_an \_\_\_an

\_\_\_\_\_ful \_\_\_\_\_ful \_\_\_\_\_ful

pl\_\_\_\_\_ pl\_\_\_\_\_ pl\_\_\_\_\_

pro\_\_\_\_\_ pro\_\_\_\_\_ pro\_\_\_\_\_

## Addendum B3

S as in <b><u>snake</u></b>	U as in <b><u>under</u></b>
p as in <b><u>pot</u></b>	a for example <b><u>apple</u></b> but NOT <b><u>all</u></b>
Th for example <b><u>then</u></b>	K as in <b><u>cat</u></b> but NOT <b><u>cellphone</u></b>

### Addendum B4

**COMPOUND WORDS:** cut out the cards on the solid lines. Then divide the compound words by cutting them at the appropriate place. Paste the different sections of each word in your workbooks, before cutting up the next word.

Lifeboat	Rainbow
Toothbrush	Facecloth
Flagpole	Waterhole
Timetable	Motorbike
Footprint	Football
Blackbird	Raincoat

### Addendum B5

Name:	Grade:
-------	--------

Connect the following words with their suffixes:

Shopp	ned
Skin	or
Win	ly
Music	ing
Soft	ful
Hand	er
Us	ner
Collect	al

**Addendum B6**

Name	Grade
------	-------

The words in the first column are divided into syllables and the syllables are mixed up. Put the syllables in the correct order and write the word in the second column.

ing-sing	
loons-bal	
pers-slip	
sive-co-he	
si-clas-cal	
ness-ver-cle	
per-tise-ex	
pan-ex-sive	
gra-ate-du	
ti-tude-gra	

**Addendum B7**

Name:	Grade:
-------	--------

The words in the first column are divided into syllables and the syllables are mixed up. Put the syllables in the correct order and write the word in the second column.

Lar-cu-par-ti	
Do-xi-pa-ra-cal	
Ti-li-po-cal	
Pe-ment-tem-ra	
Ry-tem-po-ra	
Ta-der-king-un	
Un-ding-der-stan	
Mo-nal-e-tio	
e-nate-li-mi	
Cha-rise-rac-te	

**Addendum B8**

Name:	Grade:
-------	--------

1. Classification
2. Experimental
3. Exhilarating
4. Hallucination
5. Insubordinate
6. Introductory
7. Intermediate
8. Incalculable
9. Irresistible
10. Uninhabitable

**Addendums B9 to B11**

**Grade 2/3**

Name:	Grade:
-------	--------

Please rewrite the jumbled sentences, placing the words in the correct order.

pond The is the duck on
The dish meat in is the
band can the hear I
baby kisses lots get of The loves to
wish queen The one fairy me gave

**Grade 4/5**

Name:	Grade:
-------	--------

Please rewrite the jumbled sentences, placing the words in the correct order.

I apricot like jam eat to
Defence The soldiers Force up make the
She work one chance more has finish to her
vet I dog took my to the
I since one had tea of cup have breakfast only

**Grade 6/7**

Name	Grade
------	-------

Please rewrite the jumbled sentences, placing the words in the correct order.

One Michelangelo's statue of David well-known most works of the is
The city of Florence art of work anniversary 500 <sup>th</sup> celebrated the this
Sea reptiles air-breathing are large turtles
Emperor Penguins a chicks The eat lot of the
The Yellowwood tree part has in grown this Africa of 100million than years for more

**Addendum B12**

**My pet (Grade 1)**

We are the Grade 1 class.

Our teacher is .....

My name is .....

I am .....years old

I have a pet.

This is my pet. [show picture]

He is a .....

My pet's name is .....

He likes to eat .....

He loves to ..... [do what]

Yesterday he .....[did what]

I was very .....[happy / sad / angry / excited] about what my pet did.

I love my pet very much.

The end.

**My pet (Grade 2-5)**

I have a pet.

This is my pet. [show picture]

He is a ..... [what?]

My pet's name is ..... [what?]

He became my pet ..... [when?]

My ..... gave my pet to me [who?]

I found him ..... [where?]

He likes to eat ..... [what?]

He sleeps ..... [where?]

He loves to ..... [do what?]

Yesterday he ..... [did what?]

I was very ..... [happy / sad / angry / excited]  
about what my pet did ..... [I felt how?]

I love him because ..... [why?]

My ..... [what] and I will be friends forever

The end.

## **Addendum B13**

### **Sentences: Grade 2/3**

Did you make your ..... this morning? [bed / dog / shoes]

Which ..... do you eat for breakfast? [box / cereal / shirt]

Did you talk to your ..... today? [tree / house / friend]

There is my uncle's dog. It is his favourite .....[car / pet / bicycle].

Rover is my dog. His .....is very loud. [roar / bark / howl]

This is my father's book. He likes to .....[eat / run / read]

This is my sister's bed. She likes to .....[walk / read / sleep]

The boy and the girl are brother and .....[uncle / sister / grandfather]

The boys played six cricket .....[pumpkins / matches / mumps]

I bought a bunch of ..... at the market [carrots / dogs / cats]

## **Addendum B14**

### **Story 1: My home in London**

My name is John, my sister's name is Anne. Anne is six and I am seven years old. We live in London, one of the biggest cities in the world. The cat is brown. It is the capital England. London is built on both sides of the river Thames. Sugar tastes sweet.

### **Story 2: My home in France**

My name is Marie Anne. I am eight years old. I live in Brittany in the north of France. The flag is dirty. I have a brother called Henri and a sister called Jeanne. My father's boat is called "The Marie Anne" after me. A carrot is orange. Like most boats now, it has a motor in it.

### **Story 3: My home in Rome**

My name is Carlo. I live in Rome, the capital of Italy. I am seven years old and the youngest in the family. The tree has big leaves. My father keeps a café near the church. He cooks Italian food for the visitors. The paintbrush is dirty. There is a flower market on the steps below the church. There are many pretty fountains in Rome.

### **Story 4: My home in the North Pole**

I am an Eskimo boy called Kadloo. I live on the shores of the cold Artic Ocean, near the North Pole. It is so hot we swim every day. The land and the sea are frozen over. To keep warm I wear fur clothes. Sometimes I wear a bikini. I helped my father to make a sledge. We take a taxi from time to time.

### **Story 5: My home in Japan**

I am a Japanese girl. My name is Hanako, which means 'flower-child'. We live in Tokyo, the capital of Japan. The farmers in Japan plant rice in flooded paddy fields. It is very dry on the farms. My farther works in a big iron and steel mill. They make toasted cheese there. Some of the steel is made into rails for trains to run on. However, the butterflies in Japan like to eat the iron and steel.

**Addendum B15**

**Grade 1**

Sam us told

.....

Jake baby is a

.....

Mara orange hair has

.....

Who this is?

.....

Jack curly hair has

.....

**Grade 2/3**

Rewrite the following sentences:

He green pram has a

.....

Jake baby a is

.....

His were little toes

.....

Babies food special need

.....

Some babies hair no have

.....

**Addendum B16**

**Please ask the class to divide the following words in syllables:**

- Hard-ly
- Thou-sand

**Please ask the class to divide the following words in syllables:**

- Tel-ling
- Ex-ci-ted-ly

**Please ask the class to divide the following words in syllables:**

- Ka-ra-te
- In-te-res-ting

**Please ask the class to divide the following words in syllables:**

- A-me-ri-can
- A-maze-ment

**Please ask the class to complete the following words:**

- **Airpor.....t**
- **C.....ity**

**Please ask the class to complete the following words:**

- **ba.....ck**
- **b.....ed**

**Please ask the class to complete the following words:**

- **Airpor.....t**
- **C.....ity**

**Please ask the class to correct the following sentence:**

- The busy is road always
- [the road is always busy]

**Please ask the class to correct the following sentence:**

- you friend your lost
- [you lost your friend]

**Please ask the class to correct the following sentence:**

- Billy photo me of took a
- [Billy took a photo of me]

### **Addendum B17**

#### **Butch and his bone**

Butch likes bones.	Yes	No
Butch looks for a cat.	Yes	No
A bone is by the car.	Yes	No
Butch can see the bone by the car.	Yes	No
Look at Butch with his toy.	Yes	No

#### **Butch goes walking**

Butch is going to town.	Yes	No
Butch sees a car.	Yes	No
He hides behind a rock.	Yes	No
Butch sees a big lion.	Yes	No
He hides behind a tree.	Yes	No
Butch sees a bird.	Yes	No
Butch walks to school.	Yes	No

**Addendum B18**

There is something outside.	It is in the classroom.	There is something outside.
It is big and black.	It belongs to the school.	It is brown and green.
It can move because it has four wheels.	You sit on it every day.	It only moves slightly when the wind blows.
See if you can find it.	Stand behind it.	Please walk slowly.
Please hurry up!	You may sit on it again.	See if you can find it.

**Addendum B19****Tom's garden**

<b>NAME:</b>		
Tom's father had a garden where many kinds of vegetables grew.	Yes	No
Sometimes Tom's father picked the flowers.	Yes	No
Tom wanted a toy.	Yes	No
Tom dug a patch of ground with a big spade.	Yes	No
Tom raked compost into his garden.	Yes	No
Tom was sad.	Yes	No
Tom counted the vegetables in his garden.	Yes	No
Tom gave his plants some plant food.	Yes	No
Tom now had only five plants.	Yes	No
Tom chased Toby away because he ate the poor cutworm.	Yes	No
A grasshopper ate all the leaves off Tom's flower.	Yes	No
Tom now had only three plants.	Yes	No
Tom put an empty box into a hole to keep the moles away.	Yes	No
The dog squashed one of Tom's plants.	Yes	No
Tom now had only one plant.	Yes	No
Tom's brother and his friend played 'open gate'	Yes	No
Tom caught the ball just in time.	Yes	No
Tom didn't care about his flower.	Yes	No
Tom didn't like the flower.	Yes	No

## Addendum B20

I want to paint my kennel.	No! Mum warned me that I'm going to tear my pants when I play 'open gate'.
I found something to eat.	I want to get off. I'm afraid of heights.
Don't play with the branch!	Mmmm... you look delicious.
Oh no! My favourite tea-pot.	I can't run anymore.
Catch them. They robbed the bank.	Hey! You're not a cat.

## Addendum B21

### The 'Basenji': Africa's barkless breed

The Basenji is one of the few recognised breeds of dog to have originated in Africa and, unlike any other domestic breed of dog in the world, does not bark.

That is not to say that Basenjies are mute. Far from it. They have an extensive vocabulary of yowls, howls, yips, yipes and growls that leave owners in little doubt as to what their dogs are 'saying'.

Without doubt, the Basenji is one of the world's most expressive and communicative breeds of dog. They use their feet to punctuate their 'conversation' as many people use their hands. They will cover their eyes when they feel coy, wave their forefeet in the air when excited or touch you gently when they would like some attention.

Basenjies have a smooth, very clean and odourless coat, which sheds mud naturally as it dries. The most common colour of Basenjies is red-and-white. All Basenjies have white feet, white chests and white tail tips. They may also have white collars.

One of the most distinctive features of the Basenji is the wrinkled forehead, which gives them a quizzical, concerned look, which is most endearing. The fine and profuse wrinkle, however, is only seen when the animal is alert.

Another distinctive feature of Basenjies is the tightly curled tail. However, when the dogs are relaxed or asleep the tail loosens and straightens out. While moving at speed the tail will be unfurled and used as a rudder in the normal way of most fast moving mammals.

**Addendum B22**

**Wicked**

Find a word that means the same as 'wicked' .....

Find a word that means the opposite of 'wicked' .....

Fill in the missing word: Long ago a wicked and lazy ..... was sitting under a tree.

**Fascinate**

Find a word that means the same as 'fascinate' .....

Find a word that means the opposite of 'fascinate' .....

Fill in the missing word: The hunter was fascinated by the .....

**Marvel**

Find a word that means the same as 'marvel' .....

What is the opposite of marvel? .....

Fill in the missing word: The hunter watched, marvelling at how ..... the cheetah can run.

**Conceal**

Find a word that means the same as 'conceal' .....

What is the opposite of 'conceal'? .....

Fill in the missing word: The mother cheetah left her ..... concealed in a bush.

**Dazzle**

Find a word that means the same as 'dazzle' .....

What is the opposite of 'dazzle'? .....

Fill in the missing word: With dazzling speed the cheetah raced down upon the ..... bok and caught it.

**Dishonour**

Find a word that means the same as 'dishonour' .....

What is the opposite of 'dishonour'? .....

Fill in the missing word: It is a dishonour for a hunter not to use his own strength and .....

**Addendum B23**

**Why the cheeks of the cheetah are stained with tears**

Name:
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**I think** the story is

5 = excellent	4 = very good	3 = fine	2 = fair	1 = disappointing
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Motivate your answer. Ask yourself questions such as: 'did I learn something from the text?' or 'can I use this information?' and 'did I enjoy the story?'

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## **ADDENDUM C**

## EDUCATORS' OBSERVATION AND EVALUATION

### SESSION 1

1..How well was the learners' level of development taken into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments of the educators:** Educator C described the activities as a "lovely introduction".

2. How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** According to Educator C the researcher understands the language level of all the learners in the group.

3. Did the activities appeal to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

**Comments:** Educator C responded with an "Oh yes!"

4. Did the activities invite them to take part?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Excellent
Activity two	Good	Very good	Excellent	Excellent

**Comments:** Educator C concluded: "They participated eagerly"

5. Were there sufficient media?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

6. Was opportunity provided for learners to achieve the learning outcomes?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** According to the observation of Educator C the learners could not wait to have turns, and did achieve the learning outcomes.

7. Were the learning outcomes demonstrated or visible?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

8. How well did the activities take the learners' known environment into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C is of the opinion that the researcher knows how to appeal to learners' interests.

9. How well did the activities acknowledge prior knowledge of the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

10. How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C responded by saying that even the shy children wanted to participate because they understood the researchers' explanations.

11. How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C said that new words were explained and that the learners understood the words.

12. Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

13. The activities will help me (the teacher) to support learners who struggle with reading.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Excellent
Activity two	Good	Very good	Excellent	Excellent

14. The activities are practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Very good
Activity two	Good	Very good	Excellent	Very good

15. The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

16. The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

17. The relationship activities will improve the educational relationship between the educator and the learners.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Excellent

18. Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator B said that only some of the learners could express themselves adequately during the session.

19. Was the researcher supportive while the learners executed the activities?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C wrote that the learners were never shy to express opinions.

20. Did the researcher give positive feedback to the learners?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Satisfactory	Good	Very good	Very good

**General comments made by the educators:**

Educator B described this 'motivation to read' session as an "enjoyable lesson". Educator C commented that: "Both the learners and I admire the researcher's excellent lesson. Learners do not even realise how much they are learning because of pleasure experienced. The session was very pleasurable and an interesting approach. Well done."

**SESSION 2**

How well was the learners' level of development taken into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Good
Activity two	Very good	Very good	Excellent	Good

How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Good	Very good	Very good

<b>Did the activities appeal to the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Good
Activity two	Very good	Excellent	Excellent	Good

<b>Did the activities invite them to take part?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Good
Activity two	Good	Excellent	Excellent	Good

<b>Were there sufficient media?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Very good
Activity two	Good	Very good	Excellent	Very good

<b>Was opportunity provided for learners to achieve the learning outcomes?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

<b>Were the learning outcomes demonstrated or visible?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

How well did the activities take the learners' known environment into consideration?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

How well did the activities acknowledge prior knowledge of the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Good
Activity two	Very good	Excellent	Excellent	Good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Very good	Excellent
Activity two	Good	Excellent	Very good	Excellent

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Good	Good
Activity two	Good	Good	Good	Good

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Excellent
Activity two	Good	Very good	Very good	Excellent

The activities will help me (the teacher) to support learners who struggle with reading.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Good
Activity two	Good	Very good	Excellent	Good

The activities are practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Good
Activity two	Good	Very good	Excellent	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Good
Activity two	Good	Very good	Excellent	Good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Very good
Activity two	Good	Very good	Excellent	Very good

The relationship activities will improve the educational relationship between the educator and the learners.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Excellent	Excellent	Excellent

Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Very good	Excellent	Excellent

Was the researcher supportive while the learners executed the activities?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

Did the researcher give positive feedback to the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Good	Very good	Very good

### SESSION 3

How well was the learner's level of development taken into consideration?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Good
Activity two	Very good	Very good	Excellent	Very good

How well did the activities meet the needs of all the learners in the group according to the language level?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Very good	Very good
Activity two	Good	Good	Very good	Very good

Did the activities appeal to the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Very good	Very good	Very good

Did the activities invite them to take part?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

Were there sufficient media?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Very good	Very good	Good

Was opportunity provided for learners to achieve the learning outcomes?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

Were the learning outcomes demonstrated or visible?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

How well did the activities take the learners' known environment into consideration?

	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>
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	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Excellent	Very good	Very good
Activity two	Very good	Excellent	Very good	Very good

<b>How well did the activities acknowledge prior knowledge of the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

<b>How well did the learners understand what they were supposed to do after the activities were explained to them?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

<b>How well did the activities increase vocabulary and/or concepts to improve reading skills?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

<b>Are the activities written (and implemented) in uncomplicated language?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

<b>The activities will help me (the teacher) to support learners who struggle with reading.</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

	<b>Grade 1</b>			
Activity one	Good	Very good	Very good	Good
Activity two	Good	Very good	Very good	Very good

The activities are practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school / are easy to create.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and the learners.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Excellent

Could learners express themselves adequately during the session?

	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>
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	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

<b>Was the researcher supportive while the learners executed the activities?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Very good

<b>Did the researcher give positive feedback to the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Good	Very good	Very good

**General comments:**

Educator A observed that the learners enjoyed the session.

**SESSION 4**

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Excellent

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

<b>Did the activities appeal to the learners?</b>				
	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Good
Activity two	Good	Very good	Very good	Very good

**Did the activities invite them to take part?**

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Good	Very good	Excellent

**Were there sufficient media?**

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Good	Excellent	Very good

**Was opportunity provided for learners to achieve the learning outcomes?**

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Good	Very good	Very good

**Were the learning outcomes demonstrated or visible?**

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Good	Very good	Very good

**How well did the activities take the learners' known environment into consideration?**

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
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Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

How well did the activities acknowledge prior knowledge of the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Very good	Very good
Activity two	Good	Good	Very good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Good	Very good
Activity two	Good	Good	Good	Very good

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
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Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Excellent
Activity two	Very good	Very good	Very good	Excellent

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Excellent

Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

	Very good	Very good	Excellent	Excellent
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Was the researcher supportive while the learners executed the activities?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Good	Very good	Very good

**General comments:**

Educator A commented that the learners loved the story books and that the lesson was well planned and presented. Educator C noted the following:

- ✓ Activity 1: the activity was a success and well understood by the learners;
- ✓ Activity 2: the worksheet was difficult without supervision.

She added that in order for the activities to help her to support learners who struggle with reading, the worksheets must be easier. New words should be explained to the learners. She wrote that she found all activities useful, but she would present the lesson more slowly in order to check that weaker learners understood the meaning of new words. "The learners loved actually cutting and pasting words into syllables (activity 1)".

**SESSION 5**

How well was the children's level of development taken into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

How well did the activities meet the needs of all the learners in the group according to the language level?				
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	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Excellent	Excellent
Activity two		Very good	Excellent	Excellent

<b>Did the activities appeal to the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two		Very good	Excellent	Excellent

<b>Did the activities invite them to take part?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

<b>Were there sufficient media?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Very good	Very good
Activity two		Good	Very good	Very good

<b>Was opportunity provided for learners to achieve the learning outcomes?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

<b>Were the learning outcomes demonstrated or visible?</b>				
	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

How well did the activities take the learners' known environment into consideration?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

How well did the activities acknowledge prior knowledge of the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Very good	Very good
Activity two		Excellent	Very good	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
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	<b>Grade 1</b>			
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and

the learner/s.				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Good	Very good	Very good

### SESSION 6

How well was the children's level of development taken into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator B noted that the learners understood the concept well.

How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

Did the activities appeal to the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C responded with 'They really enjoyed learning what was taught'

Did the activities invite them to take part?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Good	Excellent	Very good

**Comments:** Educator B concluded that the academically stronger learners are inclined to take over. Educator C responded with 'Excellent participation'.

Were there sufficient media?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Excellent	Excellent	Excellent
Activity two	Excellent	Excellent	Excellent	Excellent

Was opportunity provided for learners to achieve the learning outcomes?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

Were the learning outcomes demonstrated or visible?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

<b>How well did the activities take the learners' known environment into consideration?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

**Comments:** Educator C is of the opinion that the researcher knows how to appeal to learners' interests.

<b>How well did the activities acknowledge prior knowledge of the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

<b>How well did the learners understand what they were supposed to do after the activities were explained to them?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C responded with 'Easily'

<b>How well did the activities increase vocabulary and/or concepts to improve reading skills?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good

Activity two	Very good	Very good	Excellent	Very good
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Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C commented that all the learners participated in this lesson and wonderful results were achieved. She noted: 'I loved these lessons. Excellent planning. Learners participated very well with great interest and benefit. The lessons were great fun and excellent learning experiences. Thank you.'

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C said that she loved these valuable lessons. The learners were learning and enjoying lessons at the same time. The researcher gave the learners positive feedback.

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
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Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Very good

**Comments:** Educator C observed that the learners enjoyed the educators' and friends' input.

Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C noted that all learners were given equal opportunity to participate.

Was the researcher supportive while the learners executed the activities?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

Did the researcher give positive feedback to the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Good	Very good	Very good

**Comments:** Educator C commented that the researcher has a lovely sympathetic and understanding way with the learners.

**General comments:** Educator B observed that the lesson was a good, practical and valuable lesson. Educator C noted that the learners appreciated the lessons and thanked the researcher, and said the learners enjoyed participating. She concluded: 'I add my appreciation'.

### SESSION 7

How well was the children's level of development taken into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

**Comments:** Educator B noted that the researcher was improving daily in this regard. Educator C commented that the learners were intensely interested which would not have happened if the work was not at the correct level.

How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

**Comments:** Educator D noted that the language level was well within the capability of the group.

Did the activities appeal to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

**Comments:** Educator C commented that the learners were 'fighting to participate'. Educator D noted that the learners thoroughly enjoyed the lesson and activities.

Did the activities invite them to take part?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

**Comments:** Educator C commented that the learners wanted more than one turn each to play the role of the 'educator'.

Were there sufficient media?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

Was opportunity provided for learners to achieve the learning outcomes?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

Were the learning outcomes demonstrated or visible?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

How well did the activities take the learners' known environment into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

**Comments:** Educator C noted that the learners also learnt about new things.

How well did the activities acknowledge prior knowledge of the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that no problem was experienced.

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C commented that the learners are finding the lessons fun and informative.

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C remarked that the lessons will revive learners' flagging interest' in reading. Educator B noted that the children responded well.

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C remarked that the activities are most helpful.

The relationship activities will improve the educational relationship between the educator and the learner/s

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Very good

<b>Could learners express themselves adequately during the session?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments made by the educators:** Educator D commented that the researcher created an unthreatening learning environment.

<b>Was the researcher supportive while the learners executed the activities?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Very good

<b>Did the researcher give positive feedback to the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**General comments:** Educator C remarked that the researcher's lessons are 'cool' as the learners would say.

## SESSION 8

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C commented that the learners' interest was captured because the subject matter was in their level of interest. Educator D noted that the work was appropriate.

How well did the activities meet the needs of all the learners in the group according to the language level?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

Did the activities appeal to the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C observed that the learners loved the activities. Educator D noted that the learners were very interested in the activities and spontaneously discussed the work amongst themselves.

Did the activities invite them to take part?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C noted that the learners participated with enthusiasm. Educator D commented that all the learners took part with keen interest.

Were there sufficient media?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

Was opportunity provided for learners to achieve the learning outcomes?

	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>
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	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Excellent	Excellent
Activity two		Good	Excellent	Excellent

**Comments:** Educator B noted that the activities were a bit long and involved.

<b>Were the learning outcomes demonstrated or visible?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Excellent	Excellent
Activity two		Good	Excellent	Excellent

<b>How well did the activities take the learners' known environment into consideration?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C commented that the children always enjoy insects and that they have horse-riding lessons every week. Educator D noted that the themes were appropriate and related to the school's environment with particular reference to horse-riding and insects.

<b>How well did the activities acknowledge prior knowledge of the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C remarked that the activities were most appropriate.

<b>How well did the learners understand what they were supposed to do after the activities were explained to them?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent

Activity two		Very good	Excellent	Excellent
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**Comments:** Educator C noted that the researcher did well in this regard.

How well did the activities increase vocabulary and/or concepts to improve reading skills?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two		Very good	Excellent	Excellent

**Comments:** Educator C commented that there were new, appropriate words presented.

Are the activities written (and implemented) in uncomplicated language?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two		Very good	Excellent	Excellent

**Comments:** Educator C noted that the researcher used language that was age-appropriate for the learners. She added that she found the activities age-appropriate, informative and enjoyable and that the learners approached the lessons with enthusiasm.

The activities will help me (the teacher) to support learners who struggle with reading:				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two		Very good	Excellent	Excellent

**Comments:** Educator D remarked that the activities will be useful, particularly because of the interest in the subject.

The activities are practical to implement as part of the reading support that I provide to learners in my class:				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent

Activity two		Excellent	Excellent	Excellent
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The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

**Comments:** Educator C noted: 'Paper, glue, scissors – well done'.

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two		Very good	Excellent	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s.

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Excellent

Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the learners were keen to participate. Educator D noted that the learning environment created by the researcher was very friendly and unthreatening.

Was the researcher supportive while the learners executed the activities?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Excellent

**Comments:** Educator C observed that the researcher supported the learners at all times. She added that the researcher prepared her lessons very thoughtfully and thoroughly. According to Educator C the researcher understood the learners' interests and they did not even realise how hard they were working.

<b>Did the researcher give positive feedback to the learners?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**General comments:** Educator A commented that the Grade 1 activity was excellent and that all the learners participated.

### SESSION 9

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the learners' great enthusiasm means they understood well.

<b>Did the activities appeal to the learners?</b>				
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	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Excellent	Excellent	Excellent
Activity two	Excellent	Very good	Excellent	Excellent

**Comments:** Educator D remarked: 'Good choice of topics and activities'.

<b>Did the activities invite them to take part?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C noted that everyone participated and needed no encouragement to do so. She added that they loved the activities and so did she. Educator D commented that all learners participated enthusiastically.

<b>Were there sufficient media?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Very good	Excellent	Excellent
Activity two	Excellent	Very good	Excellent	Excellent

**Comments:** Educator C remarked: 'Well done'.

<b>Was opportunity provided for learners to achieve the learning outcomes?</b>				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C noted that the learning outcomes were thoroughly accomplished.

<b>Were the learning outcomes demonstrated or visible?</b>				
	<b>Educator A</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>

	<b>Grade 1</b>			
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

How well did the activities take the learners' known environment into consideration?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C observed that everyone participated with interest.

How well did the activities acknowledge prior knowledge of the learners?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the researcher understood the grade 4/5 level well.

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Very good
Activity two	Good	Very good	Excellent	Very good

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Excellent
Activity two	Very good	Excellent	Excellent	Excellent

**Comments:** Educator C noted that all the activities are well within the school's budget.

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent

Activity two	Very good	Good	Excellent	Excellent
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The relationship activities will improve the educational relationship between the educator and the learner/s				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Excellent	Excellent	Very good

Could learners express themselves adequately during the session?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator B noted that only some learners participated orally. Educator C commented that the Grade 4/5 learners are not at all intimidated.

Was the researcher supportive while the learners executed the activities?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the researcher is always happy to be helpful. She added that the learners are aware of this and never hesitate to ask for help.

Did the researcher give positive feedback to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C observed that the researcher always acknowledged the learners with praise when appropriate.

## SESSION 10

How well was the children's level of development taken into consideration?				
	<b>Educator A</b>	<b>Educator B</b>	<b>Educator C</b>	<b>Educator D</b>

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

**Comments:** Educator C observed that even the weakest learner was able to participate.

How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Good	Excellent	Very good

**Comments:** Educator C noted that all were able to understand.

Did the activities appeal to the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Very good	Excellent	Excellent
Activity two	Excellent	Very good	Excellent	Excellent

**Comments:** Educator C commented that the learners loved the activities and so did she.

Did the activities invite them to take part?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Excellent	Very good	Excellent	Excellent
Activity two	Excellent	Very good	Excellent	Excellent

**Comments:** Educator C noted that the learners participated with great interest.

Were there sufficient media?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good

Activity two	Very good	Very good	Excellent	Very good
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Was opportunity provided for learners to achieve the learning outcomes?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Good	Excellent	Excellent

Were the learning outcomes demonstrated or visible?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two	Very good	Very good	Excellent	Excellent

How well did the activities take the learners' known environment into consideration?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

How well did the activities acknowledge prior knowledge of the learners?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good

Activity two	Very good	Good	Excellent	Very good
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How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

Are the activities written (and implemented) in uncomplicated language?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The activities will help me (the teacher) to support learners who struggle with reading:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Good	Excellent	Very good

The activities are practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Good	Good	Excellent	Very good
Activity two	Good	Good	Excellent	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
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Activity one	Very good	Good	Excellent	Excellent
Activity two	Very good	Good	Excellent	Excellent

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Very good	Excellent	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Good	Excellent	Excellent	Excellent

**Comments:** Educator C remarked that the relationship activities were lovely.

Could learners express themselves adequately during the session?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Excellent	Very good	Excellent	Excellent

**Comments:** Educator B remarked: 'Not much chance for certain learners'.

Was the researcher supportive while the learners executed the activities?

	<b>Educator A Grade 1</b>	<b>Educator B Grade 2/3</b>	<b>Educator C Grade 4/5</b>	<b>Educator D Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the researcher was always kind and understanding.

Did the researcher give positive feedback to the learners?				
	<b>Educator A</b> <b>Grade 1</b>	<b>Educator B</b> <b>Grade 2/3</b>	<b>Educator C</b> <b>Grade 4/5</b>	<b>Educator D</b> <b>Grade 6/7</b>
	Very good	Very good	Excellent	Excellent

**Comments:** Educator C commented that the researcher complimented the learners sincerely.

**General comments:** Educator A commented that the learners loved the story and couldn't wait to hear what happened next. She added that the learners understood the story and that the lesson was well prepared. Educator C noted that the activities provided many opportunities for building up vocabulary and understanding. She added that the learners appreciated the lesson and learnt a lot. She complimented the researcher for a well thought out and planned lesson that was very valuable.

## **ADDENDUM D**

## RESEARCHER'S OBSERVATION AND EVALUATION

### SESSION 1

How well was the learners' level of development taken into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Satisfactory	Excellent	Excellent	Excellent
Activity two	Satisfactory	Good	Very good	Very good

How well did the activities meet the needs of all the learners in the group according to the language level?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Very good	Excellent	Very good
Activity two	Needs more attention	Satisfactory	Very good	Very good

Did the activities appeal to the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Excellent	Excellent	Excellent
Activity two	Good	Excellent	Very good	Very good

Did the activities invite them to take part?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Excellent	Excellent	Excellent
Activity two	Satisfactory	Very good	Very good	Very good

Were there sufficient media?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Excellent	Excellent	Excellent
Activity two	Satisfactory	Very good	Excellent	Excellent

Was opportunity provided for learners to achieve the learning outcomes?				
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	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Needs more attention	Very good	Very good	Very good
Activity two	Needs more attention	Good	Very good	Very good

Were the learning outcomes demonstrated or visible?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Needs more attention	Excellent	Excellent	Very good
Activity two	Satisfactory	Good	Very good	Very good

How well did the activities take the learners' known environment into consideration?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Very good
Activity two	Good	Good	Excellent	Very good

How well did the activities acknowledge prior knowledge of the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Needs more attention	Excellent	Very good	Very good
Activity two	Satisfactory	Satisfactory	Good	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Very good	Very good	Very good
Activity two	Needs more attention	Very good	Very good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Excellent	Very good	Very good
Activity two	Satisfactory	Very good	Excellent	Very good

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Very good	Very good	Very good
Activity two	Needs more attention	Good	Good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Good	Good	Satisfactory
Activity two	Good	Good	Good	Good

The relationship activities will improve the educational relationship between the educator and the learners.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Good	Very good	Very good	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Satisfactory	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Satisfactory	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Satisfactory	Good	Very good	Very good

## SESSION 2

<b>How well was the learners' level of development taken into consideration?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Good	Very good	Satisfactory
Activity two	Good	Very good	Very good	Very good

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

<b>Did the activities appeal to the learners?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Satisfactory
Activity two	Good	Very good	Very good	Very good

<b>Did the activities invite them to take part?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Good	Very good	Satisfactory
Activity two	Good	Very good	Very good	Very good

<b>Were there sufficient media?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Good	Good	Good
Activity two	Good	Good	Good	Good

**Was opportunity provided for learners to achieve the learning outcomes?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Very good	Good
Activity two	Very good	Excellent	Satisfactory	Very good

**Were the learning outcomes demonstrated or visible?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Excellent	Good	Very good

**How well did the activities take the learners' known environment into consideration?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

**How well did the activities acknowledge prior knowledge of the learners?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Very good	Good	Very good

**How well did the learners understand what they were supposed to do after the activities were explained to them?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Very good	Satisfactory	Very good

**How well did the activities increase vocabulary and/or concepts to improve reading skills?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Good	Needs more attention
Activity two	Very good	Good	Good	Very good

Are the activities written (and implemented) in uncomplicated language?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Good	Very good	Very good
Activity two	Good	Very good	Good	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create.				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Good	Very good
Activity two	Very good	Good	Good	Very good

The relationship activities will improve the educational relationship between the educator and the learners.				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?				

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

### SESSION 3

How well was the learners' level of development taken into consideration?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Needs more attention
Activity two	Good	Very good	Excellent	Good

How well did the activities meet the needs of all the learners in the group according to the language level?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good
Activity two	Satisfactory	Very good	Very good	Good

Did the activities appeal to the learners?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Needs more attention
Activity two	Satisfactory	Very good	Very good	Good

Did the activities invite them to take part?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Satisfactory
Activity two	Needs more attention	Very good	Very good	Good

Were there sufficient media?				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Satisfactory	Satisfactory	Satisfactory
Activity two	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Was opportunity provided for learners to achieve the learning outcomes?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Satisfactory
Activity two	Needs more attention	Very good	Very good	Good

Were the learning outcomes demonstrated or visible?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Excellent	Satisfactory
Activity two	Needs more attention	Excellent	Excellent	Good

How well did the activities take the learners' known environment into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Good	Very good	Very good	Good

How well did the activities acknowledge prior knowledge of the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Needs more attention
Activity two	Satisfactory	Very good	Very good	Good

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Excellent	Very good
Activity two	Needs more attention	Very good	Excellent	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Good	Needs more attention
Activity two	Needs more attention	Good	Good	Good

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Good	Good	Good
Activity two	Good	Good	Good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school / are easy to create:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and the learners.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Excellent	Excellent	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Excellent	Very good

Was the researcher supportive while the learners executed the activities?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Good	Good	Good	Good

#### SESSION 4

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Good	Very good	Very good

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Satisfactory	Very good	Good

<b>Did the activities appeal to the learners?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Excellent	Good
Activity two	Very good	Satisfactory	Very good	Excellent

<b>Did the activities invite them to take part?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Excellent	Excellent	Very good
Activity two	Very good	Satisfactory	Very good	Very good

<b>Were there sufficient media?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Good	Good	Good
Activity two	Good	Satisfactory	Satisfactory	Good

Was opportunity provided for learners to achieve the learning outcomes?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Satisfactory	Very good	Very good

Were the learning outcomes demonstrated or visible?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Excellent	Excellent	Very good
Activity two	Very good	Satisfactory	Very good	Good

How well did the activities take the learners' known environment into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Good	Very good	Good

How well did the activities acknowledge prior knowledge of the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Very good	Very good
Activity two	Very good	Needs more attention	Very good	Satisfactory

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Very good	Very good
Activity two	Very good	Needs more attention	Good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Satisfactory	Very good	Good

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Very good	Very good	Very goods
Activity two	Good	Satisfactory	Good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Good	Good	Very good

### SESSION 5

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

<b>Did the activities appeal to the learners?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Excellent	Excellent	Very good
Activity two		Very good	Very good	Very good

<b>Did the activities invite them to take part?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Excellent	Excellent	Very good
Activity two		Very good	Very good	Very good

<b>Were there sufficient media?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Needs more attention	Very good	Very good	Very good
Activity two		Good	Good	Good

**Was opportunity provided for learners to achieve the learning outcomes?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

**Were the learning outcomes demonstrated or visible?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Excellent	Excellent	Very good
Activity two		Excellent	Very good	Good

**How well did the activities take the learners' known environment into consideration?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

**How well did the activities acknowledge prior knowledge of the learners?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Needs more attention	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

**How well did the learners understand what they were supposed to do after the activities were explained to them?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Satisfactory	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

**How well did the activities increase vocabulary and/or concepts to improve reading skills?**

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good

Activity two		Very good	Very good	Very good
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Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Satisfactory	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Good	Good	Good
Activity two		Good	Good	Good

The relationship activities will improve the educational relationship between the educator and the learner/s.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?

		Grade 2/3	Grade 4/5	
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Good	Good	Good	Good

### SESSION 6

How well was the children's level of development taken into consideration?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Needs more attention
Activity two	Very good	Excellent	Excellent	Good

How well did the activities meet the needs of all the learners in the group according to the language level?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Excellent	Excellent	Good

Did the activities appeal to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Needs more attention
Activity two	Excellent	Excellent	Excellent	Good

Did the activities invite them to take part?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Satisfactory
Activity two	Excellent	Excellent	Excellent	Good

Were there sufficient media?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Good

Activity two	Excellent	Very good	Very good	Good
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Was opportunity provided for learners to achieve the learning outcomes?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Satisfactory
Activity two	Very good	Very good	Very good	Good

Were the learning outcomes demonstrated or visible?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Very good	Very good	Very good

How well did the activities take the learners' known environment into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Excellent	Good
Activity two	Very good	Excellent	Excellent	Good

How well did the activities acknowledge prior knowledge of the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Satisfactory
Activity two	Very good	Very good	Very good	Good

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7

Activity one	Very good	Very good	Very good	Satisfactory
Activity two	Very good	Very good	Very good	Very good

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Very good	Very good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Satisfactory

The relationship activities will improve the educational relationship between the educator and the learner/s.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Excellent	Very good

Was the researcher supportive while the learners executed the activities?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7

	Very good	Very good	Very good	Very good
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<b>Did the researcher give positive feedback to the learners?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

### SESSION 7

<b>How well was the children's level of development taken into consideration?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

<b>How well did the activities meet the needs of all the learners in the group according to the language level?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

<b>Did the activities appeal to the learners?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

<b>Did the activities invite them to take part?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

<b>Were there sufficient media?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>

Activity one	Very good	Very good	Excellent	Very good
Activity two	Excellent	Excellent	Excellent	Satisfactory

Was opportunity provided for learners to achieve the learning outcomes?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Very good	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

Were the learning outcomes demonstrated or visible?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Satisfactory	Excellent	Excellent	Very good
Activity two	Very good	Excellent	Excellent	Very good

How well did the activities take the learners' known environment into consideration?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Excellent	Very good	Very good	Very good
Activity two	Excellent	Excellent	Very good	Very good

How well did the activities acknowledge prior knowledge of the learners?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Needs more attention	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

<b>Are the activities written (and implemented) in uncomplicated language?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Very good	Very good
Activity two	Good	Very good	Very good	Very good

<b>The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

<b>The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Good	Good	Good
Activity two	Good	Good	Good	Satisfactory

<b>The relationship activities will improve the educational relationship between the educator and the learner/s.</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

<b>Could learners express themselves adequately during the session?</b>				
	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Excellent	Very good

<b>Was the researcher supportive while the learners executed the activities?</b>				
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	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

### SESSION 8

How well was the children's level of development taken into consideration?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Satisfactory	Excellent	Good
Activity two		Very good	Excellent	Good

How well did the activities meet the needs of all the learners in the group according to the language level?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Good	Very good	Very good
Activity two		Very good	Very good	Very good

Did the activities appeal to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Good
Activity two		Excellent	Excellent	Good

Did the activities invite them to take part?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Good
Activity two		Excellent	Excellent	Good

Were there sufficient media?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

Was opportunity provided for learners to achieve the learning outcomes?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Good	Very good	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

Were the learning outcomes demonstrated or visible?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

How well did the activities take the learners' known environment into consideration?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

How well did the activities acknowledge prior knowledge of the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
Activity one	Very good	Very good	Very good	Very good
Activity two		Very good	Very good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Satisfactory	Satisfactory	Excellent	Excellent
Activity two		Excellent	Excellent	Excellent

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Good	Good
Activity two		Good	Good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Satisfactory	Satisfactory	Satisfactory
Activity two		Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Very good	Satisfactory	Satisfactory
Activity two		Satisfactory	Satisfactory	Satisfactory

The relationship activities will improve the educational relationship between the educator and the learner/s.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Good	Good	Good	Good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

### SESSION 9

How well was the children's level of development taken into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Good	Excellent	Very good	Good
Activity two	Good	Good	Excellent	Very good

How well did the activities meet the needs of all the learners in the group according to the language level?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Good	Very good	Very good	Very good

Did the activities appeal to the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Very good	Good
Activity two	Good	Satisfactory	Excellent	Very good

Did the activities invite them to take part?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Excellent	Very good	Very good
Activity two	Satisfactory	Satisfactory	Excellent	Very good

Were there sufficient media?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Excellent	Very good
Activity two	Very good	Satisfactory	Very good	Good

Was opportunity provided for learners to achieve the learning outcomes?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Satisfactory	Good	Excellent	Good

Were the learning outcomes demonstrated or visible?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Good	Good
Activity two	Needs more attention	Very good	Very good	Good

How well did the activities take the learners' known environment into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Good	Good
Activity two	Very good	Good	Good	Very good

How well did the activities acknowledge prior knowledge of the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Good	Satisfactory
Activity two	Needs more attention	Good	Good	Good

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Good	Satisfactory
Activity two	Satisfactory	Very good	Good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Satisfactory	Good	Very good	Very good
Activity two	Satisfactory	Good	Very good	Good

Are the activities written (and implemented) in uncomplicated language?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Good	Satisfactory
Activity two	Satisfactory	Very good	Very good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create:				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Very good	Very good	Very good	Good

The relationship activities will improve the educational relationship between the educator and the learner/s				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

### SESSION 10

How well was the children's level of development taken into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Satisfactory	Very good	Very good
Activity two	Satisfactory	Good	Very good	Very good

How well did the activities meet the needs of all the learners in the group according to the language level?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Satisfactory	Good	Very good	Very good

Did the activities appeal to the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Excellent	Very good
Activity two	Good	Good	Excellent	Very good

Did the activities invite them to take part?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Excellent	Very good
Activity two	Satisfactory	Good	Excellent	Very good

Were there sufficient media?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Good	Very good	Excellent	Good

Was opportunity provided for learners to achieve the learning outcomes?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Needs more attention	Good	Very good	Very good

Were the learning outcomes demonstrated or visible?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Needs more attention	Good	Very good	Very good

How well did the activities take the learners' known environment into consideration?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Very good	Good	Very good	Very good

How well did the activities acknowledge prior knowledge of the learners?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Satisfactory
Activity two	Needs more attention	Good	Good	Very good

How well did the learners understand what they were supposed to do after the activities were explained to them?				
	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Good	Very good	Good	Very good

How well did the activities increase vocabulary and/or concepts to improve reading skills?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Good	Very good	Very good
Activity two	Good	Good	Very good	Very good

Are the activities written (and implemented) in uncomplicated language?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Good
Activity two	Good	Very good	Very good	Good

The activities are not expensive to implement as part of the reading support that I provide to learners in my class, since I can use teaching and learning resources that are available at our school /are easy to create.

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The activities are not time consuming and therefore practical to implement as part of the reading support that I provide to learners in my class:

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
Activity one	Very good	Very good	Very good	Very good
Activity two	Very good	Very good	Very good	Very good

The relationship activities will improve the educational relationship between the educator and the learner/s

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Could learners express themselves adequately during the session?

	Grade 1	Grade 2/3	Grade 4/5	Grade 6/7
	Very good	Very good	Very good	Very good

Was the researcher supportive while the learners executed the activities?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Very good	Very good	Very good

Did the researcher give positive feedback to the learners?

	<b>Grade 1</b>	<b>Grade 2/3</b>	<b>Grade 4/5</b>	<b>Grade 6/7</b>
	Very good	Good	Good	Very good

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