

6.6.1.4 Presentation of data and interpretations: learner interviews

In order to compare the data of the interview of each learner in January with the interview in November, each learner's interview in January is presented first. The interpretation of the interview, according to acquired mega and cooperative life skills, is presented thereafter. The progress that was made can then easily be observed and is self-explanatory.

i Above average learner, experimental group

a Interview, January 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *All right. Feel good. I'll ask his name and where he comes from. Then ask how they live.*

- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *I'll keep myself away from him. I'll feel unfortunate. I'll see his actions. whatever he does ... I'll tell him to stop.*

Question 2:

- 2 If you worked with a group on a task and after some time you've been left alone to complete the task,

a How would you feel and

b What would you do?

Answer:

- 2a *Bad, because people are taking that you're stupid ... like you're not intelligent because I'm left behind.*

- 2b *Try by all means to pull up my socks, because it is bad to be left behind.*

Question 3:

- 3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

- 3a *I'll feel very nervous because I don't know how it will look and whether people will like it or not. I'll try my best.*

- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *Feel responsible. I'll try by all means to handle it.*

- 3c How do you feel after you have completed a task?

Answer:

- 3c *I feel like I am a hard working person*

Question 4:

- 4 If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and

- b What do you do?

Answer:

- 4a *I'll feel bad because people are jealous*

- 4b *I'll see it by myself (I'll find out for myself)*

b Interpretation, January 1998

The learner indicates in question 1a how he views other people. Because he knew that we couldn't fulfil our purpose without others, he indicated that he would find out more about an unfamiliar person and work with him. In question 1b he indicates how he would deal with his feelings when working with someone that he didn't like. He would make a choice to tell the person to stop doing wrong things, without being nasty. Justice and forgiveness can also be identified: he wanted to be treated justly. Question 2 indicates that the learner independently takes responsibility for his own learning and own work. Question 3a indicates that when

the learner starts with a learning task, he doesn't feel at peace with himself, but that he would put in a lot of effort and persevere. Question 3b indicates that even though a task might be difficult, the learner takes responsibility to complete it. Question 3c indicates that the learner feels peaceful and content when having completed a learning task.

c Interview, November 1998

Question 1:

1a How do you feel and what do you do if you have to work on a task with somebody that you don't know?

Answer:

1a *I'll feel a little bit nervous because at the moment I don't know how to introduce myself, because I don't know the behaviour of the person.*

I'll just be a little bit friendly to him, so that he can like me and take me as his friend.

1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

1b *I won't feel OK because I don't like to work with a person that I don't like because I feel disturbed.*

I'll just try to keep away from him and work by myself.

Question 2:

2a If you worked in a group on a task and after some time you've been left alone to complete the task,

How would you feel and

What would you do?

Answer:

2a *Actually I'll feel disappointed because I don't like being left behind because it's embarrassing.*

2b *I'll try hard. I'll try my level best.*

Question 3:

- 3a When you've been given a task and you have just started, how do you feel and what do you do?

Answer:

- 3a *I'll feel OK, because I like working, especially if it's the first time I came across the kind of work.*

I'll try hard not to disappoint anybody about my work.

- 3b When you're doing a task but it is difficult, how do you feel and what do you do? Answer:

- 3b *I'll feel bored because I don't like being confused about the work that I actually have to know.*

I'll try hard and write whatever comes out of my head.

- 3c How do you feel after you have completed a task?

Answer:

- 3c *I feel relieved and proud of myself.*

Question 4:

If you have been given a task and other say that it will be difficult and boring,

- a How do you feel and

- b What do you do?

Answer:

- 4a *According to them ... I won't mind them, because it might be difficult to them, but not for me.*

- 4b *I'll try hard to take the work serious.*

d Interpretation, November 1998

Question 1a indicates that an improvement in how he views other people has taken place. Instead of only trying to get to know the person, he would try and be friendly and make a new friend. In question 1b the learner indicates that he would not work with a person that he didn't like, but that the best thing to do in this case would be to avoid the issue and keep on working. It is apparent that the learner

must have gained experience in dealing with feelings and communication (conflict management). The cooperative learning that took place most probably led to this improvement. Question 2b indicates that the learner is highly responsible, no matter what the situation. He would also deal with his feelings of disappointment and embarrassment and not be a victim of it. Question 3a indicates improvement as far as being motivated to do a task is concerned. He would still work with a lot of effort and because of his love for others; he would not want to disappoint them. Question 3b shows that the learner wants to be in control of his learning and takes responsibility for it. Question 3c does not only indicate self-contentment and joy, but also feeling proud after having completed a task. Question 4 indicates that the learner has gained even more self-confidence and that he would put in a lot of effort and be responsible to complete the task.

The learner has indeed improved in acquiring mega and cooperative life skills and has showed growth in the realisation of his potential. The reader is referred to the observational instrument that indicated the same.

ii Above average learner, control group

a Interview, January 1998

Question 1:

1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

1a *She would not feel good, because she must first know him before she can work with him*

1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

1b *She would not feel good, because she has to work with that man. She would talk to him and ask him not to do certain things.*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

- 2a How would you feel and
- 2b What would you do?

Answer:

- 2a *She would not feel good, but she has to learn to work alone*
- 2b *She would work alone*

Question 3:

- 3a When you have been given a task and you've just started, how do you feel and what do you do?

Answer:

- 3a *She would not feel good because it is the first day that she does it*
She would work with the teacher.
- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She would not feel good. When she is busy with the work and there comes more work, she would not be able to do that work.*
- 3c How do you feel after you have completed a task?

Answer:

She feels good, because the work is finished.

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and
- b What do you do?

Answer:

- 4a *She would not feel good, because the other people would want her to leave the work, because they would not want her to work.*
If she thinks it will be nice to do the work, she will do it.

b Interpretation, January 1998

Question 1a indicates that the learner has the perception that she cannot share meaning with someone that she doesn't know. Communication as cooperative life skill had not been acquired. Question 1b indicates that the learner knew how to deal with feelings, as she would try and create a win-win situation, to make working together easier. According to question 2a the learner would work independently, when left alone by the group. She would also accept responsibility for her own learning. According to question 3b the learner would tend to feel overwhelmed by a challenging learning task. Her self-confidence and feeling able to perform a challenging learning task are questioned. Credit can be given to the learner for having indicated a feeling of joy after completing a task. Question 4b indicates that the learner is able to motivate herself, irrespective of what others say. The presence of intrinsic motivation is very positive.

c Interview, November 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *She won't feel happy about it. She'll feel disappointed by it, because the person that she's busy working with she won't know, so she won't be able to talk. She will ask him what his name is and where he lives.*

- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She'll feel disappointed about it, because she won't feel happy with someone that she doesn't like, because they won't be able to help each other and have jokes.*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

- a How would you feel and
- b What would you do?

Answer:

2a *She'll feel disappointed about it, because of people thinking she's a bit lazy or something.*

2b No response.

Question 3:

- 3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

3a *She'll feel bad ... because she doesn't know anybody. She'll be a bit nervous.*

She'll try hard to do the task.

- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

3b *She'll feel bad, because the task would be difficult and there's nobody to help her to do it. She'll try hard to do the work.*

- 3c How do you feel after you've completed a task?

Answer:

3c *She'll feel happy because finally she's come to the end of the work.*

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and
- b What do you do?

Answer:

4a *She won't feel happy about it*

4b *She'll always worry because of the bad words said about the task*

d Interpretation, November 1998

Question 1a shows an improvement in the way that the learner viewed others – she would work with a strange person and try and get to know the person. Question 1b indicates that the learner would not cooperate well with someone that she didn't like. The cooperative life skills of democratisation and humanisation as well as communication did not improve, however. It seems that her way of dealing with feelings has not improved. Question 3a indicates that she is still dependent on others to do a learning task. It seems that the skill of self-confidence and feeling able to do something, as well as independence have not improved. According to question 3b the learner would also feel disappointed if there is nobody to help her do the work. It is however positive to note that the learner is willing to work hard. An improvement can indeed be noted here. An indication of having acquired the skill of joy is also indicated in question 3c. Question 4b indicates a stagnation in self-confidence and independence. At the beginning of the year the learner was willing to determine whether it would be pleasant to do the task (willing to take risks), but at the end of the year she doubted in her ability to do tasks and it seems as if comments made by others would distract her. It is clear from the interviews that this learner did show some growth in the realization of her potential, but that it can improve.

iii Average learner, experimental group

a Interview, January 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *She will not feel good, because she would want to work alone.*

She would just work

- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She would not feel good, because she will only want to work alone, because she doesn't like the other person.*

She would work alone because the other people are bad.

Question 2:

- a If you worked with a group on a task and after some time you've been left alone to complete the task,

a How would you feel and

b What would you do?

Answer:

- 2a *She would not feel good. She would call the other people to come and help her.*

- 2b *She would ask those people to come and help her.*

Question 3:

- 3a When you have been given a task and you have just started,
How do you feel and what do you do?

Answer:

- 3a *She would feel good, because it is the first day that she does the task
She would work, because she learns something.*

- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She doesn't feel good because the work is hard. She would do the work.
She would just want to finish the work*

- 3c How do you feel after you've completed a task?

Answer:

- 3c *She feels good, because she has completed her work.*

Question 4

If you have been given a task and others say that it will be difficult and boring,

a How would you feel and

b What would you do?

Answer:

- 4a *She would not feel good because the work is difficult*
- 4b *She would do the work, because the other learners would want her to be lazy and not to complete the work.*

b Interpretation, January 1998

Question 1a indicates that the prospect of working alone is disturbing to the learner, but she would nevertheless work alone. The effort that she would put in is not clear. Her perception of other people can improve, as she would not try and get to know the person that she has to work with. Question 1b indicates that she would not want to be associated with bad people. Cooperative life skills such as communication have not been acquired. She did not recognise the other person as a human being and appreciate what they could learn from each other while sharing information. Questions 2a and b indicate that she had not yet accepted responsibility for her own learning. When being left alone by the others, she would also not work independently, but look for others to help her. According to question 3b the learner shows perseverance, but it does not indicate whether the learner would be willing to do more. Her motivation for completing the task is questioned, as it appears that she only wants to complete the work for the sake of completing it. Question 4b indicates that in spite of what others say, the learner would do the work. She seems to be willing to take risks and is self-confident that she will be able to do the work. Even though not many of the mega- and cooperative life skills had been achieved, some growth in the realization of her potential can be identified, even though it is not satisfactory.

c Interview, November 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?



Answer:

- 1a *She doesn't feel very well because she's a type of person that likes to talk. She won't be able to talk that much to that person. She'll introduce herself to him and get to know him/her. Then they will be able to talk.*
- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She'll feel bad because she doesn't like him. She'll talk to the person and try hard to like him*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

- a How would you feel and
b What would you do?

Answer:

- 2a *She'll feel disappointed because she won't be able to go on. She won't be able to talk to anybody. She'll have to start from the beginning.*
- 2b *She'll try hard to pull up her socks - to achieve.*

Question 3:

- 3a When you have been given a task and you've just started, how do you feel and what do you do?

Answer:

- 3a *She'll feel happy. Because she likes work. She'll just work on the task.*
- 3b When you are busy doing a task, but it is difficult, how do you feel, and what do you do?

Answer:

- 3b *She'll feel disappointed because she doesn't like to be a loser - she'll try hard.*

- 3c How do you feel after you have completed a task?
(The researcher accidentally skipped this question)

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and
- b What do you do?

Answer:

- 4a *She won't listen to the people*
- 4b *She'll just try hard.*

d Interpretation, November 1998

Question 1a shows an improvement in her perception of others. Even though she did not know the person that she has to work with, she would try and get to know him. She realises the importance of communication as cooperative life skill, as interacting with the person that she has to work with, is important to her. Question 1b clearly indicates an improvement in dealing with feelings. Even though she didn't like the person, she would communicate with him and try hard to like him. It also seems that as she was showing growth in the realisation of her own potential, she would also want to see growth in the realisation of the potential of others. It also indicates the development of leadership abilities. Question 2 indicates how the learner would deal with feelings of disappointment. She would decide not to act upon it and still work independently to complete the work. She would also accept responsibility for her own learning. The prospect of not being able to interact and communicate with anybody was disturbing to her - having realised its importance. She also indicated that she would put in effort (*pull up her socks*). Question 3b does indeed indicate that the learner had already experienced what it feels like to be successful. It would disappoint her to *be a loser*. She also indicated that she would put in effort, as she knew the rewards of working hard. It seems that her motivation for completing a task has also improved. Question 4a and b indicate that the learner was still feeling able to do learning tasks and that in spite of the opinion of others; she would put in effort and persevere. One can indeed conclude that the learner had acquired mega and cooperative life skills and that she was showing growth in the realisation of her potential.

iv Average learner, control group

a Interview, January 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *She will feel good because she doesn't know him and doesn't know his heart if he is good or bad. She will work with him, because she doesn't know him.*

- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She would not feel well, because she doesn't like him. She would organise that that man works at another place and that she would not have to work with him.*

Question 2:

If you work with a group on a task and after some time you've been left alone to complete the task,

- a How would you feel and
What would you do?

Answer:

- a *She would not feel good because she would not work a lot alone*

- b *She will leave the work*

Question 3:

- 3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

- 3a *She feels good because she has just started. She will work.*

- 3b When you are busy doing a task but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She doesn't feel good, because maybe she works hard and gets little money. She will just work.*

- 3c How do you feel after you have completed a task?

Answer:

3c *She doesn't feel good, because she is tired.*

Question 4:

If you have been given a task and others say that it will be boring,

a How would you feel and

b What would you do?

Answer:

4a *She would feel good, because she wants to work.*

4b *She would work.*

b Interpretation, January 1998

It is positive to find in question 1a that the learner sees others as her fellow human beings and that she would work with a strange person. Question 1b indicates that the learner would not work with someone that she didn't like. It seems as if she was not totally in control of her feelings and that the feeling of not liking the person was controlling her activities - therefore she would arrange not to work with him. She would not even communicate with the person. Question 2a indicates the learner's dependence on others to do learning tasks. She did also not take responsibility for her own learning and was not willing to work independently. Effort, perseverance, and common sense are absent in this regard. Question 3b and 3c indicate that the learner did not realise that the rewards for hard work are so much more. There is also no indication of the joy that follows the completion of a compelling learning task. The learner only felt tired after completing a task. Question 4a and b indicate that what others say about learning tasks would not distract her. She was willing to take risks, but whether she would follow through (persevere) is questioned.

c Interview, November 1998

Question 1:

a How would you feel and what would you do when you have to work on a task with somebody that you don't know?

Answer:

- a *She'll feel bad because she doesn't know how the person is and his/her behaviour. She'll just work.*
- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She'll feel disappointed because she doesn't like the way the person is. She'll just work. She won't mind the person.*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

- a How do you feel and
b What would you do?

Answer:

- 2a *She'll feel useless because she's left behind by the other people*
2b *She'll try to achieve*

Question 3:

- 3a When you have been given a task and you have just started how do you feel and what do you do?

Answer:

- 3a *She'll feel nice because she'll feel responsible and she'll know that she is going to teach herself some work. She'll just work on the task.*
- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She'll feel bad because it was hard to teach herself but she can't see any difference. She'll find someone to help her.*
- 3c How do you feel when you've completed a task?

Answer:

- 3c *She'll feel great because she finished the work that she's been doing.*

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and

b What do you do?

Answer:

4a *She won't mind the people. She wants to achieve.*

4b *She'll just work on the task.*

d Interpretation, November 1998

Question 1a indicates that the learner's view of others has not improved. She would still not like it to work with a stranger. It is however positive to note that question 1a indicates an improvement as far as willing to work hard is concerned, in spite of the fact that she does not like the person. Question 1b indicates that there is no intention to communicate with a person that is not liked. Dealing with feelings and communication did not improve. Question 2a indicates that being left alone to do a task would make her feel useless. It indicates that she was dependent on others to do learning tasks. Independence did therefore not improve, but there was a slight improvement in her willingness to accept responsibility for her learning if others were not there as second option. Question 3b indicates that she still lacked the self-confidence to perform a difficult task and that she was depending on others for help. Self-confidence had therefore not improved. Question 3c does however indicate that the learner had experienced some form of success during the year as far as feeling self-content after completing a task is concerned.

To conclude, it can be said that there was a slight improvement in some of the life skills. It can therefore be concluded that the learner had shown some growth in the realisation of her potential, but that it can still improve.

v Weak learner, experimental group

a Interview, January 1998

Question 1:

1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *She would not feel good because she doesn't know him.
She would talk to the man so that they could get to know each other.*
- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She would not feel good because she's not bad like this person. She would talk to him so that they could know each other. She will stay with him so that they can talk.*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

- a How would you feel and
b What would you do?

Answer:

- 2a *She would not feel good, because she gets a lot of work. She will be tired*
2b *She would just continue with the work.*

Question 3:

- 3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

- 3a *She would feel good because she's happy to do the work
She would work until she has learned how the work is done*
- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She would not feel good. She would wait for the other people to come and help her. She would leave the work until the other people come, so that they can help her with the work.*

- 3c How do you feel after you have completed a task?

Answer:

- 3c *She feels tired*

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How would you feel and
- b What would do you do?

Answer:

- 4a *If the other people say the task is difficult, they will help her*
- 4b *She will call other people to come and help her.*

b Interpretation, January 1998

Question 1a indicates how the learner viewed others. It would bother her to work with a stranger, but she would try to get to know the person. It seems that she would recognise the person as a fellow human being. According to question 1b she clearly does not want to be associated with bad people. She would however talk about the matter. Her feelings of scepticism seem to oppose her willingness to communicate. Question 2a indicates that she could feel overburdened when having to do work alone. She had not yet taken responsibility for working alone. Her source of motivation for continuing with the work is not clear. Question 3a indicates excitement to start with new work, but that she would only work until she knows how the work is done. There is no indication of wanting to do more. Question 3b clearly shows that this learner had not yet accepted responsibility for her own learning and was waiting for others to come and help her. Question 3c indicates that doing a task tires the learner. The joy and self-contentment that flow from completing a difficult learning task was not known to her. Question 4 once again makes it clear that the learner could not work on her own (independence), is not used to putting in effort on her own, did not yet take responsibility for her own learning, could not persevere and was waiting for others to act on her behalf.

c Interview, November 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

- 1a *As long as the person works, she doesn't have a problem. She will work with the person ... she won't have a problem.*
- 1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

- 1b *She won't feel all right because at the moment she won't be able to talk to the person.*

Question 2:

- a If you worked with a group on a task and after some time you've been left alone to complete the task,
- a How would you feel and
- b What would you do?

Answer:

- 2a *She'll feel bad about it, because she thinks of the hard work she's still going to complete alone. The fact that she has to finish it alone worries her.*
- 2b *She won't be in a hurry, because she's going to tell herself that she is going to finish the work.*

Question 3:

- 3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

- 3a *She'll feel good, because it will be the first time that she's doing the task. She'll feel responsible. She'll work on the task.*
- 3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *She'll feel bad because the work she can't do she'll find somebody else to help her.*
- 3c How do you feel after you have completed a task?
(The researcher accidentally skipped this question)

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How do you feel and
- b What do you do?

Answer:

- 4a *She won't mind the people, because it might be boring and difficult to them*
- 4b *But she will try the task and see how it is.*

d Interpretation, November 1998

Question 1a indicates an improvement in the way that the learner viewed others. She was not disturbed by the idea of working with a stranger. Her self-confidence had also improved, as she knew that on her own she could make it - she had the potential. Question 1b indicates her need for wanting to communicate with others and that it would be bad if she could not talk to the person that she is working with. It is clear that during the course of the year she had learnt that one can not fulfil one's purpose without others and that interaction with others through communication is very important - to be able to share meaning with oneself and others. As question 2a and b indicate, the prospect of doing a lot of work alone would still bother her, but she indicated, *She's going to tell herself that she's going to finish the work.* Self-confidence, motivation and willingness to work hard are expressed by this statement. Taking responsibility for her own learning is also evident. Question 3a indicates that the learner would take responsibility for her learning. Excitement about starting a new task can also be noticed. Question 3b indicates that when she has to do a task that is too difficult for her she would still find someone to help her. Question 4a and b do however indicate a tremendous improvement, where she would not call others to come and help, as she remarked during the first interview in January, but that she would try doing the task to see how it is. The learner would do it in spite of the fact that others have found the task to be difficult. This answer shows that her self-confidence has improved a lot. She felt in control of her learning and somehow believed that she could to the task. The acquiring of the above mega and cooperative life skills does indeed indicate

that the learner has grown significantly in the realisation of her potential. For a more detailed overview of the learner's progress in this regard, the reader is referred to the discussion of observations according to the observational instrument that came up with the same findings.

vi Weak learner, control group

a Interview, January 1998

Question 1:

1a How would you feel and what would you do if you have to work on a task with someone that you don't know?

Answer:

1a *He would not feel good, because he doesn't know him. He would first want to know the man. He would not work with him, unless he knew him.*

1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

1b *He would not feel good, because he doesn't like him
He would work with him, but would not talk with him.*

Question 2:

If you have worked with a group on a task and after some time you've been left alone to complete the task,

a How would you feel and

b What would you do?

Answer:

2a *He would feel good, because they did not give him the hard work*

2b *He would rest*

Question 3:

3a When you have been given a task and you have just started, how do you feel and what do you do?

Answer:

3a *He would feel good because he got the work. He would work hard.*

3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

- 3b *He would not feel good because the work is hard and he doesn't work well.
He would not do good work because he has to work hard.*

- 3c How do you feel after you have completed a task?

Answer:

- 3c *He would feel good because he has finished the work.*

Question 4:

If you have been given a task and others say that it will be difficult and boring,

- a How would you feel and
b What would you do?

Answer:

- 4a *He would not feel good because the work is difficult*
4b *He would look for other work*

b Interpretation, January 1998

Question 1a indicates that the learner would not work with someone that he didn't know. He didn't want to interact with strangers. Question 1b also indicates that he would not interact or communicate with someone that he didn't like. Communication as cooperative life skill could therefore still improve, as well as his perception of others. Question 2 clearly indicates that the learner did not take responsibility for his own learning and he was dependent on others. He would not work independently when left behind by the group, but would rest! Question 3b supports this statement by indicating that the learner would not take responsibility for hard work. Finishing a task made the learner feel good (question 3c), but it seems to be more of a relief than self-fulfilment. Question 4 still highlights the fact that the learner would not take responsibility for hard work (his own learning).

c Interview, November 1998

Question 1:

- 1a How would you feel and what would you do if you have to work on a task with somebody that you don't know?

Answer:

1a *He would feel all right, because he doesn't know the person. He'll first try to know what's the person's name.*

1b How would you feel and what would you do if you have to work on a task with somebody that you don't like?

Answer:

1b *He won't feel all right because he doesn't know the person at the moment. He'll just work.*

Question 2:

If you worked with a group on a task and after some time you've been left alone to complete the task,

a How would you feel and

b What would you do?

Answer:

2a *He'll feel OK because he'll be the only one that remained.*

2b *He will just remain working*

Question 3:

3a When you have been given a task and you have just started, how do you feel and what would you do?

Answer:

3a *He'll feel OK because it will be the first time that he works. He'll just work.*

3b When you are busy doing a task, but it is difficult, how do you feel and what do you do?

Answer:

3b *He won't feel OK because that work will be difficult. He will just work on the task.*

3c How do you feel after you have completed a task?

Answer:

3c *He'll feel relieved, because he had come to the end of the work.*

Question 4:

If you have been given a task and others say that it will be difficult and boring,

a How do you feel and

b What do you do?

Answer:

4a *He won't feel all right because of what the people say*

4b *He'll just try to take the work serious.*

d Interpretation, November 1998

Question 1a indicates a slight improvement in the way that the learner viewed others. He would communicate to a strange person that he has to work with, by asking the person's name. In question 1b it seems that the improvement is indeed very slight, as the learner would not make any attempt to communicate with a person that he didn't like. In question 2 it is indicated that the learner's independence to do a task had slightly improved. He would do the task even when the group had left him behind. In question 3b it is indicated that it would bother the learner to do a difficult task, but he would do it. It seems that his taking responsibility for his own learning had improved, but it is not indicated whether he was motivated and willing to do more. Question 3c indicates that the learner still had not experienced joy that flows from completing a challenging learning task. The learner rather felt relieved after a learning task had been completed. Question 4b does indicate an improvement in his taking responsibility for his own learning. He would do a task in spite of what others said. It can be concluded that this learner has shown growth in the realisation of his potential only in some areas.

vii Conclusion about the interviews

When comparing the interviews with each other, the following conclusions can be drawn: In the control group in general, some improvements were made as far as acquiring cooperative and mega life skills are concerned, but it was not as great as the improvements in the experimental group. In the experimental group however the learners did overall show more growth in the realisation of their potential, as more mega and cooperative life skills were achieved in general. The interviews with the facilitators, that are discussed next are in agreement with this statement.

6.6.1.5 Method of data analysis and interpretation: Interviews with facilitators

The interviews that are presented in this section are interviews that were conducted with the facilitators of the experimental and control groups throughout the year. The interviews are presented word for word, with explanations of the researcher in brackets where necessary. After a specific interview had been presented, an interpretation in terms of acquired mega and cooperative life skills is provided. The interpretations are self-explanatory and the difference between the experimental and control groups can easily be noticed. The method of data analysis and interpretation is explained further in the next paragraphs, followed by the presentation of the data and interpretations. It should however be noted that the interviews with the facilitator of the experimental group are slightly more than the interviews with the facilitator of the control group as there was more information to be shared by the experimental group's facilitator.

The purpose of the interviews with the facilitators was to determine how they experienced facilitating a specific programme and whether there was progress, specifically with regard to reading as well as whether learners were showing growth in the realisation of their potential (in terms of acquiring mega and cooperative life skills). The interview questions were unstructured and open-ended with the aim of enhancing the researcher's understanding of each situation. The data were interpreted mainly according to the pre-set categories of the mega and cooperative life skills. The data analysis approach of Huberman and Miles (1994) as explained by De Vos (1998:340) was used as a guideline. Three interrelated processes were followed: data reduction, data display and conclusion drawing and verification.

a Data reduction

During the process of data reduction, the interviews that had been written down word-for-word were reduced according to the categories of the mega and cooperative life skills.

b Data display

The data were organised according to the mega and cooperative life skill categories to enable the researcher to think about the meanings.

c Conclusion drawing and verification

The researcher drew meaning from the displayed data. The interpretations were checked against other data, such as the data obtained from the observational instrument and the facilitator's diary.

In the next paragraphs, the interviews with the facilitators are presented, followed by the interpretations thereof by the researcher.

6.6.1.6 Presentation of data and interpretation: facilitator interviews

A *Interview with facilitator of the experimental group, 28 April 1998 (end of first term)*

Question asked by researcher:

Could you please explain the situation in your class?

Answer:

These learners are disabled because of their environment. Here the facilitators don't understand their language. Immediately there is a ... like a door that closes for them. I can imagine what would have happened if I had to communicate in French.

Apart from that, I am a white teacher. The learners are sceptical. They are also strangers to each other, because not one of them knew the other learners when they were in the township.

Then ... they are traditionally not inclined to trust others easily. As a result they viewed the whole situation with scepticism. They come into a neat school building. Many facilities, classrooms with fans ... Each learner has his/her own desk and chair. In other schools they have to share desks. They stared at the

pictures, curtains, plants and other class aids. It is a lot to take in and overwhelms some of them, like Orkney, Barnard and Dipuo. During the first six weeks I had to use a translator to reach them, with the result that it was difficult to evaluate the learners (according to the observational instrument), as I could not reach them.

Question asked by researcher:

Did the situation change?

Answer:

Yes, certainly. After six weeks they started feeling at home and some of them, such as Sophie, Fanie, Petrus, Gertrude and Harry started becoming bold by asking simple questions and comments, such as "Teacher's dog is here" Harry also said: "There is no toilet paper in the toilet. May I please have toilet paper?" Harry could not speak a word of English at the beginning of the year. I first made sure that they knew the basics, for example: "May I go and drink water?" so that they could say the most basic things, such as "I want a ruler" Some of them were very shy. After six weeks they became less self-conscious.

And you would not believe me, but during those first six weeks I tried to let them relax, because I noticed that they were not themselves. Children have a tendency to show when they don't feel at home. I tried through the use of demonstration and mimic to do all the educational talks and I tried making it as humorous as possible by acting. I tried to get them to laugh, for example. We discussed blowing the nose ... they don't think there is anything wrong with nose picking. It is part of their culture. Then I spoke in English and Matibisi translated it into Sotho. Then I showed Matibisi how to handle the handkerchief. Then he first closed the one nostril and then the other. Then he had to wipe the nose with the handkerchief. Then he did not look in the handkerchief. Then I demonstrated nose picking. Then they laughed. They laughed so much that for a moment they forgot about themselves. Then, each day I came a little bit closer to them. It can honestly tell you that there was not even one day in which I scolded them or humiliated them. On the contrary, I have a lot of sympathy with the situations from which they came, their underdevelopment, poverty, single-parent families etc. It happened many times that I protected their rights during discussions in the staff room for

example, it was suggested that each boy should wear long sleeves and trousers in winter and short sleeves and pants in summer. I reminded the staff that the poor learners were in total almost 60% of the total number of learners in the school and that many times they don't have enough food on the table. Where would the extra school clothes come from?

Question asked by researcher:

What comments do you have about the learning situation in the class... the programme for the learning of English and what is the role of the magazines, although the learners could not read on their own in the beginning?

Answer:

Let us start with:..... uh The programme, because I first had the programme, so I could start leading them into the basic vocabulary. (The programme that is referred to is the Literacy programme of Joubert and Kaderli, 1995).

They could not say "a" as in ant. They said "ay". The result is they could not sound out words. As we say in Grade 1: Cat [c a t] or rat[r a t], van [v a n]. They could not hear what the sound said to them. I struggled for a long time... then I asked Matibisi: "If I make the sound [c a p], what's the Sotho word for it? Then he said: "They call it peleta. That's the Sotho word for sounding out words." Then I asked him: "Did you ever learn in school that cat has three sounds which are c a t?" He said: "No, they learned that the sounds of cat were [see ay tea]. They could not sound out the words." It was therefore necessary to learn the phonics. We learned phonics for weeks. In the beginning they could not read the words without the picture. They could also not build words. For example, they could not put in letters to form words with -at. Only Matibisi could do it, because he reads a lot. He had learnt it by reading. Only when the learners had learnt the basic English sounds, could they build words, for example d - g.

Question asked by researcher:

What do you think of the themes in the programme?

Answer:

The themes (of the programme) have been selected correctly, as it forms part of what is in their world, for example colour. Colour surrounds them. They see colour, therefore they have to know the names of the different colours. As far as the shapes are concerned, there is rectangular and everything. They enjoyed it very much to cut out ... and my body ... The realisation that they have a navel was a big amusement. They are also very interested in clothes. Underwear was a very amusing topic. They call men's underwear a Jockey.

The theme: " Family" is also very familiar to them ... House and Garden ... A lot of funny things were revealed ... sad things: Single parent families where a mother has to raise a lot of children on her own - doesn't know where the father is - received a small amount for support, small salary. Many of them stay in one-room apartments - corrugated iron - extremely warm during daytime. They play in the streets and sit under trees. When it rains, the roof leaks. Many of them are not used to anything else. I want to take them on a trip ...

The Garden theme was very unfamiliar to them. It was the most unfamiliar. I don't want to pause too long on one aspect, otherwise they lose interest. Lawns, flowerbeds, fences and trees are non-existent at many of their homes - sand... sand ... sand and sand once more. I ask them what is there at their homes, then Matibisi says: "Mam, dirt, ..." Then all the stories of violence at home and how they have to lock the shacks, to prevent theft, are revealed ... Some of them also have a dog.

The phonics were very difficult. By now they can sound the words. There are a few learners who cannot, such as Barnard, Orkney and Lesley, but I don't make it an issue otherwise it makes the learning situation unpleasant. A few learners can already read three, four and five letter words, such as 'Ford' and 'body'.

To come back to the role of the magazines They saw it the first day that you brought the magazines and a few of them were bold enough to ask if they could page through it. Matibisi and Sophie and Petrus and Fanie had heard about DRUM before. For the rest of the learners it was only a magazine. They had heard of magazines before, but did not have the opportunity to have a brand new

magazine in their hands before. According to Matibisi these learners had only known torn magazines and parts of magazines. For every learner it was a huge experience to have his/her own brand new magazine in front of him/her. I allowed them to satisfy their curiosity and gave them fifteen minutes to explore the magazines. It was amusing to see how they performed this task. Some of the learners started paging from the front. Others started paging from the back, in their own unique ways. The pages of the magazines were very quickly bent over - I could make many interpretations from observing them when they handled the magazines. Some learners first studied the big, coloured pictures. They were undoubtedly very illiterate with regard to the handling of a magazine. Other learners opened the magazines in the middle - you know, there where the staples are ... they did not show any interest in the advertisements - They showed interest in the pictures about violence etc. They found the butterflies very interesting, and food and soccer, as well as their traditional things. A magazine with a specific black man on the cover were of great interest to them, although they did not know who he was.

What did the magazines do for them? I read to them from the magazines ... the Bafana Bafana, to capture their attention at first. They found the food very interesting. They signalled with their hands that they wanted the food in the pictures. It immediately brought interaction. There was excitement. As far as communication is concerned, there were only discussions in Sotho. When I asked them what they saw they could identify colours - that which they had learnt earlier on. They could also identify numbers. When I asked them how many camels there were, they could count them and say how many there were. Through using the magazines, they became more spontaneous. Later, when we started doing learning tasks, I realised how far behind some of them were and how developed Matibisi was. I realised that the first learning task that we did was totally above that which they could handle. The questions were too difficult. Terms such as department store, advertising, display and the price of each per set was totally unfamiliar to them. I first had to put the task aside and explain through an extended diagram what the different stores sell, for example the furniture store sells stoves, wardrobes, tables, etc. They also did not know the word "furniture."

So, I had to start from a totally different angle, which was from the bottom. I had to explain chemist, supermarket... Only three learners had been in a supermarket previously and two had been in Edgars. Only one learner had already been to a chemist. I decided at that stage that I would have to take the learners to each of these stores to gain firsthand experience. Before the learning tasks could be completed they had to learn the basics.

Through their interaction with the magazines I realised that they do not know the basic things that we know in our worlds, for example chain store. Then I have to guide them through questions: "What type of stores does one see in most of the towns in our country?" Then I realised that most of the learners had never been outside Nylstroom's borders. They are between twelve and fifteen years old. How would they know what a chain store is?

When I asked where one can buy a pair of sunglasses, they said: "Edgars and other leading department stores", but they did not understand what they said.

Other discoveries that I made were:

- *When I said: "Read about the handbag and tell me the price of the handbag", they were trying to find the answer at the wrong place. They did not know that the information about the article is the nearest to the article. They are also easily overwhelmed by too much information at once. Many of them are still at the colouring-in phase. This has a lot to do with literacy - to be able to distinguish ...to isolate.*
- *The learning tasks that I gave them, (The learning tasks that are referred to are the Outcomes Based paired reading learning tasks) were completed with my total support. The learners could not do it on their own and I decided to postpone the next learning task and to first orientate them as far as the magazine is concerned - to be able to select, from the top to the bottom and from left to right. I can use the same topic, but I first have to start with things that they know, for example numbers and colours.*

The situation from here with the magazines ... The magazines have a special place in the class. Those learners who can already read well, such as Matibisi, Petrus and Fanie ask if they can read magazines when they have completed their work and read articles on their own - they do not only watch pictures. Those learners who cannot read yet, also ask for the magazines, but they only page through the magazines. They can page beautifully! They can page with their fingers at the top part of the page. They are fascinated by the quality and variety of the articles. This black man that married the white woman fascinated them and they came to show me and I had to act as if I were amazed.

The magazines opened up doors for them. It enlarged their world of fantasy. Their parents did not tell them stories, for example. For the first time they came in contact with information such as Siamese twins, faces with make-up ... their traditional articles ... and the boys fantasised about the cars.

Question asked by researcher:

When one considers the fact that most of the learners cannot yet read on their own and do the articles themselves, what role would the magazines have?

Answer:

They are exposed to the possibility of a better life as they tend to identify with better things in the pictures, such as to have a beautiful home, to be able to enjoy food ... Discussions in class are linked to pictures and articles of nature and they are brought closer to nature conservation. In this way reality is brought into the classroom. As far as literacy is concerned, they are bombarded with letters and words and they try to sound out a word or two at an interesting picture, in their own basic ways - this is a huge step forward on their way to literacy. We are full of hope that they will soon be able to read. I remind them that once I could also not read and that everybody has to start somewhere to begin to read and that one day they will be able to read the magazine from the first to the last page, if they work hard.

As far as pre-reading is concerned, I enjoy reading to them, so that they can realise that the magazine has interesting contents. They will pick up something here and there. Initially it was mostly translated by Matibisi.

The Outcomes Based learning tasks have been set aside until later. I am going to guide them to be equipped to do these activities on their own. The first requirement is that they become more proficient in English. They are really not yet proficient enough in English. We were actually still in February, March and half of April busy with classroom orientation, for example: "What is that?" "That is a window" It is a huge task to get these learners to become literate. I did not realise that they were so far behind...

Interpretation

Through the interview with the facilitator one realises who the learners are, whom she was working with. One gets a picture of where they come from and their background. They are indeed the less-privileged in society. Most of the learners were illiterate. The facilitator's compassion for these learners can be identified through various statements that she made. She had realised their predicament and tried to at least get them to laugh - in itself it was a huge achievement. The learners' reaction towards the magazines was also described and gave important information, such as the following: It captured their attention: by observing the learners, the facilitator could determine their level of literacy; the magazines brought interaction and spontaneity; it opened up worlds to the learners and enlarged their world of fantasy; it exposed them to a better life; reality was brought into the classroom and they were bombarded with letters and words. From a situation where the facilitator could not get through to the learners, the facilitator was now moving closer and closer to them every day.

It can be observed that these life skills had not been obtained. Overall the learners seemed to have very little self-confidence. The first signs of more self-confidence in a few learners could however be identified (the ones that came out of their own to ask for magazines).

B *Interview with facilitator of the control group, 28 April 1998 (end of first term)*

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

It was very difficult to do the evaluations (observational instrument). Communication is a problem. There are some of the evaluations that I cannot do at all, because the learners only do their activities. Because communication does not flow, he (the learner) only does his activities. I only started evaluating during the last month because he (the learner) doesn't come forward. He only does his work. He (the learner) is very quiet. Some of the cooperative life skills are on a level that is too high.

Interpretation

It is clear that communication is a big problem for the facilitator. Learners are described as being passive and only doing their work. The facilitator found it very difficult to evaluate the life skills, as she did not know the learners well enough. This also made her reach the conclusion that the life skills level was too high. The facilitator did not take any further initiative to overcome some of the problems.

C *Interview with the facilitator of the experimental group, 28 July 1998*

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

I expose them to situations in which life skills can be obtained - things that are incidentally addressed in class. The learners ask to go and water the plants. I try to give them education ... to empower them to help themselves. Activities in class: together with paired reading, learners have to look for words that have something to do with cooking in the advertisement, for example flour, butter, salt, pepper, teaspoon, tablespoon ... sometimes learners work on their own and at other times

they work in groups. Learners who are more proficient in English are sometimes in groups with less proficient learners.

As far as the magazines are concerned, they really enjoy it because they don't have money to buy it. It really is a big privilege for them. They are excited to "page". Sophie and Matibisi really read ... the article about the virginity .. it is relaxing to them. They look forward to reading the magazines. It is new. They know how to turn the pages and don't tear the pages. The magazines are precious to them and they handle it with respect. Even though they all have the same issue of a specific magazine, they show each other things that interest them. The boys are still interested in sport, while the girls seem to enjoy fashion, advertisements and make-up.

All that I can tell you is that I enjoy it with them. You constantly hear these explosive sounds: b, p, d and k, when they are busy with the magazines. You hear the nasal sounds.... The m and n. The magazines really interest them. They associate it with relaxation.... And they learn the words in the magazines. They know that they can get something out of the magazine. They build a value system. They know that it has worth. They page from the front and not from the back, as some did in the beginning.

There is definitely growth and progress, especially as far as their reading is concerned. They are not as enthusiastic to read old readers. They enjoy it more to try and read out of the magazines. They are more spontaneous. When I hand out the pencils ... In the beginning I handed it out for the first two months. Now we go down the row because they all want to hand out the pencils. We take turns. Then they say to me that they didn't have a turn this week ... and they ask to water the plants, even though it is hard work. They have to use five litre containers. I showed them how to water the plants. They are also eager to go to the office. You won't believe, me they know all the ladies in the office. They take the 'foot' which is their 'ticket' to leave the room .. and the other day the principal commented out of his own: "These children have really become more spontaneous." He observed that when he spoke to them, they also talked to him. At the beginning of the year they didn't even look up.

Interpretation

The facilitator indicated that she made use of incidental learning to expose the learners to situations through which life skills could be acquired. She wanted the learners to be empowered to be able to help themselves. Learners were cooperatively sharing meaning in groups. The magazines brought interaction. The learners enjoyed reading out of the magazines and were excited by them. At first they wanted to page, but later they started sounding out the words. Their reading was starting to improve. The magazines captured their interest. The learners viewed the magazines as precious. They had become more spontaneous and took the initiative to start doing tasks on their own (taking risks). Even the principal remarked that the learners were more self-confident. Self-confidence, Independence, Effort and Perseverance were slowly starting to develop as the learners started reading on their own.

D Interview with the facilitator of the control group, 28 July 1998

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

I don't think much has changed due to a communication problem. So, basically he (the learner) only completes his work. He doesn't have the boldness to come forward, except for the more intelligent child. But furthermore there is really no progress.... I think that the child will, as he understands the language better, come forward and have more self- confidence. But at this stage there is not even an indication of it. He only completes his work. Now and then the learners will ask where the broom is. But that is all. It is as far as it goes. There is a vast difference between these learners and white learners... It is very difficult. As they become more used to me, they will come forward and ask me if they have to do this page. They don't show any initiative. It is non-existent. I don't think ... I don't know if they will ever reach a stage of showing their own initiative ... and responsibility, for example they only do their work. Nothing more. They will not

want to do anything extra. The furthest that it goes, is when they ask if they can take a book home, but they cannot read.

The evaluation (observational instrument), for example, justice and forgiveness ... You have to know someone really well to be able to evaluate it. Many of the life skills overlap. Because of their culture, they accuse each other left and right, because the one steals the other's belongings and lies. It is terrible. Accusing each other and betraying each other, for example they tell me to come and look: that one has made a mess; then the other one will hit the one in the face.

Then there is responsibility ... it does not bother them when the bell rings. Pens and pencils ... they don't bring it to class. I have tried to give homework. It does not help. They ruin it because they don't have suitcases. By now I have succeeded in making sure that they all have pencils. Their work is very untidy.

Question asked by researcher:

What do you think is a possible answer to these problems?

Answer:

I think it is only education and very strong discipline and obviously with proper communication. With proper communication it will be better. But one can grow to love them. Can you believe it? For example, when I am ill, they see it and don't make a noise. They do feel secure because I think it is because I am white.

I think with discipline and communication ... and if they give their cooperation - you have to work very hard to get it. They do homework very poorly. There are no parents at home who can help. I just think that this evaluation (observational instrument) ... the level of difficulty ... I think the level is much too developed (advanced). Take self-confidence for example, and I don't know them well enough because they are so reserved. And it is, for example in their culture to sweep. So I cannot say that he has self-confidence when he sweeps the classroom.

Question asked by the researcher:

Do you have any comments or suggestions about the use of media or resources?

Answer:

Well, at this stage, what will work is what we have at our disposal. The teacher has to work very hard in order to try and improve communication. A magazine ... they (the learners) cannot do it at all. They cannot read it, but can look at the pictures. Individual attention will have to be given to the learners, and extra work, but it is a big problem because the parents don't help.

They steal each other's belongings, for example. Yesterday I gave them readers. A few of the learners' readers were stolen. I took it back. I think it is the result of their enormous backlog. There are learners to whom I give extra work, but they will still sit here next year and the year thereafter. They are definitely dyslectic. It stays a problem.

Lastly, I am going to give them a test now. Some learners are asleep. Others are colouring in. I have already talked to them nicely. It does not penetrate their minds. It is not the same with white learners. They would prepare themselves before writing a test. He (the black learner) does not have a sense of responsibility. Because of their low abilities, there are a few learners who have that sense of responsibility, when they have to do their work ... Because their IQ is so low; it is difficult to evaluate them. I am going to search their pockets for (stolen) crayons.

I feel ... it would perhaps have been productive if this evaluation (observational instrument) could have been done with a more developed group. Because, look ... here you have to know a child's personality very well, for example a matric group where learners are more developed. I will be able to use it for a matric group, but I shall have to teach the child from grade 8 to 12. In grade 8 and 9 I will write that I don't know the child well enough to do the evaluation.

Question asked by the researcher:

What is your opinion about the use of magazines?

Answer:

A little more of the child might be exposed. It would expose him more to evaluation. Because with me they only have to complete their work. I give them

assignments and they have to complete it. A learner would never take initiative to come and talk with me. It is because their worlds are so small. And then ... the magazine can open up the world to them, to a certain extent... it stimulates them ... because they can see it, questions automatically arise. It will expand their knowledge and something of their personalities will be exposed, for example if there is a picture of a cat that was killed by a vehicle, one learner will cry or another one will say 'shame'. So his world will be exposed because he asks questions. A magazine can be positive if it is used correctly. There is a little distraction away from what they have to do in school.

Interpretation

In the control group the facilitator reported no progress and no self-confidence. Communication is still viewed as a problem. The learners are still very passive. Initiative and responsibility are described as being absent. The facilitator does not have much hope for improvement as she thinks the learners are dyslectic and their IQ's are low.

Stealing, lying and bullying disrupt her class. The learners' work is described as untidy. The learners are described as having an enormous backlog. Very strict education is seen as a possible solution. The facilitator complains that she cannot use the observational instrument to observe life skills, as she doesn't know the learners well enough.

It is clear that there is very little interaction between the facilitator and the learners and amongst the learners themselves. Mega life skills such as responsibility, self-confidence, effort, common sense and love are absent. The facilitator did not think of devising plans to overcome these problems. No improvement in reading was made mention of.

E *Interview with facilitator of experimental group, 11 August 1998*

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

By now I know their body language so well that although I cannot determine if something is bothering them by asking them what is wrong, I can see from the expressions on their faces, or by watching their body language what is bothering them. For example, two (learners) will sit with magazines. Then I allow them to explore the magazines for a specific time period. Then the one (learner) will tell the other one, "Look here". The one will show the other something that interests him/her. Then the body language of the other one will show (the frown on the face and a hand that tries to cut off the interference) that he/she wants to see what the other one wants to show, but at the moment he/she is too much involved in his/her own magazine and does not want to be disturbed.

In this way I know the body language of the learners very well. There are a few that already feel so much at home...

I don't need to talk to them when I do the evaluation (observational instrument). A learner who can read ... you can see that he repeats himself. Then for example, he goes back. Then I know he is unsure. The other learners that can read - I know that they are relaxed when they read. You can also see by the learner's attitude if he doesn't try or doesn't put in an effort. Then there are others that sound out the words, then you can see that they are trying to read. Others are not yet in the reading phase. Then they will page through the magazine and look at the pictures. They point at their friends and they show interest. Then you find the individual cases who appear tired and don't show much interest. Then you get for example, 'perseverance' (life skill of the observational instrument). The learners have to complete their learning tasks. They have to gather the pencils in bundles. Then you find a learner who wants to complete a specific learning task. I don't have to

talk to such a learner to evaluate perseverance. So I think I know the learners well enough without having to talk to them. And for example, common sense. When the door is blown by the wind and somebody jumps up to prevent the door from slamming, it is common sense. Or when the water boils, or when the pencil is blunt, he (a learner) scratches out the point with his nails, while there is a beautiful sharpener. He doesn't have common sense.

Question asked by the researcher:

Can you see any link between the cooperative and mega life skills and the magazines?

Answer:

If it is a new magazine I allow them to page through it for ten minutes. Some will page through it quietly and then come back. Some learners who can read, like Sophie and Matibisi, will read an article. The others who are not yet good at reading will read the inscriptions (headings). The weak readers sound out the words. Although they can only read three words for example, they still have an idea of what they are reading. The more they pause at a certain article, the more information they get. Their personalities can be observed when they are busy with the magazines. The shy learners become so involved in the magazines that they forget their circumstances and they begin to talk and discuss it immediately.

This thing (evaluation according to the observational instrument) is wonderful because it makes you alert and attentive. It is a lot of work, but if one thinks that one earns a large salary and does not have extra-mural activities ... In Special Education one needs to have such evaluation to make the teachers alert and attentive with regard to their progress, abilities, emotions... When a learner is unhappy on a specific day, and you don't realise it, you are not sensitive. If you realise that he (the learner) is emotionally unhappy, you know what to do ... or when it comes to malnutrition...

The magazines make it easier to do the evaluations. I can observe their progress ... their interests. They tend to read the things that they are interested in. I can also see when they laugh and smile - then there's joy and happiness. Because they

realise that they can gain something from reading the magazines, for example the girls are interested in food. They realised that I received new magazines. Then they asked for the new ones.

I am a very inquisitive type of person and that is why I notice so many things about them. When I work with them and ask them to read I can see that the child is unhappy or that something is bothering him. He (the learner) lies on his arms. Then I will ask Sophie to talk to the child ... so that she can support him. Then Sophie discusses it with me and I can do something about it... find out who terrorises him...

The other thing with the magazines is ... they talk to each other. In the beginning they only used one word. Now they already use longer sentences - very elementary - in English. It happens when I ask them to tell their partners what they see in the magazines. And then it is like the tower of Babel. The finger must help with the conversation. I find it so amusing. I have not had the slightest problem with any of them. I really love these children. And they are by now beautifully educated. They don't throw papers around anymore and don't scratch their heads or in their noses...

Interpretation

As the magazines had brought interaction and communication, the facilitator could get to know the learners better. As the learners' reading started improving, the magazines captured their interest even more. The facilitator could by observing the learner, find out on what level they were reading. Some were putting in a lot of effort to read each word and persevered until they understood, while others were still only looking at the pictures. Some readers were concentrating on the headings or words underneath the pictures, while only one or two learners would still appear to be without much interest. Life skills such as perseverance and common sense were observed to have been acquired by some learners. As there had been a lot of interaction in the class - also learners communicating to each other by using short sentences in English - it was easier for the facilitator to use

the observational instrument to evaluate the mega and cooperative life skills. The facilitator remarked that the use of the instrument had made her attentive and it had actually helped her to know her learners better.

Joy and happiness that came from getting information from the magazines could also be observed by the facilitator. The facilitator was very happy with their progress.

F *Interview with the facilitator of the experimental group, 26 October 1998*

Question asked by the researcher:

Answer:

They have made a lot of progress intellectually. When I told them not to write two digits in one square, I asked Matibisi to explain to them. Then quite a number of the learners said together that they heard it the first time. I can already talk to them in English and they understand. The headmaster came for a class visit. When he came in, he said "Good morning". Then they said: "Good morning, sir. How are you?" When the learners came here the surroundings provided a positive learning environment in order to allow each learner to realise his full potential. In their previous circumstances they had bleak prospects. During the first quarter - end of January till March - it was difficult to pinpoint their progress - what they understood and could do, their body language ... Their body language said that they were frightened. There were a few learners who did not speak at all during the first quarter. Dipuo did not say a word. But recently she went to read to the deputy principal and to the principal. She read an unprepared passage to the principal. She asked what she should read. I showed her a page with a lot of words. The principal laughed...

I also used a few old readers - they start with phonics: short vowels, long sounds such as ee... The words that they read in the readers were applied in the magazines. I used flash cards in the beginning. They (the learners) have a low retention ability. From the readers, we moved on to the magazines where they could recognise some of the words without having to sound them out. Reading,

drill, spelling, writing on the board and papers... building words. I also used chalkboards. Each learner has a chalkboard on which words can be written. They use it a lot.

Interpretation

The facilitator felt very happy with the learners' progress. Her opinion was that they had shown a lot of progress intellectually. It seemed that they had really begun to understand English better. Their self-confidence had definitely improved. An example of tremendous improvement was the weakest learner in the class who did not speak even a word at the beginning of the year. This learner ended up going to the principal and reading to him in his office - unprepared. Mega life skills such as self-confidence, independence, effort and perseverance had definitely been acquired by this learner. This learner is only one example of a learner who acquired life skills. The rest of the learners in class also improved remarkably.

G Interview with the facilitator of the control group, 26 October 1998

Question asked by the researcher:

Can you tell me more about the learners' progress in English at this stage - the end of the year - and do you have any recommendations?

Answer:

There is a certain degree of progress, but there is still a huge backlog. There is an improvement in many learners' reading. I believe it is because they now receive the correct type of education... Their progress as human beings ... We are constantly busy with an educating process - every day. There is a small improvement, but there is still a big gap, in other words there is still huge room for improvement. I can give you many examples in the classroom: they stretch in class, yawn, and hit each other. It does not matter to them. It seems to me that it is part of their culture. They will easily say "voertsek". It is part of their culture. Do you understand? I don't think they have ever learned it in their lives. They think it has to be this way. They would easily grab something from another

person. They don't ask nicely, but just grab it. I don't know if these things would ever improve. If you think how long I have been struggling ... You try. It is a challenge. You get discouraged because it is absolutely a long- term process. And the big problem is, if you teach them manners you don't know if they are going to do it at home. Another big problem is lying and stealing. But you know that once again it is part of their culture. The evaluation (observational instrument) is very much the same as last time. I really do not know if there is something that I can add. Here and there one sees improvement, but I don't know. Here and there is maybe a slight sign of hope of one (learner) who has maybe become less reserved. Some of them become more spontaneous and then you could see the potential in him. But he must get the right guidance. At his home he doesn't get it.

My recommendations are ... I don't know ... educating them. They will all have to be placed in schools with qualified teachers, and need to be educated. You find many nice children, but they have never learnt, out of ignorance. He is but a victim of his circumstances. They will have to get the correct type of education. Then there is another problem: Then the parents will also have to be educated...

Interpretation

The progress of the control group is described as "a degree of progress, but there is still a huge backlog". The facilitator did however remark that many learners' reading had improved. As far as their progress as human beings is concerned, the facilitator's words tell it all: "We are constantly busy with an educating process - there is still huge room for improvement". Examples are provided that explain how inconsiderate the learners still are towards others, after a year. The facilitator does not seem to have much hope for improvement. Lying and stealing are still a big problem. The problem is described by the facilitator as: "He is but a victim of his circumstances" and the solution, according to the facilitator is: "They will have to be placed in schools with qualified teachers and need to be educated".

In the control group it does not seem as if the mega and cooperative life skills had been acquired. It can therefore also be concluded that the learners were in general not showing much growth in the realisation of their potential.

6.6.1.7 Concluding comments about the interviews with the facilitators of the experimental and control groups

As the previous data (observational instrument and learner interviews) have already indicated there is a vast difference in the progress of the two groups, especially as far as acquiring mega and cooperative life skills are concerned - which are indicators of achieving growth in the realisation of human potential.

The two groups started out with their own problems. The experimental group had the weakest learners who were almost totally illiterate, while the facilitator of the control group battled with the "communication problem" from the beginning of the year until the end. The control group did not show much improvement - mainly because of the nature of the learning tasks (which obviously did not compel the learners), the learning materials that were not interesting enough, and too little interaction. These reasons for the low progress were also identified when the other data were analysed (observational instrument and learner interviews).

The experience of the experimental group was quite different from what was experienced in the control group. Even though the facilitator admitted that she had not realised that the learners had been so far behind, she still accepted the responsibility to guide the learners to achieve growth in the realisation of their potential. The effort and compassion of the facilitator were backed up by interesting learning materials and compelling learning tasks. When the learners started experiencing the wonder of being able to extract meaning from print it was like a snowball effect. They acquired more self-confidence and started to accept the challenge of more and more learning tasks. The magazines were responsible for a buzz of extracting meaning and sharing it with others. A new world with endless possibilities was unlocked for the learners. By being able to read, many mega and cooperative life skills were acquired through sharing meaning with the self and others.

From the previous two paragraphs the reader would possibly have identified another factor that could have contributed to the success in the experimental group. It can be noticed from the interviews that the facilitator of the experimental

group had a much more positive attitude than that of the control group's facilitator. This factor should be kept in mind when comparing the data of the two groups.

The last set of qualitative data that will be discussed, is the diary of the facilitator of the experimental group. This diary will help the reader to realise that the facilitation of learning to achieve growth in the realisation of human potential was not only concerned with learning materials in the classroom, but that incidental learning was a powerful instrument to implicitly address mega and cooperative life skills. In this way learners would have first-hand experience of how mega and cooperative life skills could be acquired in everyday life and everyday situations. The facilitator's diary is discussed in the next section.

6.6.1.8 Methodology of data analysis and interpretation: diary of the facilitator of the experimental group

The purpose of keeping the diary was to gain a better understanding of what was going on in the experimental group on a day-to-day basis in terms of incidental learning. The researcher was interested in gaining knowledge of the process that took place in the group causing the learners to achieve growth in the realisation of their potential. Apart from cooperative reading that took place (the reading was not described per se by the facilitator in the diary) to improve the learner's reading, incidental learning was used to implicitly address mega and cooperative life skills. These skills were acquired by learners and enabled them to perform the learning tasks with greater ease and with success. The diary focuses on descriptions of incidental learning where learners gained experience in the information that was shared - either through discussions, imaginations, role play or drama or by physically experiencing reality through excursions. Many aspects of the incidental learning were related to the learners' everyday experiences or information that was come across when reading the magazines.

A *Data analysis according to Huberman and Miles' approach (De Vos, 1998:340)*

The different processes of data analysis: data reduction, data display and conclusion drawing and verification were used as a guideline to analyse the data. The first step was to reduce the data according to specific categories. The pre-determined categories were the mega and cooperative life skills. The data were reduced and placed in these categories. During the process of data display, the data were organised in such a way that the researcher was able to consider its meanings. The process of conclusion drawing and verification included drawing meaning from the displayed data and making interpretations. The method of triangulation was also used to verify the data against other sets of data, such as data obtained from the observational instrument and the interviews with the facilitator of the experimental group. The quantitative data were also used to verify the progress that was made in reading in a quantitative form.

In the next paragraphs the entries of the diary are presented. The researcher's interpretations are presented afterwards. (It should however be noted that specific dates for all the entries were not indicated by the facilitator, but that the entries have been placed in sequence from the beginning of the year, with the last entries written at the end of the year.)

6.6.1.9 Presentation of data and interpretations: Diary of the facilitator of the experimental group

Observations about the learners

Date: 28/1/98

Athletics: After training for 1 week, every learner had the opportunity to represent his/her team on the track. The athletes were not trained with a starting gun at the starting place, but with the usual: "On your marks, get set, Go!" So, when these youngsters heard the gunshot, one little girl wet her pants, but still completed and won the race!

Date: 2/02/98

The learners arrive at my class. Seats are allocated. The children are very quiet and self-conscious. Some even look timid and bewildered.

Date: 3/2/98

The learners are poorly dressed and some even look underfed. I try very hard to make them feel at home.

Date: 4/2/98

To my amazement I made the following observation regarding language skills:

<i>English</i>	<i>Total of learners</i>
<i>Understand and speak fluently</i>	<i>1</i>
<i>Understand and speak moderately</i>	<i>-</i>
<i>Understand and speak poorly</i>	<i>4</i>
<i>Understand very poorly</i>	<i>3</i>
<i>Understand and speak nothing</i>	<i>10</i>

For those learners who are not able to understand English an interpreter is used.

Interpreter: English to Sotho/Sotho to English: Matibisi Ntshwana.

To some educators this language barrier may seem to be an obstacle. However, I find it a challenge.

Interpretation (28/1/ - 4/2)

The facilitator was observing the learners inside and outside the classroom to understand them better. The observations at the athletics indicate that the learners (and specifically the little girl, who can be taken as an example) were very unsure of themselves. Self-confidence was a mega life skill that would have to improve a lot. The observations of 2/02/98 confirm this statement, by giving a further explanation of the low self-confidence of the learners that indicated that they were not yet willing to take risks. The learners were described as very *quiet and self-conscious*, some looking *timid and bewildered*.

After having made observations about their emotional state, the facilitator observed that physically they were *poorly dressed* and some looked *underfed*. A mega life skill such as love - caring ultimately for myself and everything around me - seems to have been absent at that time.

The facilitator reacted to the *bewildered* state of the learners by trying very hard to make them feel at home. From the very start it can be noted that the facilitator viewed the learners as human beings who had to grow in the realisation of their potential. The facilitator was interested in finding out how competent they were in English and made a quick survey. She reacted to the problem of almost illiteracy in English of most learners by using an interpreter. The facilitator's attitude to the language problem is clearly expressed in terms of not being an *obstacle*, but a *challenge*. When reading further notes of the facilitator it will also be noticed that there is a constant interaction between the facilitator's observations and actions to follow - mostly by facilitating incidental learning. The incidental learning was aimed at acquiring mega and cooperative life skills, which would maximise the learners' potential.

Date: 6/2/98

Books are handed out and covered. I teach the learners the following basic questions and commands: e.g.

May I go to the toilet?

May I go and drink water?

May I have toilet paper?

Sit down! Stand up! Say together!

Again! Be quiet! Open your books!

Close your book! Read! Forward the books!

Hand in your pen, pencil, ruler, eraser! Colour in! Underline! Draw a line!

Date: 9/2/98

The learners are being taught furniture and objects in the classroom:

Desk, chalk, chalkboard, teacher, pupils, pictures, floor, wall, ceiling, fans, lights, door, windows, curtains, plants, books, crayons, broom, paper basket, scoop, doormat.

Date: 10/2/98

Learners are being taught the school premises, buildings, classrooms, offices, practical centres, hall, tuck shop, area where pupils assemble, playgrounds, toilets, rugby, soccer and netball fields, tennis courts, swimming pool and lapa, pavilion. The children are taken on a sightseeing excursion in order to acquaint

themselves with their surroundings. I remind them of the fact that all these buildings form one institution, the Susan Strijdom School; that they should always be proud of it, and that they should endeavour to care for it and avoid vandalism.

Interpretation (6/2 - 10/2)

The facilitator's reaction to the observations that the learners' self-confidence was low, was taken as a starting point to help them to gain more self-confidence. The facilitator made sure that they understood basic language forms in class and that they knew their surroundings; The effect would be that the learners would start feeling more secure and in control - leading to better self-confidence. Self-confidence would also improve by also focusing on the learners' physical bodies, how to care for them and ultimately loving them.

Date: 11/2/98

Personal Hygiene

The learners each receive a strip of toilet paper (school store issues 1 roll per class during summer; 2 rolls per class during winter). It is placed on the desk and is folded in half twice. Each learner now has a piece of paper in front of him/her which resembles a tissue. I demonstrate how to blow one's nose, by closing one nostril, blowing and then closing the other nostril and blowing again. Wipe and close paper in one action. Don't look what's in the paper - that is very bad manners! The paper is then thrown into the wastepaper basket.

No picking! I demonstrate (and exaggerate a little) and ask whether they think it is acceptable. They all have a good laugh and feel it is rather awkward!

Interpretation (11/2/98)

The facilitator gives the learners first-hand experience in how to consider others by blowing the nose in a respectful way. Respect for oneself and others is necessary when interacting and communicating with other human beings. The facilitator introduced the cooperative life skill of communication - interacting with others,

through incidental learning. Love for oneself is also developed when the learner discovers him/herself and continually grows. The use of humour to let the learners feel more at home was used every now and then by the facilitator.

Spitting (no dates were provided for the following entries)

I have been irritated for some time by the older learners spitting all over the place, even on the walkways!, I have reprimanded boys on this on the spur of the moment, to little effect. So I decided to educate the boys in my class on this bad and non-hygienic habit, before they could start engaging in this repulsive activity. I stressed the health hazardous aspect, by explaining how diseases are transmitted by germs in all body fluids, that the germs are also released into the atmosphere where they are inhaled by people, causing flu, tuberculosis, etc. I advised them that if they do want to get rid of this substance, they should use the toilet and flush it. Secondly I stressed the anti-social aspect of the spitting habit, because most people find it appalling and barbaric, demonstrating that the spitter considers nobody else but himself, whether someone might step on it or even slip on it. I asked the learners what they thought of it and they said the big boys do it because they want to be "powerful"! I then asked whether they have seen "powerful" people like President Mandela and Mr Thabo Mbeki spit like this. They all shook their heads in the negative.

Interpretation

Through a discussion of spitting the learners were prompted to think further than the act of spitting itself. Through pointing out its consequences the mega life skills of common sense and responsibility were incidentally addressed. With the knowledge of how germs are transmitted learners should in future be able to make a choice that would reflect responsibility. The learners would respond with the best actions to the choice that had been made - which would imply that they would not spit in public. A love for others would also lead to respecting and caring for others instead of harming them. Leadership as cooperative life skill was briefly

emphasised. The fact that the behaviour of leaders is closely watched by others led to the realisation that there will always be followers that observe what we do.

Bullying

Kenneth grabbed Humphrey (they sit next to each other) by the arm, twisted it, and took the sharp pencil from him for himself. This commotion overtook the class immediately, while the smaller boys watched speechlessly, the bigger ones laughed and discussed it loudly. Although I actually saw what had happened, I started asking a few questions to assess their interpretation of the situation: While Humphrey still lay on his arms sobbing, Kenneth (the stronger one of the two) quite arrogantly said Humphrey had grabbed his sharp pencil, so he taught him a lesson! The bigger boys (except Matibisi) found this quite in order! The smaller boys only glanced sideways to each other. Sophy tried to make a contribution to the investigation, but was harshly silenced by swearing and remarking that girls should stay out of boys' matters. Conclusion: for them it means: 'Survival of the fittest!' It called for sharing information:

- 1 Matters cannot (shouldn't) be solved by means of physical manipulation (overpowering), because we are not animals, but human beings. Animals have no reasoning ability, but human beings have an intellect to judge, to reason by means of speech. One should always endeavour to convince someone with words, not by means of violence! Withholding yourself from this, doesn't mean you are a sissy, but actually shows that you are well educated and well mannered.*
- 2 They should always keep in mind that they can put up their hand in class and call my attention to any problem, we can discuss it, and find a solution.*
- 3 They should also remember that it is most honourable for a stronger person to help or reach out to a smaller/weaker/ill/paralysed/less-advantaged/ or traumatised person.*
- 4 Girls should also be respected as fellow human beings - we are all created equal by God. Boys are physically stronger than girls and that is the reason why they should rather help and protect girls. Girls on their part will then tend to look up to, and admire their well doers!*

We apply all the above-mentioned rules in a small and simple play. Players are the same stakeholders as in the fight. We have one blunt and one sharp pencil. Both reach out for the sharp pencil, both take hold of it. But instead of Kenneth twisting his arm in order to get hold of the pencil, he lets go of it, puts up his hand and reminds me that one (his) pencil is sharp which he gave to Humphrey, and asks whether he may sharpen his pencil too. Of course I agree and give my consent. They then realise that there would not even have been a fight if they had followed this procedure. I then ask Humphrey what he thinks of Kenneth now in this situation. His answer: 'I like him - because he is good to me.' Kenneth's answer after asking him: 'I feel good, because I have helped him - and I can still have a sharp pencil.'

Interpretation

The topic of bullying, which was used to facilitate incidental learning, made it possible to expose learners to many situations in which different life skills could be acquired. Instead of immediately telling the boy that he had done wrong, the facilitator posed questions to determine how they viewed the situation and then gave motivated reasons why another type of behaviour would be more suitable in such a situation. Through role-play the learners who had been involved in the argument, had to act out behaviour that would be more acceptable. The other learners could experience the effects of reacting differently by observing the results thereof and deciding for themselves that it was more acceptable.

Mega life skills such as common sense and making good judgements, leading to responsibility - doing what is right and the joy that flows from completing a challenging task, such as helping another person (even though you might not like him/her) were addressed, implicitly. Cooperative life skills such as democratisation and humanisation -viewing others as human beings with strengths and weaknesses as well as communication through which we interact with others by recognising them as human beings and respecting them, were also touched. Dealing with feelings and reacting responsibly to feelings was illustrated through

the role-play. Justice and forgiveness and love - to care ultimately for others were also referred to implicitly.

Personal Hygiene

I found it necessary to educate the class on personal hygiene due to bad body odours. I am well aware of the fact that these learners don't all have bathroom facilities, but as I have explained to them, it is actually only soap, water, face cloth, toothbrush and towel that are necessary. One can wash oneself properly in a basin with warm water too. The secret is however to do it regularly - every day. To their dismay and amusement, I demonstrate by means of mimic, how to put water in the basin, feel the temperature to avoid burning oneself, soak the face cloth, soap it, squeeze it somewhat, open it and start washing the face, behind the ears, the neck all around. Rinse the cloth properly, squeeze out any excess water and wipe off all soap from the washed parts. I demonstrated how to wash the rest of the body, following the procedures of soaping, washing, rinsing, wiping, drying, etc. I made them aware of the fact that their bodies are something special and that it belongs to themselves. They should care for it and protect it.

I then discussed wearing clean clothes, specially clean underwear and socks every day. I am also aware of the fact that their mothers don't always have the time to wash the family's clothes as often as she would like to, (washing it by hand of course, washing machines are only owned by rich families) but they can help their mothers by washing their own underwear and socks every evening when they had washed themselves.

Interpretation

Through the demonstration of personal hygiene, the following life skills were implicitly addressed:

Responsibility - accepting responsibility for one's body, to keep it clean and healthy and being responsible to wear clean clothes. When we feel good about ourselves, we can also reach out to others to help them to feel good about

themselves. Keeping the body clean also improves self-confidence. It does however take effort and perseverance to keep our bodies healthy and clean. These are aspects that learners were confronted with. They did however still have to make responsible choices, having acquired new information.

Intimidation

Stronger boys tend to intimidate smaller and younger boys and even girls. When I enquired about this practice, I found that it forms part of their social system. The weaker ones have to submit, giving what the stronger one wants: food, money, a jacket, cap, gloves, watch, etc. Refusing can mean physical injury, which will be well remembered. Although I cannot rehabilitate the senior boys (they practise this behind your back, and victims don't press charges!), I have started to educate these small ones in my class, trusting to re-programme their young and receptive minds in order to create a "social-friendly" environment!

Coughing and yawning

Children have a way of coughing and yawning without putting their hands in front of their mouths. I again demonstrated (and exaggerated) what it looks like if teachers should do this, and picking of the nose as well. What amusement! I stressed the health-hazard aspect again and advised them not to do it. Putting your hand in front of your mouth while coughing and yawning, will prove that you are well behaved and considerate towards others. The class gets the opportunity to practise the correct way.

Interpretation

Being responsible for one's actions as well as taking others into consideration was emphasised. The mega life skill of responsibility and the cooperative life skill of love - how do I care ultimately for others?, were addressed implicitly and through incidental learning.

Eating habits

Doing playground duty I often come across learners having breakfast during break, which consists of thick slices of bread dipped in small containers of "Atjar" (a mixture of chilli, sliced mango and preserved in cooking oil). After the bell had gone, the plastic bag, bread crumbs and empty plastic container and lid, plus the ever present grease stains remain to remind every one passing there of the previous breakfast spot. Tomorrow a new clean spot will be selected! Cleaning up seems to a very strenuous and unnecessary activity. So starting with the Jz-class, I intended to educate them to kick this unacceptable habit.

Interpretation

When addressing this issue, mega life skills that can be dealt with are numerous, such as responsibility - taking responsibility for cleaning up your own mess; motivation - the challenge of cleaning up to create a neat environment; perseverance - completing the task of cleaning up even though it might take a lot of energy; independence - completing the task on my own and love - to clean up, because I ultimately care for myself and everything around me.

Toilet use

Learners are trained to use the school toilets properly and hygienically. Toilet paper is provided in the toilet rooms, and toilets are cleaned on a regular basis with daily supervision and control by teachers and class leaders. When toilet paper is not available in the toilets, they have access to the toilet paper in the class. I taught them how to use a strip of paper, folding only half of it twice, resulting in a four-doubled strip, using it, folding the second strip in the same way, and completing the job. I emphasised the fact that they must flush the toilet in order to prevent it from blocking up the whole system (I made a simple diagram of a sewerage system, indicating underground pipelines which interconnect to discard waste products to the municipal sewerage plant. These less-privileged learners didn't have the slightest idea of what happens to the waste after the toilet

had been flushed! There is considerable improvement in personal cleanliness and I detect no more bad odours in the class!

Interpretation

The mega life skills of common sense - making good judgements and responsibility were implicitly addressed. Through a detailed discussion of how the sewerage system works, learners would in future use the information to make good judgements and act responsibly when using toilets. The feedback by the facilitator indicates that learners have started to care more for their bodies and had taken responsibility to stay clean and healthy.

Nature conservation

As a lover of animal and plant life, I frequently find myself raising baby birds that fell from the nests, brought to me by the learners. Learners find it their duty to inform me of wild creatures like chameleons and squirrels, or tortoises and lizards captured by children and keeping them in their closets in the hostel. After exposing the culprits, these unfortunate creatures are released again, often too late for them to survive. But today a learner brought a beautiful black and vivid yellow tree- iguana to my classroom, boasting that he had caught it himself by hand. This called for an educational talk. I stressed the fact that our God created all the animals in an abundance of form, colour, shape, size, differences, etc. for us to care for, to watch over, to use (not abuse), to protect, and to admire and ultimately to glorify the Lord for His wonderful works of art. They therefore do not belong to us, but to the Lord God. So we always have to keep it in mind that we should respect nature and conserve it for future generations. Destroying it by killing for the fun of it, or just because it crossed your way accidentally, or capturing it, torturing it, trying to raise it without the knowledge of its habitation, makes you guilty of thoughtlessness and stupidity! I explained further by illustration: How would you feel and react if a giant creature like a dinosaur would grab you with big claws from your home and family, put you in a trunk (perhaps dark, cold and wet!) try to feed you on grass, playing with you in a

violent way, almost killing you. With a few painful broken ribs and legs, you will be crying out for help and nobody might hear. Wouldn't you rather be safe with your family? 'Yes, of course!' said everyone. Well, so does this poor iguana. Kindly release it where you found it so that it can be free as the Lord intended it to be.

Interpretation

In order to let the learners realise that they should act responsibly towards nature, they had to imagine what it would have felt like to have been caught by an animal. Through imagination the learners could experience the consequences of being caught. Responsibility as mega life skill was implicitly emphasised in this regard.

Punctuality

Owing to the fact that so many learners arrive late for school and classes, I found it necessary to have a talk with them (possibly many more times as with all the other topics) on "punctuality". I remind them of school rules, which are there to comply with in order to maintain uniformity and discipline. It would be chaos if every learner would pitch up at school whenever he wants and ignore rules (even teachers have rules) to uphold the system. When you are a learner, you learn to submit to authority, so when you are grown up as an adult, you will have adapted to these conditions (to obey rules and orders). In any career, profession or job situation, there are rules and regulations in order to create healthy, disciplined and pleasant working conditions, to the advantage of both employer and employee. Failing to comply with these regulations may have far-reaching consequences; even losing your job. Irrespective of having to submit to rules, it should become part of your lifestyle to attend school everyday, or to be at your job everyday; not to be absent without a sound reason or illness; to be punctual (to start and leave on time). In so doing we shall all be contributing to maintain a hard-working, productive country.

Interpretation

Responsibility as mega life skill was addressed implicitly.

7/5/ 1998 - A visit to the Zoological Gardens in Pretoria

We, that is the J1, J2, I1, I2 - classes, Miss L Otto and myself, departed at 7:30 from the school premises by bus. The learners were very excited, but most of them seemed unsure of what to expect of this excursion. Even the bus trip was a huge excitement, sitting next to the window and staring at the large number of people in the city, the moving traffic, the skyscrapers, etc. Most of them were stunned, interrupted by a cry of utter amazement, accompanied by a pointing finger, followed by many eager searching eyes!

I couldn't help noticing their hesitation as we approached the entrance. I reassured them by telling them that they don't have to do anything except to observe and enjoy. After paying the entrance fee, I directed them to the public toilets. Then followed a few rules:

- 1 Do not get involved in conversation with strangers, or accept candy (sweets) or presents*
- 2 Do not get isolated/separated from friends*
- 3 Do not leave the premises*
- 4 If you do go astray, or lose the way, or feel lost, return to this place (entrance)*
- 5 Use the many provided refuse bins to deposit empty tins, orange peels, egg shells, paper tissues, etc.*
- 6 Do not tease or annoy the animals*
- 7 Return to the entrance at 15:45 in order to depart at 16:00*

After handing out a nutritious lunch packet to each learner, learners eagerly set off to discover the beauty of the zoological gardens, and to enjoy the day.

We (the three teachers) soon followed and looked forward to an enjoyable day, feeling good about sharing it with these less fortunate children (my class J2 are 19 in total, of which only 2 learners had been to the zoo once!)

What was even more rewarding, was their reaction when discovering the many colourful birds. Some learners turned back to fetch us. With enthusiasm they pointed at the display of the peacock, the many long-legged flamingos, etc. We were quite surprised at their attentiveness, e.g. noticing webbed feet of water birds, male birds' colourful plumage in contrast to female birds, etc.

The learners did return on time, but as they turned up at the meeting place in groups of four, five or six learners, they eagerly started to share their experiences of the day individually, ending up in a chorus of voices attempting to convey their gratitude, to give an account of what they had seen, and others expressing their feelings of exhaustion!

We arrived in Nylstroom safely with a sense of achievement. The next day, during English oral period, I gave learners the opportunity to tell the class what animal/bird they had experienced as the most beautiful/exciting, and to give their reasons. The learners were able to identify the different animals, but their vocabulary was still too inadequate to express themselves properly, and therefore I had to make use of our translator. I drew a few columns on the chalkboard and learners had to make lists of these following kinds of animals (elementary):

<i>LARGE ANIMALS</i>	<i>CAT FAMILY</i>	<i>APES</i>	<i>WATER ANIMALS</i>	<i>BUCK</i>
<i>Elephant</i>	<i>Leopard</i>	<i>Blue ape</i>	<i>Crocodile</i>	<i>Kudu</i>
<i>Giraffe</i>	<i>Lion</i>	<i>Bush baby</i>	<i>Seal</i>	<i>Eland</i>
<i>Rhino</i>	<i>Cheetah</i>	<i>Baboon</i>	<i>Hippo</i>	<i>Impala</i>
<i>Hippo</i>	<i>Jaguar</i>	<i>Chimpanzee</i>	<i>Penguin</i>	<i>Gazelle</i>
<i>Buffalo</i>	<i>Panther</i>	<i>Gorilla</i>	<i>Turtle</i>	<i>Springbok</i>
<i>Kudu</i>	<i>Wild cat</i>	<i>Orang-utan</i>	<i>Fish</i>	<i>Duiker</i>
<i>Eland</i>	<i>Tiger</i>	<i>Lima</i>	<i>Polar bear</i>	<i>Bush buck</i>
<i>Camel</i>			<i>Duck</i>	<i>Water buck</i>



<i>Wilde beast</i>			<i>Swan</i>	<i>Gemsbok</i>
<i>Zebra</i>			<i>Flamingo</i>	<i>Sable</i>
			<i>Otter</i>	

<i>BIRDS</i>	<i>OTHER ANIMALS</i>
<i>Peacock</i>	<i>Snake</i>
<i>Owl</i>	<i>Hyena</i>
<i>Pheasant</i>	<i>Badger</i>
<i>Parrot</i>	<i>Weasel</i>
<i>Eagle</i>	<i>Mongoose</i>
<i>Vulture</i>	<i>Tortoise</i>
<i>Falcon</i>	<i>Fox</i>
<i>Crow</i>	<i>Wolf</i>
<i>Spoonbill</i>	<i>Wild dog</i>
<i>Hornbill</i>	<i>Warthog</i>

Loudness

Due to the fact that I have experienced on more than one occasion that learners are very often loud, I have decided to educate them on communication in a civilised manner, that is not to communicate over long distances, to lower their voices in class and in public places.

Bad Language

Today I have educated the learners on communication - bad language is not permitted and swearing is prohibited. Bad language displays a person's upbringing and discloses what is going on at home. Even in provoked circumstances, anger or disappointment, self-restraint should be practised.

Honesty

Although I have not yet experienced any form of dishonesty in my class, it is a general practice amongst learners at large. Therefore I found it my duty to

educate them on this moral issue, not only as learners at school, but in their adulthood. Dishonesty might lead to criminal activities, which may cause loss of work and imprisonment, and consequently a criminal record.

Laziness

It is common amongst teenagers to be lazy and be less interested in school work and physical activities. This often leads to malpractices like smoking, pornography and other forms of anti-social behaviour, which are not acceptable. Especially during wintertime learners tend to sit in the sun, eventually becoming lazy. They do not react promptly on commands or the bell. I bring this fact to their attention in order to prevent them from becoming unproductive adults.

Speech disabilities

As a result of an incident which occurred in my classroom, (learners laughing at a learner stuttering while attempting to make an announcement at the door) I reprimanded the culprits and gave them a talking to. One should never laugh at, or tease, or mock people with disabilities, e.g. stutter, lisp, deaf, dumb, blind, cripple, etc. One should rather attempt to help them, without putting too much emphasis on the disability.

Interpretation of loudness, bad language, honesty, laziness and speech disabilities

These topics that were discussed incidentally, addressed the following life skills: communication - communicating with others by showing respect; dealing with feelings - reacting appropriately and not out of anger, by using bad language, justice and forgiveness, which manifest in honesty; taking responsibility for one's own learning and effort, which is manifested in a willingness to work hard. Cooperative life skills such as democratisation and humanisation - how do I see you? and love - caring ultimately for others were addressed by the incidental discussion of speech disabilities. Other individuals should be viewed as human beings with strengths and weaknesses and others are needed to maximise our own

potential. We should also care ultimately for others by being available, courteous, tactful, flexible, humble, meek, gentle, concerned, considerate and compassionate.

Gardening

Because of my love of plants and gardening, I have taken this opportunity to teach the learners the love and affection for plants and trees. I have planted three shrubs in front of my classroom and with the help of the children, sowed some Namaqualand seeds around the shrubs. We watered them regularly and learners watched the seedlings develop into plants. In the meanwhile I demonstrated the use of fertiliser - applying one tablespoon per flower box to two of the four flower beds, leaving the other beds without any fertiliser or compost. They can already perceive the difference - the first group : lustrous and blooming and the second group: poor plants, small and pale, starting to bloom now. It is therefore necessary to fertilise trees, shrubs or plants as prescribed to ensure proper growth; if applied too often or too generously it will result in plants burning.

Interpretation

The facilitator let learners develop a love for everything around them by experiencing the rewards of gardening. They could experience the rewards of caring for plants by using fertiliser, for example, and seeing the difference between fertilised and non-fertilised plants' growth.

Excursion to Edgars Store

Due to the fact that only 3 of my 18 learners had ever been to a department store, and the rest did not even know what a department store was, I decided to take them to Edgars Stores in Nylstroom. Knowing the Manageress, Mrs Joyce de Wet very well, I made the arrangement quite easily. She permitted us on August 17th, while their staff had a meeting between 07:30 and 09:30 and the shop doors were still closed for the public. That gave us ample time to pass through all the departments, while a capable sales lady displayed to the learners all the different

items, sizes, and price-tags. She also explained how to go about choosing an item, checking on the size and price, then taking it to the fitting room, where a shop assistant will count the items and give you a number disc. After deciding to purchase the item, it is then taken to the cash register (with the coat hanger) where a shop assistant will attend to you. The saleslady then took us to the cosmetic department where she demonstrated (especially to the girls) how to purchase make-up, creams and body lotions, and perfume, the latter by spraying on the pulse with the tester! Of course this was great entertainment!

After experiencing everything there is to shopping at a department store, we thanked the staff who assisted us, as well as the manageress for their kind way of contributing to the upliftment of the less-privileged.

Back at school we completed a questionnaire about our visit to Edgars Stores, which the class enjoyed because they understood and were now familiar with the contents, as well as the vocabulary regarding a department store.

Furthermore, I taught the learners that we should all be grateful to the principal of the school who gave his permission as well as funding the excursion. They should never take anything for granted but rather regard it as a privilege. I therefore asked Sophie and Matibisi (class leaders) to convey our gratitude and appreciation on behalf of the class and teacher to Mr Labuschagne. I escorted the learners to the latter's office, lined them up where the class leaders, one in Afrikaans and the other in English, made their little speeches while all the learners clapped hands. The principal appreciated this gesture very much!

Interpretation

Gardening, shopping and animals were some of the topics that were come across in the magazines. The facilitator wanted to give learners first-hand experience in gardening, shopping and seeing live animals and therefore planned excursions for them. Gardening and a visit to the zoo have already been discussed. Shopping was the next topic. The learners gained self-confidence by going to Edgars. Future visits on their own would be easier as they know where they could find the

different items. They had also learnt a lot of new words that enriched their vocabulary. They would also be able to ask for certain items in future. It would seem later, as the facilitator remarked at "Shopping in a Supermarket in Nylstroom", that 12 out of 15 learners had indeed gained enough self-confidence to go shopping on their own.

Vandalism

Owing to horrific amounts spent on reparations and maintenance of government property at the school, I decided to take this topic up with the learners in order to educate them on having respect for property not belonging to you.

I took them first and foremost to their toilet blocks (the boys to theirs and the girls to theirs separately) to point out to them what vandalism means: all mirrors were smashed, cloth hooks on the walls were pulled off and out of the walls, wash basins were either smashed or cracked, the top handles of the taps were missing, the lights were broken, globes stolen, ceiling full of holes, windows broken, toilet seats broken and others missing, holes in the walls where toilet roll holders used to be fixed, stones in two of the toilets, numerous tiles broken, cracked and missing, etc.

They use these toilets every day but don't seem to take notice of the situation because while I fixed their attention to all the individual items they were voiceless and stunned. I asked them whether they liked it like that or would they prefer it to be neat and right. Of course they chose the last option. I then took them to the staff's rest rooms, girls to the Ladies' and the boys to the Men's. I asked them if they could show me something broken, missing, cracked or dirty, which they could not because of the immaculate condition in which the rest rooms are kept.

I stressed the fact that they (because they are the youngest in school) can start creating an ethic of respect and appreciation for government property and start making a difference by not making themselves guilty of vandalism. They should reprimand a person destroying property or notify the teacher on duty of such

conduct. I concluded by saying that one should withstand the evil and destructive temptation to destroy especially when one is alone and out of sight.

Interpretation

Vandalism was a topic through which learners could gain experience in its consequences. After having experienced the consequences of vandalism and having viewed property that was being looked after they could make a decision of not destroying government property but looking after it. Life skills such as responsibility to care for things around us, communication - sharing knowledge of vandalism with others and leadership - setting an example to the rest of the school were implicitly addressed.

Shopping in a supermarket in Nylstroom

I encouraged the learners to insist on going to a supermarket (SPAR, RITE VALUE, SHOPRITE CHECKERS, PICK and PAY) with one of their parents or a relative or friend.

Beforehand I discussed the set-up in the shop with them: entrance, several cash registers, trolleys, baskets for single items, shelves with all the different items, different brands of the same item, fruit and vegetables, confectionery department, cold storage with their items of butter, cream, yoghurt, cheese, milk, margarine, etc.

I discussed the procedures of shopping: making a list of items needed; taking the promotion-item list (items on special); compare prices with mass: e.g. 500 g salt in plastic bag @ R1, 55 is a better buy (more economic) than 250 g salt in a plastic container @R1, 75. Packaging of items is deceiving, rather compare the mass of the contents; checking in at the cash register; paying, checking your change.

Several learners (12 of the 15) did go as I requested to the supermarket (most went alone, which was a remarkable result, I suppose that it is due to the fact that I encouraged them, and told them that the shop personnel appreciate such visits

(even if you don't buy anything) because you may become a regular customer in future.

We then moved on to the next step: I distributed amongst them the latest shopping promotion - displaying items on special. I then handed out to each pupil the pocket-size calculator. I made a few lists of items on the chalkboard that we chose to buy. They had to write down in their workbooks the names of the items, mass prices and add it up. In every exercise I proposed we pay with a certain amount of money. They should do the subtraction and then tell me what change they have to receive, giving me an explanation of the type of money: 1 x R5 coin; 2 x R2 coins; 2 x 50c; 2 x 20c; 1 x 10c etc. They enjoyed this exercise very much.

I reminded them of the implications of shoplifting; never to eat some of the items with the intention to pay for it while still in the shop; never to push the trolley in such a way that it can cause injuries to customers; and never to squeeze fruit to feel if it is ripe; never to pull an item at the bottom or middle from a stack causing the whole pile to come down with a crash, to your embarrassment!

Always ask for guidance or help from a shop assistant when an item cannot be found.

Interpretation

By going shopping, learners experienced acting responsibly in a supermarket having self-confidence to buy an article or to ask for it and feeling in control by being able to calculate change. The self-confidence that was gained would also help them when confronted by doing other tasks.

Handing out of reports and saying goodbye

After the examination and evaluation period, I gave them the opportunity to express their art feelings by issuing them with paper, paint (water colours), brushes, scissors, glue, etc to make Season's Greeting Cards to friends, family and

parents. I made a few examples, explained the use of equipment and then left them to create for themselves. I arranged the desks in groups of four, placing a creative and innovative learner with the group.

To my great astonishment the outcome was one of true creativity! They elaborated on my simple examples. I helped them to fold and paste an envelope from a sheet of paper and to address the envelope, which now contained the greeting card. All they had to do was only to add a R1,10 stamp or deliver it themselves. They were quite thrilled with the result!

We then cleaned up and prepared to receive their reports. They were very excited with the results of a year's hard work and endurance. I praised the ones that showed much development and progress, and encouraged those that had less progress.

I thanked them all for their good behaviour, regular school attendance, homework well done, their willingness to cooperate and their true disposition.

I advised them to continue with this attitude throughout their school years as well as an employee in future to their own benefit.

I advised them to stay out of places where trouble can originate, not to associate with troublemakers and to return home before dark, to obey their parents or elders, and to enjoy their holiday.

The class (to my dismay) thanked me for teaching them and clapped hands!

Interpretation

From this entry it is clear that the learners were able to write on their own. They were motivated and put in a lot of effort to complete the cards. The facilitator's surprise about their creativity showed that they were willing to perform tasks on a level that seemed to be higher than they were used to. The learners were willing to

take responsibility for cleaning up on their own. The facilitator encouraged the learners to keep on performing as well as they did. The second-last paragraph indicates the facilitator's love and concern for the learners by asking them to take care of themselves.

6.6.1.10 Concluding comments about the facilitator's diary

The facilitator's diary clearly indicated that incidental learning can be a very valuable vehicle for implicitly addressing mega and cooperative life skills. To a great extent the interpretations are self-explanatory. As mega and cooperative life skills cannot be taught in a crash course it is much more significant if learners can experience the acquiring of these skills in everyday situations. When situations are experienced, their meaning becomes part of a person as changes take place. Through acquiring mega and cooperative life skills the learner is changed as he/she grows in the realisation of his/her own potential. Incidental learning had indeed succeeded in providing learners with learning situations through which they could grow in the realisation of their human potential.

6.6.1.11 Findings and remarks about the qualitative research

According to the observational instrument, in general the learners in the experimental group had acquired more mega and cooperative life skills than the learners in the control group. Therefore it can be said that more growth in the realisation of human potential was found in the experimental group. Improvements in the control group were very slight, as indicated by the observational instrument. The learner interviews indicated that the control group had in general improved but that the improvements in the experimental group were more significant. The interviews with the facilitators also supported the statement that the experimental group had in general shown more growth in the realisation of their potential (as measured in terms of acquiring mega and cooperative life skills).

The facilitator's diary provided interesting information about how incidental learning, which was linked to experiences or something that was read in a

magazine, was used to address mega and cooperative life skills incidentally. It also provided insight into how the facilitator viewed the learners and their experiences inside and outside the classroom. The facilitator's diary supports the information that is provided in the interviews. Throughout the diary and interviews with the facilitator, her compassion for the learners and the belief that each learner has wonderful potential that can be realised, can be read between the lines. It is clear that she was interested in the learners as human beings and their needs.

The control group on the other hand was struggling to finish their work. The focus on the learning programme did not allow much time for getting to know each individual for the person that he/she is.

With an understanding of the qualitative research results, the quantitative results need to be clarified. They will be discussed in the next section.

6.6.2 QUANTITATIVE RESEARCH: DATA ANALYSIS AND INTERPRETATION

The qualitative research has already indicated that the experimental group that was exposed to the cooperative paired reading programme with a very sympathetic and involved teacher, had in general shown more growth in the realisation of their potential than the control group. The qualitative research mostly reported on the acquisition of mega and cooperative life skills, while information about the competency in reading of the two groups is necessary, as it also indicates growth in the realisation of human potential. The next section about the quantitative research addresses this issue.

6.6.2.1 Empirical Study

A formal empirical study was planned to determine the influence of the cooperative paired reading programme on the reading skills of the learners who were exposed to the programme. One group of learners would be exposed to the

programme while another group would not follow the programme. The following hypotheses were formulated for the study:

- 1 The group that would be exposed to the cooperative paired reading programme (the experimental group) would improve more in terms of reading speed than the group that would not follow the programme (the control group).
- 2 The exposed group would improve more in terms of reading comprehension (including practical knowledge) than the group not following the programme.

i *Aim of the study*

The aim of the study would therefore be to determine the influence of the cooperative paired reading programme on the reading speed and comprehension (including practical knowledge) of the learners that would be exposed to it.

ii *Methodology*

a Method of sampling

As mentioned earlier, the method of sampling was non-probability sampling. Available samples were used as the two groups of learners that would be studied, were the only two groups that were available. These were the only two groups that experienced the problem with English and reading specifically.

The one group had a population of 16, while the other group's population was 20. It was decided that the group with 16 learners would be the experimental group, while the group with 20 learners would be the control group. The experimental group was an average one year and four months younger than the control group and had more serious language problems. Selecting the younger group as the experimental group, posed a greater challenge to the researcher.

As a few learners had left the respective groups during the course of the year, and due to absenteeism, (mainly in the control group), the total

number of learners that were included in the study, were 13 in each group. On the day of the post-test, six learners from the control group were absent, while one scoring sheet from the experimental group had to be made redundant as it was filled in incorrectly. The total population was therefore 26, that is 13 learners in each of the control and experimental groups.

b Procedure

Both the experimental and control groups were exposed to a pre-test and post-test situation. The pre-tests have already been discussed in Cycle 1 of the action research, and will therefore only be referred to briefly.

The pre-tests that were used were the following:

- 1 The One Minute Reading Test: measuring reading speed
- 2 The Test of Basic Literacy in English: Test 1. Reading Skills - measuring comprehension and practical knowledge. Even though practical knowledge is a separate section, the researcher is of the opinion that comprehension is also necessary to be able to answer the practical knowledge questions; therefore it is also viewed as "comprehension".

These tests were also used as post-tests, at the end of the school year. As the two groups would be exposed to different learning programmes, clarification is needed.

c Learning programme of the control group

It was mentioned previously that the control group would follow an English Literacy Programme (Joubert and Kaderli, 1995). The programme consisted mainly of bottom-up approaches to teaching reading, such as look-and-say approaches, phonics, filling in letters and words and repetition. The group was not aware that a research study was being conducted, but the teacher was.

d Learning programme of the experimental group

The experimental group would follow the same programme as the one of the control group, but would also follow a cooperative paired reading programme, where learners would do paired reading for at least 15 minutes per day by using DRUM. The group received twenty DRUM magazines of the same issue per week. The group was not aware that an experimental study was being conducted. The teacher was however aware of the fact.

iii *Results*

The data of the empirical study are presented in the following tables (Tables 6.4-6.7).

TABLE 6.4: Data of Experimental Group: Literacy Test: Reading

Learner	Age February '98			Pre - Test February '98		Post - Test November '98		Improvement	Cumulative Improvement	Average Cumulative Improvement
	Years	Months	Months	Literacy Test: Reading		Literacy Test: Reading				
				Marks	Percentage	Marks	Percentage			
1	11	10	142	22/51	43.14%	28/51	54.90%	11.76%	11.76%	11.76%
2	13	4	160	18/51	31.37%	28/51	54.90%	23.53%	35.29%	17.65%
3	12	6	150	21/51	41.18%	22/51	43.14%	1.96%	37.25%	12.42%
4	12	3	147	18/51	35.29%	26/51	50.98%	15.69%	52.94%	13.24%
5	12	7	151	29/51	56.86%	30/51	58.82%	1.96%	54.90%	10.98%
6	12	0	144	18/51	35.29%	21/51	41.18%	5.88%	60.78%	10.13%
7	11	8	140	19/51	37.25%	29/51	56.86%	19.61%	80.39%	11.48%
8	12	8	152	49/51	96.08%	49/51	96.08%	0.00%	80.39%	10.05%
9	11	9	141	22/51	43.14%	17/51	33.33%	-9.80%	70.59%	7.84%
10	13	4	160	18/51	35.29%	23/51	45.10%	9.80%	80.39%	8.04%
11	13	7	163	27/51	52.94%	36/51	70.59%	17.65%	98.04%	8.91%
12	11	8	140	6/51	11.76%	24/51	47.06%	35.29%	133.33%	11.11%
13	12	1	145	22/51	43.14%	27/51	52.94%	9.80%	143.14%	11.01%
Average			12.40		43.29%		54.30%			
Experimental Group - Literacy Test: Reading / Pre - Test Feb '98: Average								43.29%		
Experimental Group - Literacy Test: Reading / Post - Test Nov '98: Average								54.30%		
Experimental Group - Literacy Test: Reading / Average Cumulative Improvement								<u>11.01%</u>		

TABLE 6.5: Data of Control Group: Literacy Test: Reading

Learner	Age February '98			Pre - Test February '98		Post - Test November '98		Improvement	Cumulative Improvement	Average Cumulative Improvement
	Years	Months	Months	Literacy Test: Reading		Literacy Test: Reading				
				Marks	Percentage	Marks	Percentage			
1	14	1	169	17/51	33.33%	26/51	50.98%	17.65%	17.65%	17.65%
2	13	7	163	27/51	52.94%	27/51	52.94%	0.00%	17.65%	8.82%
3	14	0	168	17/51	33.33%	21/51	41.18%	7.84%	25.49%	8.50%
4	13	2	158	44/51	86.27%	46/51	90.20%	3.92%	29.41%	7.35%
5	13	11	167	29/51	56.86%	30/51	58.82%	1.96%	31.37%	6.27%
6	13	1	157	29/51	56.86%	41/51	80.39%	23.53%	54.90%	9.15%
7	13	10	166	22/51	43.14%	24/51	47.06%	3.92%	58.82%	8.40%
8	13	6	162	24/51	47.06%	18/51	35.29%	-11.76%	47.06%	5.88%
9	13	2	158	26/51	50.98%	28/51	54.90%	3.92%	50.98%	5.68%
10	14	6	174	51/51	100.00%	50/51	98.04%	-1.96%	49.02%	4.90%
11	14	8	176	28/51	54.90%	46/51	90.20%	35.29%	84.31%	7.66%
12	14	0	168	37/51	72.55%	41/51	80.39%	7.84%	92.16%	7.68%
13	14	6	174	17/51	33.33%	17/51	33.33%	0.00%	92.16%	7.09%
Average			13.85		55.81%		62.59%			
Control Group - Literacy Test: Reading / Pre - Test Feb '98								55.81%		
Control Group - Literacy Test: Reading / Post - Test Nov '98								62.59%		
Control Group - Literacy Test: Reading / Average Cumulative Improvement								<u>7.09%</u>		

TABLE 6.6: Data of Experimental Group: 1 Minute Reading Test

Learner	Age February '98			Pre Test - February '98 1 Minute Reading Test		Pre test Words read	Post Test - November '98 1 Minute Reading Test		Post test	Improvement	Cumulative	Average Cumulative
	Years	Months	Months	Years, Months	Months	per minute	Years, Months	Months	Words read / min	in Months	Improvement in Months	Improvement
1	11	10	142	Below 7y5m	< 89	18	8y11m	107	69	18	18	18.00
2	13	4	160	Below 7y5m	< 89	35	11y2m	134	94	45	63	31.50
3	12	6	150	Below 7y5m	< 89	22	8y0m	96	50	7	70	23.33
4	12	3	147	Below 7y5m	< 89	3	7y7m	91	41	2	72	18.00
5	12	7	151	7y7m	91	42	12y5m	149	107	58	130	26.00
6	12	0	144	Below 7y5m	< 89	4	Below 7y5m	< 89	17	0	130	21.67
7	11	8	140	Below 7y5m	< 89	1	8y11m	107	68	18	148	21.14
8	12	8	152	11y1m	133	93	16y0m	192	147	59	207	25.88
9	11	9	141	Below 7y5m	< 89	5	Below 7y5m	< 89	36	0	207	23.00
10	13	4	160	Below 7y5m	< 89	4	7y5m	89	38	0	207	20.70
11	13	7	163	11y8m	140	99	16y0m	192	136	52	259	23.55
12	11	8	140	Below 7y5m	< 89	13	8y9m	105	65	16	275	22.92
13	12	1	145	Below 7y5m	< 89	37	9y11m	119	79	30	305	23.46
Average			12.40		8.0			10.0			305months	

Experimental Group - 1 Minute Reading Test: Pre - Test Feb '98: Average
 Experimental Group - 1 Minute Reading Test: Post - Test Nov '98: Average

96 months
120 months

Experimental Group - 1 Minute Reading Test: Average Cumulative Improvement

23.46 months

TABLE 6.7: Data of Control Group: 1 Minute Reading Test

Learner	Age February '98			Pre Test - February '98 1 Minute Reading Test		Pre Test: words read / minute	Post Test - November '98 1 Minute Reading Test		Post test	Improvement	Cumulative	Average Cumulative
	Years	Months	Months	Years, Months	Months		Years, Months	Months	Words read / min	in Months	Improvement in Months	Improvement
1	14	1	169	Below 7y5m	< 89	9	Below 7y5m	< 89	16	0	0	-
2	13	7	163	Below 7y5m	< 89	15	Below 7y5m	< 89	25	0	0	-
3	14	0	168	Below 7y5m	< 89	6	Below 7y5m	< 89	18	0	0	-
4	13	2	158	10y8m	128	88	12y3m	147	105	19	19	4.75
5	13	11	167	8y2m	98	54	7y5m	89	38	-9	10	2.00
6	13	1	157	8y1m	97	51	10y3m	123	83	26	36	6.00
7	13	10	166	8y8m	104	64	9y4m	112	73	8	44	6.29
8	13	6	162	Below 7y5m	< 89	30	Below 7y5m	< 89	37	0	44	5.50
9	13	2	158	Below 7y5m	< 89	3	Below 7y5m	< 89	22	0	44	4.89
10	14	6	174	10y9m	129	89	12y4m	148	106	19	63	6.30
11	14	8	176	13y8m	164	119	13y0m	156	115	-8	55	5.00
12	14	0	168	10y6m	126	86	11y0m	132	100	6	61	5.08
13	14	6	174	Below 7y5m	< 89	15	Below 7y5m	< 89	29	0	61	4.69
Average			13.85		8.8			9.2			61months	

Control Group - 1 Minute Reading Test: Pre - Test Feb '98: Average
 Control Group - 1 Minute Reading Test: Post - Test Nov '98: Average

8.8
9.2

Control Group - 1 Minute Reading Test: Average Cumulative Improvement

4.69 months

Tables 6.4 and 6.5 show the following information of the experimental and control groups separately as far as the literacy test is concerned:

- ❑ The learners' ages, to indicate that the experimental group was younger
- ❑ The marks and percentages of the pre-test
- ❑ The marks and percentages of the post-test
- ❑ The average improvement in percentage (individually and average improvement for the group)
- ❑ The cumulative improvement
- ❑ The average cumulative improvement

Tables 6.6 and 6.7 are concerned with the data from the One Minute Reading Test. Table 6.6 presents the data of the experimental group and table 6.7 presents the data of the control group. The following information is presented:

- ❑ The ages of the learners, to realise that some learners were younger and to be able to compare their reading ages with their chronological ages
- ❑ The learners' reading ages in months according to the pre-test
- ❑ The reading ages according to the post-test
- ❑ The improvement in months (individually and average improvement) for the group
- ❑ Cumulative improvement in months
- ❑ Average cumulative improvement
- ❑ The number of words read per minute (pre- and post-tests). In order to determine the statistical significance of the improvements in reading speed, the exact words read per minute were used in the statistical calculations as it was more precise than the reading ages. The reading ages however provide a picture of the level of the learners' improvements in terms of reading speed, as compared to their chronological ages.

The results of the Literacy Test will be discussed in more detail in the next paragraphs, followed by the results of the One Minute Reading Test.

a *Results of the experimental and control groups: Literacy Test*

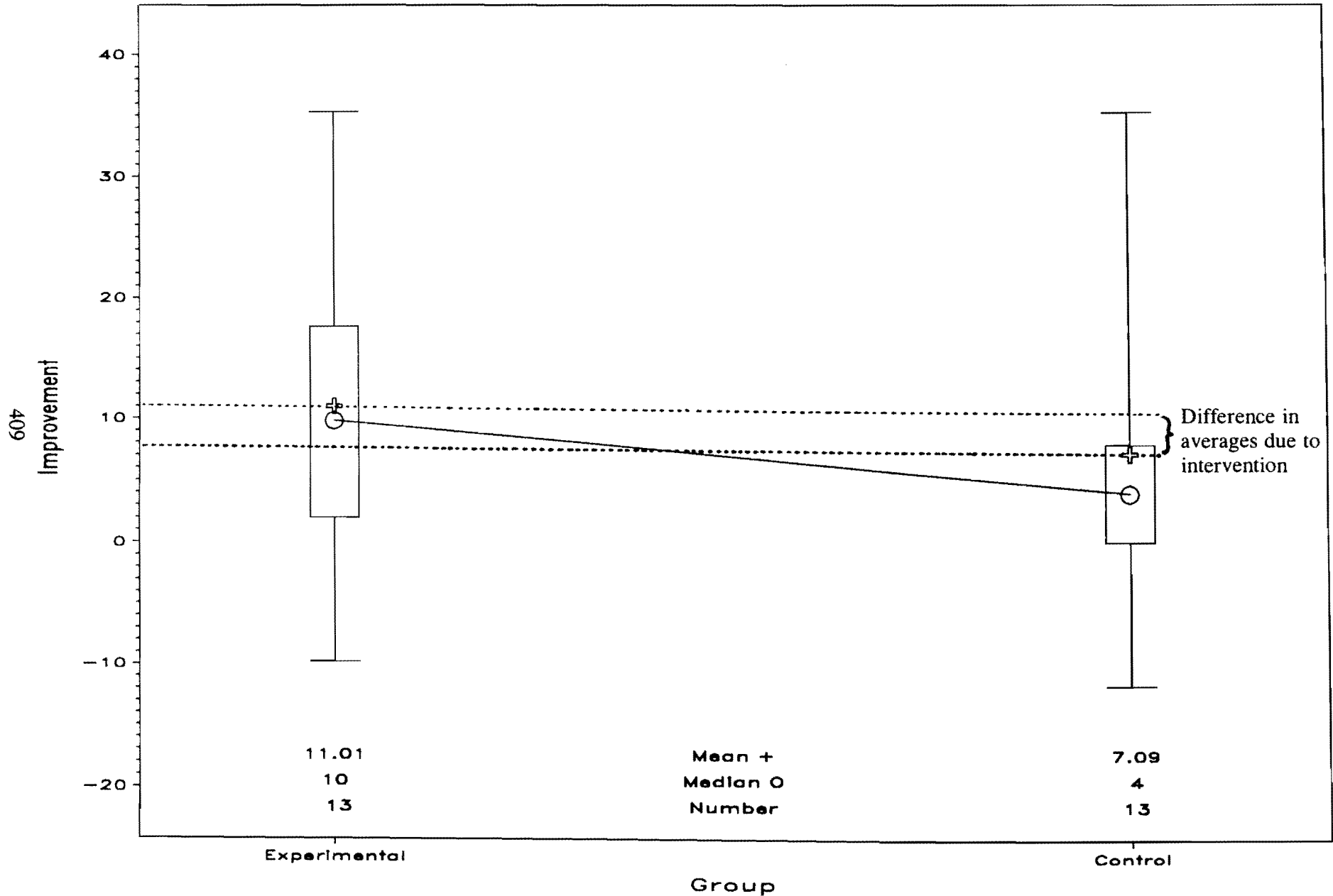
Important information obtained from table 6.4 and 6.5 is the following:

- The scores of the learners in the experimental group improved from an average of 43,29 % to 54,30%, which is an average cumulative improvement of 11,01%
- The learners of the control group improved their average score from 55,51% to 62,59%, which is an average cumulative improvement of 7,09%.
- A difference between the improvement in reading comprehension of each group was noted. The statistical significance of the data did however have to be determined.
- A T-test was used for this purpose and the results are as follows:
 - As far as the improvement in comprehension (as measured by the Basic Literacy Test in English) of the experimental group is concerned, the Mean (sum of measurements divided by the number of measurements), was found to be 11, 0105581 and the Standard deviation 11, 6700567. The T-test indicated that $t = 3,401794$. The p - value was 0,0053. The average improvement differs significantly from 0 on the 1% level of significance ($p < 0.01$).
- The results of the control group (reading comprehension, as measured by the Basic Literacy Test in English) was as follows:
- The T-test tested the statistical significance of the data. The Mean was found to be 7,08898944 and the Standard deviation 12, 1541864. The T-test indicated that $t = 2.102956$. The p-value was 0,0572. It was found that the average improvement does not differ significantly from 0 on the 5% level of significance ($p > 0.05$)
- The difference in the average improvements of the experimental and control groups was tested by means of a T-test which revealed the following:
 - The difference between average improvements was not found to be statistically significant ($p = 41 > 0.05$).
 - It can only be stated without certainty that the difference between 0 and the averages in each group is the result of the intervention. The

variance of the improvement in Literacy (reading comprehension) is presented In Table 6.8.

TABLE 6.8

Variance of Improvement in Literacy for each Group



When returning to the hypotheses that were formulated for the study, it can be said that the experimental group which was exposed to the cooperative paired reading programme (with a very sympathetic teacher) improved more than the control group in terms of comprehension, but that the average difference is not large enough to be statistically significant at the 5% level of significance.

b *Results of the experimental and control group: One Minute Reading Test*

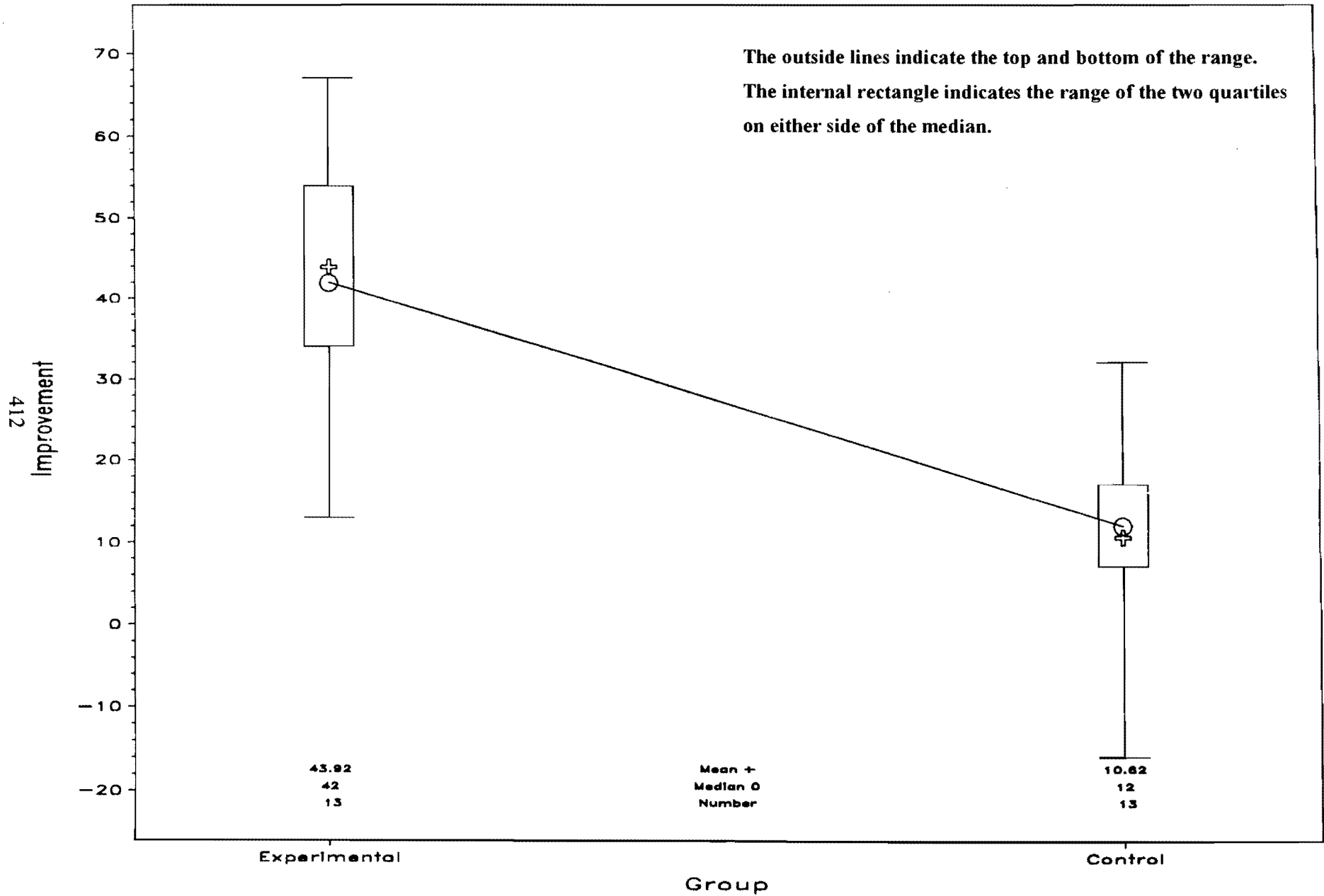
Important information that is provided by Table 6.6 and 6.7 is the following:

- The reading speed of the experimental group improved by 23,46 months, which is almost two years. At the time of the pre-test, their reading age (on average) was that of 10 years. The reason for this remarkable improvement was the fact that the learners were exposed to reading, and they had done a lot of reading. The combined top-down and bottom-up approaches to improve reading had been successful.
- It should be noted that when the pre-test was conducted, 10 learners out of 13 in the experimental group had read so poorly that their scores were below the lowest level of the norm table of the reading test. By the end of the year only two learners had still remained on that level.
- In the control group many learners were stagnating. At the time of the pre-test 6 learners out of 13 had performed below the lowest level of the test. At the end of the year there were still 6 learners who had remained on this level. One of the reasons for the little improvement in this group was the fact that the learners had mostly been exposed to bottom-up processes of improving reading. This supports findings in the literature about the success of combined top-down and bottom-up approaches.
- Another remarkable fact that is pointed out by the tables is that even though the experimental group is almost a year and a half younger (on average) than the control group, they had improved to such an extent that by the end of the year they were almost a year ahead of the control group as far as reading speed is concerned.

- The statistical significance of the improvements of reading speed in the experimental and control groups had to be tested. A T-test was used in each case and is described below.
- The following results were obtained regarding the statistical significance of the average improvement in reading speed of the experimental group:
 - The Mean was found to be 43,9230769, the Standard deviation 15,7663224 and $t = 10.04463$. The average improvement of the experimental group differed significantly from 0 on the 1% level of significance ($p < 0.01$).
 - The T-test indicated the following regarding the statistical significance of the average improvement of the reading speed of the control group:
The Mean was 10,6153846, the Standard deviation 11, 4930302 and $t = 3,33022$. The average improvement differs significantly from 0 on the 1% level of significance ($p < 0.01$).
- The T-test which tested whether the average improvement in reading speed of the experimental and control groups differed significantly, indicated the following:
The average improvements of the experimental and control groups differed significantly from each other on the 1% level of significance ($p < 0.01$)
The intervention was responsible for the greater improvement in the experimental Group. It is also believed that the positive attitude of the facilitator of the experimental group contributed to the success.
- When returning to the hypotheses formulated for the study, it can be stated that the experimental group, which was exposed the Cooperative Paired Reading Programme improved more in terms of reading speed (on average) than the control group. The difference in average improvement between the two groups is statistically significant.

The variance of the improvement in reading speed for each group is presented in Table 6.9.

TABLE 6.9
Variance of Improvement in Reading for each Group



6.6.2.2 Findings and remarks about the quantitative research

The quantitative research results supported the finding that overall both the learners in the experimental and control groups have shown improvements in reading. The experimental group has made greater improvements in reading speed and comprehension than the control group. Even though the improvements in reading comprehension in the experimental group were not vast enough to be able to state with statistical significance that they were the result of the implementation of the cooperative paired reading programme, gains in the experimental group were still greater than the gains in the control group.

A few points must be kept in mind when considering the significance of the test results of the Basic Literacy Test in English, which measures comprehension:

It should be remembered that owing to the scholastic set-up the experimental and control groups differed remarkably from each other. In the first place the control group consisted of learners who, on average, were a year and a half older than those of the experimental group. The age difference between the two groups was in itself not problematic, but for the purposes of comparing one group to the other the vast majority of the learners in the control group could already read at the start of the project, while most of the learners in the experimental group still had to learn to read in English. (Most of them read on or below the lowest level on the reading test norm table). The experimental group therefore had a greater backlog than the control group. Consequently the challenge for the experimental group was greater. The fact that the experimental group, in spite of the greater backlog, outperformed the control group in terms of reading speed and comprehension (no matter how small the statistical difference) indicates that the cooperative paired reading programme was of such quality that it led to an elimination of vast backlogs and improvements in only nine months.

A few important findings about methodology in teaching reading need to be mentioned. Firstly, the research results support the idea that reading is improved through reading, as is the case with paired reading. It has become clear that bottom-up approaches to improve reading on their own cannot lead to successful

improvement in reading. This finding is supported by the outcome of the implementation of only bottom-up approaches to teach reading in the control group. The results have suggested that by using bottom-up approaches combined with top-down approaches - such as paired reading - a much higher success rate can be achieved. The interesting reading materials (magazines) in the experimental group and the compelling learning tasks would definitely have posed a greater challenge to the learners in the experimental group.

The fact that the experimental group was constantly busy with a process of planning, executing, monitoring and evaluating their own learning through paired reading, ensured that mega life skills were being acquired and that metalearning was taking place. In this regard the results of the empirical research are supported by the qualitative research.

6.7 CONCLUSION

In order to give a conclusion about the four research questions that were introduced at the beginning of the chapter, the following conclusion is given:

- This chapter deals with the qualitative and quantitative research which was undertaken to determine to what extent cooperative paired reading would lead to growth in the realisation of the human potential of the learners. Action research was selected as the best way of gaining an understanding of how the programme would influence the lives of the learners. The reader was briefed about different research paradigms and the value of using quantitative and qualitative paradigms. Examples of data-collection methods that are common to both paradigms have been discussed. The concept of action research was clarified thereafter. In order to provide more information about the context of the research, the reader was introduced to the DRUM that was used as material for the project. Further details about the competency level of the learners who participated in the project were also provided. As far as the question of how action research can be used to determine whether growth in the realisation of human potential occurred, the different steps of action research were described in detail, with an

indication of the different activities that were carried out by the researcher, during the two cycles. Each one of the steps of action research was discussed in detail with reference to the two cycles of the research. An indication was also given of how the facilitator implemented the programme in practice. A discussion of the data followed. The qualitative data were discussed first, with indications of the method by which the data were analysed and interpreted. Throughout the qualitative data it was clear that the experimental group was showing solid progress, as far as acquiring mega and cooperative life skills are concerned but that the control group had shown far less progress. The reliability of the data was enhanced through triangulation, whereby various methods of data collection were used. These methods that were used to gain qualitative and quantitative data were the following:

- Pre- and post- testing: The One Minute Reading Test and the Test of Basic Literacy in English.
- Learner and facilitator interviews.
- Observation: An observational instrument to measure acquired mega-and cooperative life skills as well as reading progress.
- The facilitator of the experimental group's diary.

The different sets of data pointed out that the learners in the experimental group were constantly busy growing in the realisation of their potential. The control group was battling with communication problems and by the end of the year, even though there were some improvements, they had not progressed much further. The method of stimulus-response teaching, according to the outside-in paradigm, a lack of compelling learning tasks, uninteresting materials and a lack of interaction were some of the factors that were identified as possible causes of the lack of sufficient progress. Another factor that could have contributed to the success in the experimental group is the fact that this particular facilitator had a very positive attitude in comparison to the attitude of the facilitator in the control group.

The quantitative data indicated that cooperative paired reading was responsible for the improvements in the reading of the experimental group. The success of combined top-down and bottom-up approaches to improve reading was once again supported. The fact that reading is a learned skill and that learners learn to read by reading, was pointed out.

The quantitative and qualitative data supported each other to gain a clearer understanding of the two separate learning situations. In the experimental group for example, most learners could not really read at the beginning of the year. They slowly started gaining more self-confidence, as the learning tasks compelled them to take risks. As the mega life skills were being acquired, they were willing to tackle more challenging learning tasks. Through cooperative learning, the learners could share the meaning that they had previously shared with themselves, with others. Through cooperative learning, cooperative life skills were acquired. It was evident that these learners were growing in the realisation of their potential. As this process was also taking place as far as the development of reading skills are concerned, the outcome thereof could easily have been predicted - noticeable improvements in reading. However, it should be noted that the facilitator of the experimental group appeared, in the interviews, to have a much more positive attitude to her learners than the facilitator of the control group. It is not possible to determine the particular contribution of this factor to the differences found between the two groups.

The control group, with slight improvements in the acquiring of mega and cooperative life skills, can be credited for showing improvements in reading speed and comprehension (even though it was less than in the experimental group), taken into consideration that the method of teaching and materials were not of the same standard as those used in the experimental group. It can therefore be said that the control group also showed growth in the realisation of their potential (even though it was less than that of the experimental group). It can also be concluded that the cooperative paired reading programme did lead to greater growth in the realisation of human potential of the experimental group (as measured in terms of acquiring

mega and cooperative life skills as well as competency in reading: speed and comprehension).

The chapter has contributed to research methodology by illustrating how action research can be used to monitor the process of implementing a new programme. The value of using both qualitative and quantitative research paradigms to follow the heartbeat of the specific situation that is monitored has been realized. The method of triangulation, whereby different data- collection methods are used to increase the reliability of the data has been illustrated in a fair amount of detail.

The value of this specific research design for educational practice is significant. As already stated elsewhere, preparations have already started to implement the policy of inclusion in South African schools. This research serves as an example of how the needs of learners with different competency levels in reading can be met in one classroom. The specific research methodology of this project serves as an example of how to determine the effectiveness of programme implementation, through a continuous monitoring of the situation. The phases of action research (planning, implementation, observation and evaluation) have shown to be both necessary and effective in this process.

After a discussion of the research results it will also be necessary to give an account of the conclusions and the recommendations of the research. These aspects are addressed in the next chapter.

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