CHAPTER 5

A Model for a Cooperative Paired Reading Programme for senior phase learners in inclusive education settings and its application in this study

5.1 INTRODUCTION

The purpose of this chapter is to present a model for a cooperative paired reading programme, which aims at maximising human potential. Within this chapter theories that have been generated in previous chapters culminate into a practical programme. It should be indicated that a model for a cooperative paired reading programme is presented within this chapter, which makes it possible for the teacher/facilitator to adapt it to his/her unique teaching situation. The model will however also be referred to as the cooperative paired reading programme or simply as the programme.

In order to enhance the understanding of the programme, it will be necessary to briefly reflect on important aspects that were discussed during the setting of the theoretical educational background in chapter three (the connection between maximising human potential and reading) and the research background to reading (chapter four)

The concept of reading and the processes that it involves have already been discussed. It is now feasible to illustrate how the 19 essential elements of reading, which were discussed earlier, can implicitly be incorporated in a reading programme. It has already been pointed out that the reading programme should be an instrument through which learners can maximise their potential. A prerequisite for learners to maximise their human potential, is that metalearning takes place. The different phases of metalearning have already been identified as planning, executing, monitoring and evaluation. By pointing out the 19 essential elements of reading, it has already been indicated that these phases can all be found in the

reading process. It will be necessary to explain how the process of learning to read and improving reading can be facilitated. Paired reading which incorporates both bottom-up and top-down approaches to the teaching of reading, was the vehicle through which learners learned to read and improved their reading in this specific project. It was also the vehicle through which metalearning with its different phases would take place. During the process of paired reading, metalearning is not specifically referred to, but the different phases of planning, executing, monitoring and evaluation are inherently present throughout the programme. It should be pointed out that the mega life skills of self-confidence, motivation, effort, commonsense, responsibility, independence, peacefulness, joy and love - to ultimately care for myself and everything around me, which are the consequences of metalearning, have a very high probability of being acquired through paired reading. Paired reading implies that learners cooperate. Cooperative learning is therefore also facilitated through the programme. The learning tasks have been designed to guide learners from performing the lowest level of skills to highly compelling learning tasks. The learning tasks are viewed as necessary building blocks in the process of becoming literate. The learning tasks which are presented are suggestions for each phase of paired reading (pre-reading, reading together and reading alone) to take place, depending on the individual.

In the rest of the chapter it will be necessary to give an account of the specific model that is proposed to achieve growth in the understanding of English as medium of instruction and therefore also in the realisation of human potential. In order to meet this need the following sub-research questions have been identified, that will indicate the focus of the chapter:

- What programme can be used as a model to assist learners in inclusive education settings with English reading and therefore also lead to growth in the realisation of human potential?
- What foundation skills and behaviours are necessary for later reading success?
- What three phases should be present in the cooperative paired reading programme?
- How can the programme achieve growth in the realisation of human potential?
- What important strategies can be used by the teacher/tutor?

- How can typical poor readers be assisted?

- How should reading material for English second-or foreign language learners be selected?

The first question is addressed in the paragraphs below.

5.2 A MODEL FOR A COOPERATIVE PAIRED READING PROGRAMME FOR LEARNERS IN INCLUSIVE EDUCATION SETTINGS

Before the first phase of paired reading is discussed an overview of the three phases is presented, with reference to their place in the programme. Thereafter the foundation skills necessary for learning to read are presented.

The phases of paired reading vary. It has already been pointed out that some types of paired reading, such as paired reading of Topping (1995:10) only have two phases namely reading together and reading alone. The paired reading method of Young and Tyre (1983:147-148), however has three phases:

❑ Reading to the learner or pre-reading,

❑ Reading with the learner, and

❑ Reading alone.

The reading programme that was followed in this specific research project also had three phases and adopted the paired reading method of Young and Tyre (1983) as already mentioned. The three phases of paired reading will be discussed in the next paragraphs and examples will be given of how this specific paired reading model can be used in a classroom with learners having limited English proficiency. The reading programme will also show how DRUM (1998) was used as material. One important aim that the programme had, was to include both bottom-up and top-down models of learning to read. Therefore the reading programme of the experimental group incorporated a programme which had been used for many years to teach English to immigrants (Joubert and Kaderli, 1995) - which is mostly a bottom-up model - with a top-down model (Paired Reading of Young and Tyre, 1983). The theory of Kriegler (1990) of what reading is (the 19 essential elements) and how it can be taught and improved, forms part of the basis

of the programme. The views of more recent researchers about the teaching and improvement of reading have also been used in shaping the programme. Cooperative learning occupies an important place in the programme, as paired reading is in fact a form of cooperative learning.

To ensure that the reader will not be confused when reading the discussions of each different phase of paired reading in the programme that follows, it should be stressed that under the detailed discussion of each phase, some examples have been given of aspects that the teacher can focus on, during each phase. The basic three steps of paired reading can however be followed by reading to the learner, reading together and reading alone, for about fifteen minutes per day, without following each suggested activity. The procedure is actually very simple. Many studies that have used paired reading as an intervention technique, have only concentrated on the three main phases per se. The difference between this programme and such interventions is that this programme aims at catering for learners in inclusive education settings, where learners read on different reading levels, which often requires intensive differentiation. The programme has attempted to provide a vast range of strategies that can be focused on by the teacher, depending on the needs of the learners.

At this stage it will be necessary to take a brief look at the foundation skills and behaviours which are necessary for later success in reading. These skills and behaviours serve as a basis. For learners who are beginner readers or older readers who are illiterate in English (reading) the first focus of intervention is to acquire these skills and behaviours.

5.2.1 FOUNDATION SKILLS AND BEHAVIOURS NECESSARY FOR LATER READING SUCCESS

Yeomans (1999:34-35) has identified certain foundation skills and behaviours which should be in place to ensure further development in reading. She points out that these skills and behaviours, which are involved in early reading development, are based on a considerable body of research evidence. As far as the identification of special education needs is concerned (specifically in the area of reading

difficulties), it should be ascertained that learners are competent in these skills and behaviours. Many learners who struggle with reading show gaps in their understanding of print and/or their phonological awareness. Yeomans (1999:35) continues by explaining that intervention strategies should include particular areas of identified difficulty. The importance of the context when intervening is emphasised. The aim of assisting slow learners is to ensure that the learner would be able to access text more easily. These skills and behaviours should therefore be addressed through the use of books.

The skills and behaviours which were identified by Yeomans (1999:34) are the following:

5.2.1.1 Foundations skills: Competence in oral language and an understanding that print conveys meaning

a   *Phonological awareness skills*

- Identifying and discriminating onsets.
- Substituting phonemes.
- Identifying and giving rhyming words.
- Syllable splitting.
- Matching sounds or pictures.

b   *Concepts about print*

- Correct orientation of book.
- Turning pages front to back, knowing that the left hand page is read before the right hand page.
- Recognising/discussing environmental print
- Directional movement
- Correspondence of finger movement
- First/last part of story.

c   *Oral language skills*

- ❏   Labelling and commenting.
- ❏   Asking/answering questions.
- ❏   Use of decontextualised language.
- ❏   Re-telling story.
- ❏   Talking like a book.

With an understanding of the foundation skills, which are important for further reading success, it will be necessary to clarify how the cooperative paired reading model has been constructed and how it can be used.

5.2.2   AN OVERVIEW OF THE CONSTRUCTION OF THE COOPERATIVE PAIRED READING MODEL AND HOW IT CAN BE USED.

Before the first phase of paired reading is discussed, it will be necessary to briefly indicate how the programme can be introduced as a whole. Different learning tasks and reading materials have been selected in the programme below, for the different phases of paired reading. The materials that have been selected from DRUM should address the same topic as the specific lesson in the programme of Joubert and Kaderli (1995) that the learners are following that day. The learners first complete the learning tasks in Joubert and Kaderli (1995). The facilitator then introduces a specific passage/story from DRUM. The specific learning tasks that learners have to perform are indicated and learners do paired reading (pre- reading, reading together and reading alone) and discuss with each other how to solve the problem. The facilitator develops the learning tasks according to the needs of the learners and uses suggestions from the literature as a guideline. These suggestions are listed in the programme below. During the process of sharing meaning, cooperative learning and metalearning takes place and mega- and cooperative life skills can be acquired, if the processes were successful. In this way not only reading improves, but also growth in the realisation of human potential can take place. The following programme serves as a model of how cooperative paired

reading can be introduced. The materials that have been used can be viewed in the Appendix A: 1-99.

5.2.3 PRE-READING

According to Merrett (1998:61) the tutor and tutee should comfortably sit side by side so that both of them can easily see the text.

Sequero (1998:30) adds that when the text is discussed the perceptions of the learners concerning the text/story are more important than the interpretations of the tutor. Learners will therefore have to be encouraged to be actively involved in the reading process and should know that what they think is valuable.

Kriegler (1990:130-131) refers to Pflaum (1986) and Searfoss and Readence (1985) who suggested that the following aspects can be addressed:

- ❏ Concepts and vocabulary.
- ❏ Anticipation.
- ❏ Remembering.
- ❏ Differentiate writing and pictures.
- ❏ Talk about writing and written symbols.
- ❏ Talk about reading.
- ❏ Self-correction.
- ❏ Evaluation.

During the phase of pre-reading the following learning tasks can be concentrated upon to enhance different skills, which are required for successful reading. The materials that are used focus on bottom-up and top-down processes. More than 20 editions of DRUM have been used as material. These learning tasks and materials serve as examples of how learning materials and tasks can be selected by the facilitator.

5.2.3.1 Concepts and vocabulary

Merrett (1998:61) suggests that before starting to read, any words that are especially long or difficult can be selected from the story.

It is important that when the content is read, the learner should understand these words and concepts. Explanations should be specific. Thereafter understanding can be extended (Pflaum, 1986, Searfoss and Readence, 1985 in Kriegler, 1990:130) by providing "scaffolding" for the learners' thoughts, such as using questions which require more detailed descriptions. The importance of posing questions is also supported by Rivas (1999:16). "Scaffolding" according to Yeomans (1999:33) implies the following, referring to Snow (1983):

> *...the adult makes a language demand which is just slightly in advance of the child's level of competence and where the adult gives support to the child in using the language.*

a   *Learning task*

Learners work in pairs to perform some of the learning tasks and in groups of four for others, depending on what is more suitable for a specific learning task. Learners between thirteen and sixteen years of age tend to find this learning task most applicable to their own lives as they all want to have good looking bodies. The materials that have been used are the following: Joubert and Kaderli (1995:10), TRUE LOVE (19998:56), February issue, Sunday Times. Read Right (1999:3), 29 August issue and Sunday Times. Read Right (1999:3), 1 August issue. The first two preceding references are used in all sections up to and including 5.2.3.8.

Important aspects, which are selected from the passage, are the following:
❑   The heading: *Exercise* of the month:
                      Oblique curls.

❑ A dictionary can be used to look for the meaning of "exercise" and "oblique".

❑ The meaning of back, knee, bend, right, foot, left, pelvis, stomach, hands, head, support, elbow, chin, chest, raise, release, repeat, up, waist, trim is demonstrated by the learners in groups.

❑ A more detailed discussion can be stimulated by asking learners about other ways in which they can keep trim.

❑ Suggestions of how dictionary skills can be developed are found in the two issues of Sunday Times and Read Right.

5.2.3.2 Anticipation

The tutor can interrupt his/her reading to the learners and ask them to think what will happen next. Sequero (1998:30) cautions that the learners should not feel discouraged when their predictions are incorrect as *predicting implies hypothesising and this in turn implies confirming or rejecting their hypotheses.*

Rivas (1999:13) agrees that guessing and making inferences are important strategies. Learners can also use these strategies during the pre-reading phase.

a   *Learning task*
The materials that were used are the same as indicated above. Learners are asked to predict what will happen next, for example:
Lie on your back, both knees bent and hip-width apart. Place your right foot …
(on your left knee) Learners can look at the picture (context, top-down process) to help them. Merrett (1998:61) emphasises the importance of using information from pictures. The facilitator can sometimes keep quiet and allow the learners to complete the sentence.

5.2.3.3 Remembering

Learners should be encouraged to remember what has already been read in order to make it easier for them to make predictions. They should also try to remember other information about the topic that they have come across earlier. Sequero

(1998:31) points out that background knowledge is an important component of the reading process and that pre-reading activities should be used to activate the learners' background knowledge.

a   *Learning task*

The materials that were used are the same as indicated above. Examples of tasks where remembering information is crucial are the following:

❑   Where should my left foot be to do this exercise?

❑   Why should the left foot be on the floor and not the right foot?

❑   What other exercise can you do with the left foot on the ground? Where did you read it, or how do you know about it?

5.2.3.4 Differentiate writing and pictures

Yeomans (1999:32) mentions that young children should understand that print carries meaning. They should be able to show that they can read the text, rather than the pictures only. On the other hand, Merrett (1998:61) draws attention to the fact that pictures can contain a lot of information about the content that is read. Rivas (1999:16) adds that learners should know how to use photographs or illustrations effectively. The cover of the book also contains a lot of information and should be discussed (Hood, 1993:12).

a   *Learning task*

The materials that were used are the same as indicated above. The significance of information from pictures can be enhanced by guiding the learners to gain an understanding of the following, for example:

The context (including pictures, such as the lady doing the exercises) supports the meaning in the text. One can see in the picture that she lies on her back, but the picture does not show that the exercise is repeated eight times and one must relax. Because the text portrays more meaning, one cannot only watch pictures but needs to reconstruct meaning from the text. Sometimes there might also not be any pictures.

5.2.3.5 Talk about writing and written symbols

Learners should realise where important words are written. Sequero (1998:31) suggests that headings or text titles can be used to encourage learners' metacognitive knowledge and skills monitoring. Analysis of headlines or titles is an activity that is also supported by Rivas (1999:16).

a   *Learning task*

The materials that were used are the same as indicated above.

i   **Look where important words are written**

The process should be facilitated where learners look where important words are written, for example the name of the author of the article: Mandy Collins, the heading:

Exercise of the month: Oblique curls, the name of the photographer (at the bottom of the page in small letters, left corner).   The different steps of the exercise are also to be numbered (1,2). Learners can later on be asked to identify the authors of other articles.

ii   **Draw the learners' attention to shorter and longer words, for example: on - movement**

iii   **Identify words that look almost the same**

Paran (1996:32) suggests an activity where learners have to circle one word which matches a word printed in bold. According to Yeomans (1999:32) learners should be able to identify words that almost look and sound the same. What should however be remembered with activities such as these, is that it should always be done within a specific context. (Begin with the words in context - isolate the words to focus on specific features - return to the context). An example of identifying words that almost look the same is "knee/keep". Some words, such as "black/flat" almost sound the same.

iv   **Point at white spaces between words**

Yeomans (1999:34) points out that print awareness ranges from an understanding that the marks on a page portray meaning, to knowing that

print carries a specific meaning, which can be obtained only when close attention is paid to the words on the page. It should be noted that words (groups of letters) are separated from each other by white spaces on the paper and that they carry a particular meaning. It should be emphasised that each group of letters which are separated from each other through the white spaces make meaning, for example a short sentence such as: "Then relax."

v   **Draw the learners' attention to capital letters and punctuation**

Hall (1995:29) shows that understanding punctuation is quite difficult for children as it is "riddled with inconsistencies". The language system of English shares this characteristic. He suggests that the tutor/teacher has to focus on the information about the writer's text which punctuation supplies to the reader. As children often experience punctuation as an externally imposed and "autonomous" object it would be better to follow a different strategy than rules or rituals that are associated with punctuation. Hall (1995:38) explains an alternative strategy as follows:

Thus children should be invited to reflect upon how the marks they make offer information (or how other writers' marks impact upon them as readers).

Learners would obviously feel more comfortable with such an approach and it will be more stimulating.

The following are examples from TRUE LOVE, where punctuation and capital letters are focused upon:

*The **heading** of the article starts with a capital letter. **Why?** Sometimes the whole heading is written in capital letters to draw our attention to what the passage is about. A sentence also starts with a capital letter and ends with a full stop, to make it easier to follow the story, for example, 'Repeat the movement eight times'. What other marks do you notice in the text? The **comma**, for example: Tilt your pelvis, pull in your stomach and*

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keep your back flat on the floor. Why is the comma used? In this case the comma is used to separate a few things that are named after each other.

5.2.3.6 Talk about reading

Yeomans (1999:33) refers to the works of Clay (1985) and points out that the following skills and behaviours are important as far as knowledge of concepts about print is concerned which is an important aspect of the reading process. (Concepts about print involve an understanding of how books are organised):

- ❏ Orientation of the book (the book should be held the right way up).
- ❏ Identifying the first and the last part of the story.
- ❏ Pages are turned from the front to the back of the book.
- ❏ Knowing that one reads the left page before the right page.
- ❏ Directional movement (being able to move a finger along a line of text, from left to right and from the end of the line to the beginning of the next line).
- ❏ Correspondence (as the tutor reads the text out loud, word-by-word, pointing takes place).

Sequero (1998:30) supports the idea that talking about reading is important.

a *Learning task*

The materials that were used are the same as indicated above.

Show the "name" of the story/article and where one starts to read. One normally starts at the top. You look for big letters that normally announce the "name" of the article/passage or the heading. In this case it will be Health:

Exercise of the month: Oblique curls.

Let the learners show with their fingers in groups where one starts reading.

Discuss with learners how one knows to turn the page and how to do it.

Where is the end of the article? Sometimes an article has a "frame" around it, and then one knows that everything has been written inside the frame, as in the case of this particular article. Let learners find the end of the article on the next page.

5.2.3.7 Self-correction

Self-correction is an important strategy, which has to occur when the reader realises that a word, which was read, is not appropriate to the context (Moore and Wade, 1998:24).

A number of strategies can be used for self-correction, such as:

❑   Re-reading.

❑   Phonic analysis, such as sounding out or syllabification.

❑   The context (meaning or how the word fits in the sentence).

❑   Predicting.

❑   Crosschecking one strategy against another to determine the correctness when an unknown word is read (Moore and Wade, 1998:24-25).

a   *Learning task*

The materials that have been used are the same as indicated above.

The teacher can sometimes deliberately read a word incorrectly and then demonstrate to the learners how one should correct oneself.   Learners can demonstrate it in groups of two. For example: Place your right foot on your left knee, incorrectly read as: Place your right tooth on your left knee. If what has been read, does not make sense, I use the context to determine if I have read correctly. The context (rest of the passage or the picture) did not say anything about a tooth. If I think logically I will realise that it is also impossible to put my tooth on my knee. I therefore have to go back to the passage and again read the word which I read as "tooth" because it does not make sense. I then read it very carefully and discover that it is "foot". Now it makes sense and I have corrected myself.

5.2.3.8 Evaluate

The reader has to evaluate the material that was read in terms of the value that it has for him/her personally.   According to Sequero (1998:31) the personal involvement of the reader is important by comparing the engagement between the reader and the text to *having a conversation with the writer.*

Rivas (1999:18) stresses the fact that learners should be guided towards really comprehending what is read and teachers/tutors should be cautious not to only "test" their understanding.

a   *Learning task*

The materials that have been used are the same as indicated above.

Was this an interesting passage? Why? Does it have any value for me? Why? For example: Yes, it was, because I have been putting on weight lately and my boyfriend has been teasing me. I want to be in good shape and I am going to do this exercise every day. Or: No, not really. I have always been thin and healthy. I hate exercises but my sister has a problem. I shall explain to her what to do and read the passage to her.

The first phase of paired reading, the pre-reading phase, has the aim of eliciting the involvement, interest and motivation of the learners (Rivas, 1999:16).

The learner has to be assisted to understand what reading really is, as described by Zhenyu (1997:41):

> *It is beyond any doubt that the ultimate objective of reading is to obtain information from what is being read.*

According to Kriegler (1990:131-132) the emphasis should be on an atmosphere where the learner will be made aware of the value of reading and the communicative function of writing. Reading related tasks, which are both enjoyable and interesting should be used. Enjoyment is also emphasised by Holmes (1993:12). Older learners who have to begin with reading at this stage, have to understand the meaningfulness of these tasks. These learners who are mostly negative towards "remediation" in reading will have to experience that the assistance they are receiving, is something different and that it can be experienced in an enjoyable way. The learner's self-image should become more and more positive as help with reading continues.

Moss and Reason (1998:32) warn against the "remedial approach" where learners are taken from the class for additional reading and point out that "it is by no means a novel idea." These approaches involve individualised reading where the teacher listens how each individual learner is reading. It is not a collaborative process. They also point out that older learners who struggle with reading can be demoralised by failure. Townsend (1998:129) agrees with these statements about older readers who struggle with reading by saying that:

> ... *the nature of the beast is very different to the young child learning to read at mother's knee.*

The older, struggling reader, according to Townsend (1998:129-130), usually shows a resistance to reading "either overtly or through more subtle non-compliance." Specific aspects that should be kept in mind when assisting older learners with reading are suggested by Townsend (1998:130) and are discussed below:

5.2.3.9 Points to remember when assisting older, struggling readers

- The learners usually have a history of failure in reading. They tend to "switch off" from print. Strong negative feelings and barriers, such a scepticism and disaffection often exist.

- It is likely that the learners had previously been unsuccessfully exposed to a lot of phonics/look-and-say exercises to try and rectify the problem. The same type of approaches would easily demoralise the learners.

- Attractive, high-interest, non-condescending reading material would be needed for these learners, as their tastes are more sophisticated than those of younger, struggling readers.

- It is important that these readers be convinced of a purpose for them having to read.

- Another characteristic of older, struggling readers is that they tend to be easily embarrassed and self-conscious when having to read aloud in front of other people.

❑   Low motivation can be found among some adolescents who view reading as "boring".

Kriegler (1990:135) indicates that the learners will start to experience success when they realise that they can understand what is being read. The learner's self-image should become more and more positive as assistance with reading continues.

A magazine is an excellent way of opening a new world to the learner who has never had the privilege of having his own magazine. When he realises that meaning can be reconstructed by manipulating the letters in this colourful, wonderful piece of material through a process of reconstructing meaning he begins to see himself in a whole new relation to the world outside. In fact, the learner begins to see himself in a colourful way, just as the pictures in the magazine. In the magazine his own people and culture are portrayed, with the laughs and the struggles, possibilities and hopes, as well as the disappointments of every day. In the mirror of the pages of the magazine the learner can begin to see a future because of his increased knowledge of the world around him.

During the pre-reading phase the learner has to become ready, willing and excited about reading. Learners have to spontaneously explore the communicative function of the writing system in natural situations. Rivas (1999:18) agrees with this statement by saying that learners should be given opportunities to creatively and imaginatively relate to texts. He continues by saying that:

> ...researchers ... have proposed different activities, which contribute to the integration of reading with other language skills, and which resemble 'real' activities performed by native readers, such as listing facts, summarizing, describing or providing information, as well as discussions.

The seven functions of language as listed by Halliday (Reid and Hresko, 1981) can be focused on to enhance the realisation that language has a communicative function (Kriegler, 1990:136-138).

It is interesting to find that the advocates of Communicative Language teaching (for teaching English as a second language), very strongly emphasise that the communicative function of language can be portrayed more effectively if the activities and materials that are used, are "real life" material and activities. For this reason TRUE LOVE (1998:114) was used, as well as the programme of Joubert and Kaderli (1995:33-41). The "real life" character of the learning tasks can easily be identified. The article is presented at this stage, for the reader to have a better understanding of the specific context of each learning task. The suggested materials are Joubert and Kaderli (1995:33-41) and TRUE LOVE (1998:112-114), February issue.

5.2.3.10 The seven functions of language (Kriegler, 1990:136-138)

a	*Instrumental function*

❏	To satisfy needs and to obtain something that the learner wants.

❏	Example: Reading the recipe of chocolate treats and being able to understand what ingredients to use and the method of making the treats. Learners will then be able to make the chocolate treats and eat them.

b	*Function of control*

❏	To influence others

❏	Examples are requests, instructions, and a letter to ask something or a written note somewhere to present a certain message.

❏	As far as the recipe is concerned, a learner can ask his/her mother to make the chocolate treats for his/her birthday, by writing down all the ingredients and the method on a piece of paper, to explain how it is made, if the recipe is not available the learner can recall the necessary information.

c	*Interaction*

❏	To initiate contact and to maintain communication.

□   The example of the recipe can be used again. The learner writes a quick note to his/her friend asking him/her to come over to their house that afternoon, to help him/her to make chocolate treats for the party the next day.

d   *Heuristic function*

□   To learn to explore the world.
□   The example of the recipe can once more be used. Certain measures are used to measure different ingredients e.g. ml, l, g, kg, etc., and specific utensils can be used to measure different ingredients, such as a cup of milk, two teaspoons of sugar, a tablespoon of flour, etc.

One also learns to explore a supermarket if one has to search for different items. After some time one realises that different types of groceries in the supermarket are kept in different localities. The chocolates, for example will not be placed next to the soap powder, as the smell of the soap will be absorbed by the chocolates. In the same way dog food and bird food are kept apart from baby food. Each item has its own special place.

A recipe on the other hand, has a specific method that needs to be followed, whereas the mixer at home has instructions to assemble and operate it.

e   *Personal function*

To confirm or establish the self
□   This function can involve descriptions of who I am, where I stay, what I look like, etc.
       If learners work in pairs they can decide to take the chocolate treat recipe to the nearest bakery and place an order for it to be made. The learners will have to leave their names and addresses so that the chocolate treats can be delivered at the correct place.

f   *Fantasise*

❑   To make representations and to create a world of imagination.

❑   Learners can document their own discoveries, for example my own recipe. They can pretend to be very famous cooks who have to surprise the president who has a sweet tooth, with something special. Learners normally find this learning task most enjoyable, especially when they are allowed to use drawings to illustrate what they mean.

g   *Information*

❑   To gather information and to share it with others.

❑   The recipe of the chocolate treats can be used to gather information. Learners can read it and explain to a partner how to make the recipe without mentioning the name. The partner can use the explanation to suggest a suitable name for the recipe. The partners can then be asked to write down the things they would like to change in the recipe and explain how and why. Another learning task can be to compile a list of the ingredients which are liked or disliked and then explain it to a partner.

The following points in connection with the learner's writing should be remembered. (Kriegler, 1990:138):

❑   The learner writes down his/her own meanings. Mistake-free language should not be emphasised at this stage.

❑   Correctness is not measured in terms of the adult's standards, but in terms of how accurately the learner's understandings or meanings are portrayed.

❑   The realisation that literacy means self-expression and communication is more important than correct spelling.

❑   When assistance with spelling is given later, it will not be done in isolation but in the context where the need exists.

Another aspect playing an important role in reading readiness is cognitive enrichment, which will be discussed in the next paragraphs.

5.2.3.11 Cognitive enrichment

According to Mulcahy & Hanson (1993:1-3) teachers, school districts, colleges and universities have in the past decade shown increasing interest in teaching thinking skills. Various cognitive education programmes emerged, all aimed at improving learners' cognitive and metacognitive skills. It was expected that learners would become more independent learners and more efficient problem solvers.

One such programme is Reuven Feuerstein's Instrumental Enrichment (IE), which was originally designed for culturally disadvantaged children and youth. Mulcahy & Hanson (1993:3-4) describe some of the features of this programme as follows:

> *A distinguishing feature of IE is its emphasis on the importance of mediation for strategy development. In IE, social interaction is important because it is believed that it is not the content, but the **means of interacting**, that is internalized by the child. The Feuerstein program utilizes the pencil-and-paper tasks with related intensive teacher-student discussion. It consists of 15 "instruments" or dimensions. The program is intended to be content-free. That is, the contents of any particular exercise are merely a vehicle, or an instrument, to achieve the overall goals of the program. The major role of IE is to enhance the cognitive modifiability (that is, learning potential) of the individual. It is the dynamic involvement of the teacher in a dialogue with the student, along with the change in orientation from product to process, that depicts this program.*

Sánchez and Avilés (1993:9) agree with the above description of the IE programme.

Mulcahy & Hanson (1993:7) reports that after a cognitive education programme had been implemented *reading comprehension and related strategies* were amongst the most pronounced effects that were observed to have improved. It was also found that the learners' degree of metacognitive reading awareness improved.

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Principles of Feuerstein's Instrumental Enrichment can be incorporated during pre-reading to enrich this phase (Kriegler, 1990:139). The learner should learn to identify patterns. Words, concepts and objects can be classified according to similarities and differences. Paran (1996:31) suggests a very significant task where learners have to identify words that appear in different type weights.

Sánchez and Avilés (1993:9-13) also used the instruments of IE (Comparisons and Categorisation) in a study to develop thinking processes of learners and stressed the relation between these two instruments and maximising learning potential. They claimed that:

> *These instruments are intended to foster students' ability to establish differences and similarities between things, objects, and* historical *events. Comparison is viewed as one of the basic components of intelligence* (Feuerstein, 1980; Sternberg, 1986).

a   *Learning task*

The following examples from Joubert and Kaderli (1995:62,67) and DRUM (1998:88), 12 February issue are used to illustrate how the teacher can compile learning tasks for identifying patterns and classifying words, concepts and objects, according to similarities and differences.

b   *Classification of similarities and differences*

i   *Similarities*

Words that start with capital letters, indicating places, things or people:	Words that refer to movement:	Words with inherent similarities e.g. words ending on "ed":
❑ Chiba ❑ Tokyo ❑ Japan ❑ Momotaro ❑ Japanese	❑ Pedalling ❑ Jog ❑ Cycle ❑ Skateboarding	❑ Excused ❑ Tested ❑ Imagined ❑ amazed

ii   *Differences*

Long and short words, for example:		Differences in the context, for example:
Residents	be	❑ Short and long sentences
Thinking	for	❑ Different colours in the picture
Bicycle	to	❑ Types of letters or print
Something	on	

The learner needs to learn to compare, which requires paying attention and attentive listening. He/she has to learn to use more than one source of information at the same time and to consider alternative answers before giving a specific answer. At this stage the "how" of learning is more important than correct answers (Kriegler, 1990:139).

Learners need to be made aware that there are different stories or articles and that they can be classified in different ways.

A magazine is a source that contains a great variety of types of articles or information. Learners can use DRUM of 5 February 1998 for the following learning task:

In pairs or in groups of four learners page through the magazine and classify the first 5 articles. The classifying word will usually be a word which can be found in the text, for example:

1 Pages 6-7 deal with letters

2 Pages 8-9 deal with a killer

3 Pages 10-11 deal with a coffin trade

4 Pages 12 -13 deal with Sugarboy Malinga

5 Pages 14-16 deal with soccer: Bafana Bafana

All these various types of information differ.

The course of time in a story such as "You Never Can Tell" by Daniel Phala in DRUM, 5 February 1998 can be used to compare the course of time in the story to realistic time to enforce the concept of time. The programme of Joubert and Kaderli (1995:55) also reinforces this concept.

The course and the result of different events can also be discussed in groups.

Divergent thoughts can be stimulated by encouraging learners to think of alternative plans or choices that could have been made by characters and what the outcome could then have been (Kriegler, 1990:139).

Now that the first phase of paired reading and suggested tasks for learners during pre-reading have been elaborated on, it will be feasible to explain the second phase of paired reading which is the phase of reading with the learner or reading together. This aspect is discussed in the next section.

5.2.4 READING WITH THE LEARNER OR READING TOGETHER

The purpose of this phase is to give the learner ample exposure to the real process of reading, even though he/she cannot read fluently (Kriegler, 1990:142). A learner who has made a start in reading, but failed to make normal progress, will

benefit from this phase where a tutor reads with him/her (Merrett, 1998:60). What these learners need is support and encouragement from a more skilled reader to help them along in a one-to-one situation. Merrett (1998:59) continues by saying:

After all, the best way of learning some new skill is in a face-to-face situation with one who is already skilled, and that is just what tutoring provides.

During this phase, the tutee and tutor together read the part (that was read during the pre- reading phase) aloud. The part is read together for the second time, but the tutor keeps quiet now and then and gives the tutee an opportunity to read words and sentences alone. Parts of the passage are selected in such a way as to ensure that the tutee will be able to achieve success.

Kriegler (1990:142) mentions that a number of teaching and "remedial" techniques can be integrated in this phase (such as those suggested by Gearheart, et al. 1986, Reid and Hresko, 1981, as well as Young and Tyre, 1983) but that it is essential that the tutor will have a clear understanding of what reading and learning to means. During this phase the most direct instruction takes place. Specific knowledge about words, letters and sounds is supplied. The emphasis is still on meaning and it should be kept in mind that reading and writing in isolation are not aims on their own. The following 11 skills as suggested by Goodman (Kriegler, 1990:142) can be focused on. The materials that will be used to focus on different skills are DRUM (1998) and the programme of Joubert and Kaderli (1995).

5.2.4.1 The ability to scan (Turner, 1998:11; Gaffield-Vile, 1996:110)

Sequero (1998:31) explains the ability to scan as follows:

When students, scan the text, looking for specific information, summarize information, or preview headings we are at the same time raising students' awareness about the importance of the use of these techniques. Students tend to incorporate these techniques into their repertoire later on.

The ability to scan implies that learners move their eyes from left to right and from top to bottom while searching for meaning. This skill is focused on during the following learning task:

a   *Learning task*

Learners scan the pictures in Joubert and Kaderli (1995:76-77) in search of a specific one or scan the words in the same way. Learners can be asked to scan the article about "Cash for news" in DRUM (1998:7), 22 January issue to find out how much the magazine pays for every true story that they will print, and how much for a picture. It will be easier if the learners would look for specific words, e.g. true story and picture. The answers will then also be found near those words. They can also be asked to find out how many words a proposal for a story should contain and to whom it should be sent. In this case they will have to look for a number and a name and surname (both with capital letters).

5.2.4.2   To focus on a line or part of it

When the learner checks his/her understanding of what had been read, he/she will have to focus on a specific part of the text to confirm the answer or find information.

a   *Learning task*

Learners have to focus on the two sentences in Joubert and Kaderli (1995:74) for a while in order to find the answer to the following question: Peter wants to buy a can of coke. It costs R2.50. He only has R2.15. How much is he short?

5.2.4.3   To select important graphic clues

Important graphic clues supported by knowledge of the context and the language, such as letters at the beginning of words or consonant groups can be selected. The selection of important graphic clues enables the reader to take in more information at once ("chunk"). The decoding of every letter in a word is then not necessary and the reader reads faster (Paran, 1996:25). It is important that readers master this strategy.

a   *Learning task*

Learners identify the following letters in Joubert and Kaderli (1995:2,5) at the beginning and end of words: ch, sh, th, ng, wh .

The task can be placed in context by using DRUM (1998:78-79), 4 June issue.

"There was a loud spla<u>sh</u> as the sheep carcass hit the surfa<u>ce</u> of the aquarium tank. It was immediately surround<u>ed</u> by a school of small fi<u>sh</u>."

Learners will find it easier to read this paragraph when they already know the following letters: sh (splash), ce and sh (fish). These sounds have very specific ways in which they occur. In this case, at the end of words and even though it is two letters each time, when the word is read in a meaningful way, it makes one sound. The ed is also an important clue. It tells the learner that the events which are described in the beginning of the article happened in the past. Other similar examples can be identified in the rest of the article.

5.2.4.4 To be able to anticipate a graphic representation by using syntactic and semantic clues

Knowledge of the rules that determine the actions and combination of words in sentences will help the learner to anticipate and read faster, especially when semantic knowledge is incorporated.

Rivas (1999:15) comments in this regard that, as far as reading in English as a foreign language is concerned:

> *... it has been shown by research that syntactic and vocabulary knowledge are essential for comprehension (Berman, 1984). Lexis has been identified as a source of difficulty for EFL readers; ...*

a   *Learning task*

The influence that one or more than one specific person has on the rest of the sentence, for example:

The old man <u>has</u> grey hair.

I <u>have</u> blue eyes

The boy plays in the garden (Understanding that one boy influences the verb to have an s)

The children eat their food (Understanding of more than one child. Because it is plural, it does not influence the verb). Joubert and Kaderli (1995:23) is used as material.

In a larger context, such as DRUM (1998:80), knowledge of the rules which determine the actions and combination of words in sentences will help the learner to anticipate and read faster, especially when semantic knowledge is also incorporated. In the following example, where DRUM (1998:80-83,87), 4 June issue has been used as material, anticipation is made easier because of syntactic and semantic knowledge, thus taking a lot of the burden to decode off the short-term memory.

If the reader has understood the first part of the story he/she will be able to anticipate that the word after "that" will be "animal". The word after "I" will be "am". The sentence without the words will be: "I ... going to eat that ... "

The correct sentence is: "I **am** going to eat that **animal**."

In the same way the reader will be able to anticipate "am" and "animal" in the next sentence:

"I **am** going to help you with the **animal**."

5.2.4.5 To make a representation so that what has been anticipated can be verified against that which is correctly perceived

Turner (1998:9) shows in this regard that the reader uses schematic knowledge (what he/she knows about specific contexts and the world in general) and systematic knowledge (knowledge about the language - vocabulary, structure, syntax), to make hypotheses in advance of reading "about likely ideas or events in a text and the sort of language through which they will be realised." The hypotheses are then checked against the correct perceptions.

a   *Learning task*

Learners anticipate "in", "on", "under" etc. with the help of pictures (context). Joubert and Kaderli (1995:29) has been used as material. DRUM (1998: 84-85), 4 June issue can also be used where learners study the Twinsavers Advertisement. *Because human noses are soft*. The learner anticipates that the last word should be soft because of contextual clues: the pictures and the Twinsavers box. The anticipation is then checked against the correct perception.

5.2.4.6 To recall relevant knowledge about language, the world in general and comprehensive knowledge during reading

Rivas (1999:16) says in this regard that activities can be used which:

> *... are a means of incorporating the learners' knowledge of the world, linguistic knowledge, ideas and opinions, before checking them against the text.*

Such activities also aid vocabulary development by generating vocabulary related to the text topic (Rivas, 1999:16).

a   *Learning task*

The learner has to recall knowledge about colours, clothes and the classroom, numbers, my body, for example, to be able to read more fluently. DRUM (1998:44,45,48,49,51), 18 June issue and Joubert and Kaderli (1995:8,18,85) have been used as materials.

> *Rachel sat at her desk with the afternoon sun*
>
> *hot on her cheek. She sat alone, of course; even*
>
> *though the desk was made for two. None of*
>
> *the other Matrics wanted to sit beside Rachel,*
>
> *the girl from Thaga Park.*
>
> *She put her hand on her navy skirt,*
>
> *trying to hide the hole there. It*
>
> *was a big hole now. How many times*
>
> *had she already sewn it up, borrowing*

black cotton from Mrs. Pila next door?

But the hole just kept ripping open,

getting bigger each time (DRUM, 1998:45).

5.2.4.7 To be able to formulate a tentative hypothesis, on the basis of the minimum graphic clues and relevant previous knowledge

Turner (1998:9); Moore and Wade (1998:22) and Paran (1996:26) are only a few authors amongst many who support the idea that this skill plays a fundamental role in the reading process.)

a   *Learning task*:

The learner has to predict the words in Joubert and Kaderli (1995:50).

When I w---- up in the morning, I str ------ myself. Then I g -- up and go to the bathroom. I b---- my teeth and w---- my face. Then I c--- my hair.

The passage about "Pilchards and Macaroni" in DRUM (1998:81), 18 June issue can also be used to help learners to predict. The learner has a lot of contextual information to help in the process of forming a hypothesis. Apart from predicting the steps which follow by looking at the pictures, step one, for example has a few words that might be difficult to understand for the beginner reader. Through predicting, the message might however be understood by the reader. In this phase of reading it is important to remember that the meaning of the text should be emphasised, rather than word accuracy.

The first step reads as follows:

A. Preheat the oven to 180° C. Fry the bacon and green pepper in margarine until soft. Mash the pilchards in their sauce and mix with the mushroom soup. Add the evaporated milk and season with Aromat, salt and pepper.

The beginner reader might only be familiar with the following words and hypothesise or predict the words in brackets.

A. ____ (Heat) the oven to 180°C. _____ (cook) the bacon and green _____ (pepper) - (because the green stuff in the picture looks like green pepper) in margarine ___ (so that they are) soft. ___ (mix) the pilchards in their ____

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(bowl) and mix with the _____ (does not know) soup. ___ (Put in) the ___ (does not know) milk and ____ (spice) with ___ (does not know), salt and pepper.

It is important to note that while the learner does not know all the words it is still possible to understand the message by using all available sources of information even if the clues are minimal.

5.2.4.8 Semantic and syntactic control

Learners should be able to continually ask themselves if that which has been read makes sense and if it sounds like language.

Moore and Wade (1998:24) describe the readers' awareness that a mistake has been made as follows:

> ... *the child read on and discovered that the word was inappropriate to the context.*

The word/s being "inappropriate to the context" might imply that it was inappropriate as far as the meaning is concerned, or it does not fit in the sentence regarding the sentence structure. The reader has to be skilled in detecting and correcting such errors.

a   *Learning task*

The learner has the following possible words from Joubert and Kaderli (1995:67) that can be filled in the blank spaces in the three sentences. The words are:

transport, wheels, brakes, lights, drive

The sentences are:

A Cars and bicycles have _____, _____ and _____.

B Both _____ people and goods.

C We _____ (steer) both.

When the learner reads the sentences as follows and he asks himself if it makes sense, he will have to correct some of the words:

A Cars and bicycles have wheels, brakes and lights. (correct)

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B Both drive people and goods. (incorrect) Transport will sound better and make more sense.

C We transport both (incorrect) Drive is a better choice.

Although the meaning of transport and drive implies movement, semantic and syntactic control (knowledge of the rules that determine the actions and combinations of words in sentences) will be necessary to make the correct choice/prediction.

Material from DRUM (1998:7), 2 July issue about "readers say" can also be used for another learning task.

The learner who mistakes "laziness" for "lizards" will realise, by the time that he/she reaches "There's no hurry in South Africa", that the word which is needed in the first sentence (last word) should describe a characteristic of South Africans and not a reptile as the passage does not refer to reptiles. The fact that "lizards" was used instead of "laziness" shows that the sentence does not make sense and that the word "laziness" should be read more closely. In fact, the word "lazy" appears later in the passage and also in the heading (which was obviously skipped by the reader in this case), thus making it easier just to add "ness", resulting in the correct word: "laziness". In this case syntactic and semantic knowledge helped the reader to correct him/herself. The first part of the article reads as follows:

> *What a lazy lot we are!*
>
> *Africans from further north often comment*
>
> *about our laziness. I look at this positively -*
>
> *yes, they are right. What a lazy nation we are!*
>
> *We live up to our slogan ...* (DRUM, 1998:7).

5.2.4.9 To recall the graphic image where the hypothesis was not correct when it was measured by semantic or syntactic knowledge, in order to get a word that fits better

This skill can be achieved in the above example.

5.2.4.10 Self-correction by re-reading

When the anticipation is incorrect the reader has to go back to find the mistake and to gather more graphic information. This skill can also be practised in an example such as the passage about laziness.

5.2.4.11 Decoding

Moore and Wade (1998:24) point out that phonic strategies involve sounding out (the use of letter sounds by the reader to build a word) and by syllabification where the word is broken down syllable by syllable to read the whole word.

Decoding should be one strategy amongst others in the repertoire of the reader. An overemphasis on phonic skills leads to a situation where meaning is sacrificed. Decoding can however successfully be used when unfamiliar words are encountered. With reference to English second language learners, Paran (1996:29) says:

> *Readers must clearly have decoding skills in order to read at all, they will also need a large amount of contextual support, since many of the words that they are decoding are either unknown to them or accessed slowly.*

From this statement it is clear that decoding skills alone are insufficient to fully assist the reader. A balanced approach seems to be the answer. This idea is supported by Zemelman, Daniels and Bizar (1999:516) as well as Townsend (1998:130) who expresses the views of Pearson (1987) in this regard as follows:

> *Ironically, some problems are caused for children by the methods used to teach reading. If anything, children with reading problems need more exposure than others to realistic, not clinical, reading situations, they need more guidance in the whole system of reading.*

Townsend (1998:130) continues by pointing out that the need for a systematic approach to the teaching of reading is not denied, but that balance is necessary: *If the phonics approach becomes an obsession, then even with the best intentions, it can be ineffective or counter-productive*, he adds.

Apart from having a balanced approach, the other important aspect, which should be remembered, is the fact that phonics should be taught in context, as reading is not a meaningless process of decoding individual sounds, but rather a process of reconstructing meaning where the context plays a major role.

a   *Learning task*

Material from DRUM (1998:76), 2 July issue can be used for the next learning task:

> *Handy hints:*
> *Sweet and soft*
> *To keep brown sugar from*
> hairdressing, *place a few*
> *pieces of white sandwich*
> *bread in the container with*
> *the sugar.*

"Hairdressing" has been read incorrectly. In order to find the correct answer the reader has to decode the word again. When read again, the word is shown to be "hardening." It makes sense because the heading of the hint is sweet and soft. Also the first sentence refers to brown sugar. Prior knowledge which the leaner has about brown sugar is that his mother uses it in the kitchen and that when that it is not used for a long time it becomes hard. When prior knowledge and new knowledge are integrated, the meaning of the text has a better possibility of becoming clear.

Assistance with reading focuses on these skills when they are needed, which is determined through continuous evaluation. These skills are not introduced in a specific order. This way of assisting a child is more difficult for the adult than

following a formal programme as the adult needs to have a clear understanding of the reading process and also of the child. The child who has experienced a lot of failure in reading, tends to be bound to the surface structure of writing and is sometimes too afraid to anticipate as he/she wants to avoid mistakes (Kriegler, 1990:143).

The important role that mistakes play in the reading process is addressed in the next paragraph.

5.2.4.12 The role of errors during reading

The cognitive-psycholinguistic approach to reading errors can be of great help to the child who struggles to read (Kriegler, 1990:143). Errors are viewed as necessary and valuable. Regression is seen as an important reading strategy as it enables the reader to correct him/herself. The process of self-correction leads to new insights, new strategies and learning new words. When a child confuses the words "buck" and "duck" in a sentence, he/she can learn just as much through testing the applicability of the wrong possibility than by trying the correct word. Reid and Hresko (1981) note that when a child has learned to implement semantic and syntactic clues, this type of confusion will eventually disappear. The use of the available clues that are connected to meaning helps the child to verify the correctness of his/her anticipation on his/her own (Kriegler, 1990:143).

In the next section a number of other strategies to improve certain skills during the phase of reading together have been outlined.

5.2.4.13 Simultaneous Oral Spelling illustrated through the use of DRUM

- ❑ The tutee selects a word.
- ❑ The tutor writes the word or forms it with plastic letters.
- ❑ The tutee says the word.
- ❑ The tutee writes the word and says the letter names while writing each letter.
- ❑ The tutee says the word again and controls whether it has been spelt correctly by comparing his/her attempt with the example of the tutor.

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❑   The steps are repeated.

❑   The tutee practises the word for a few days until he/she can write the word without looking at the example.

❑   Plastic letters can be used to form similar words and to insure that what has been learned, will be generalised.

This technique can be followed by using the material from Joubert and Kaderli (1995:6) and DRUM (1998:23), 13 August issue.

Learners can work in groups of four where each member gets a chance to point at a specific number e.g. fifteen. The learners then look at the spelling on page 6 of Joubert and Kaderli. Each learner has to follow this procedure in which he/she controls his/her own spelling of the word. Group members write their answers down. When the group is satisfied that the specific number can be written by all members they move on to the next individual who will select a number on page 23 of DRUM. In step five where the learner compares his/her word with that of the tutor, the word should also be compared to the spelling in Joubert and Kaderli (1995:6).

5.2.4.14   The Neurological-Impress method illustrated through the use of DRUM

The "Neurological-Impress" method of Gearheart (1986) is a variant of reading together. Echo reading is aimed at fluent reading, and is recommended for the learner who has already had a lot of help in reading, but who still does not read fluently (Kriegler, 1990:158-149). The method comprises the following steps:

❑   The tutee helps with the selection of reading material which he/she finds interesting and easy.

❑   The tutor and the tutee sit together with the book in front of them. The method is explained to the tutee.

❑   The tutor and the tutee read together. The tutor reads a little bit louder and quicker than the tutee.

❑ The same passage is read again until a flowing rhythm and tempo are established. As the procedure continues repetitions become fewer and fewer.

❑ The tutor moves a finger under the lines as the words are being read. This task is later taken over by the tutee.

❑ The tutor sometimes read slower than the tutee. Where the tutee hesitates the tutor reads faster and louder. The tutee gets a turn to be the "leader".

As much material as possible should be covered. The emphasis is on fluent reading, rather than on correctness. The value of the method lies in the fact that it is a model for fluent reading while many opportunities for practice are supplied.

With a few variations this method can successfully be used in a whole class situation or in groups in which there is a fluent reader, who will be the leader. The group decides about a passage, for example DRUM (1998:44), 20 August issue and Joubert and Kaderli (1995:71). The meaning of the text should also be concentrated on although fluency is an important aspect. The "Handy hints" section can be both interesting and easy enough for learners to read fluently. Some of the concepts or the hints which are described can be clarified in groups so that each group member has an understanding of what is being read. Echo reading can also take place between the reader and the whole class all together.

5.2.4.15   Repeated Choral Reading illustrated through the use of DRUM

Kriegler (1990:149-150) refers to another similar method, "Repeated Choral Reading" of Gearheart, et al. (1986) that includes the following steps:

❑ The tutee selects a book out of which the tutor in turn selects a passage of 15 to 20 words. The tutor points at the words as they are read and the tutee looks and listens.

❑ The passage is read together, over and over, while the tutor points at the words until the tutee comfortably reads alone.

- The tutee reads the passage alone. The tutor renders assistance where the tutee gets stuck by asking the tutee to think of a word which would fit in the context. Difficult words are written down.

- The passage is discussed and is linked to the tutee's prior knowledge.

- The steps are repeated with the next passage in the book until the book has been fully read.

- The words that the tutee still finds difficult are written on cards and their meanings are explained. These words are then again found in the text by the tutee. These words can also be learnt according to a cloze-technique where the words that have been left out are filled in.

Other material that can be used for this task is DRUM (1998:40-43), 3 September issue - "Trouble in Ward B" - a short story. Because teachers do not always have sufficient time to complete whole books in class with their learners, short stories can be of great value.

The activity of Gearheart et al. (1986) can be varied to fit a class situation with groups of 4 learners each.

At step one the group will select a short story. They will all have the same story in front of them as they all have the same issue of DRUM. Each group will have a leader who reads remarkably better than the others. The leader will play the role of the tutor while the tutee will be represented by the group. The leader will also write down the difficult words for later discussion.

Kriegler (1990:151) points out that it is important that any technique which is used should still focus on the purpose of reading, namely the reconstruction of the meaning of language. Techniques are selected and implemented in accordance with different needs of individual learners. The person who assists with reading will have to make sure that the child understands the task. The focus of reading together is to read a lot across a broad spectrum. Exercise is the most effective way in which reading achievement can be improved. Exercise improves the

child's sight vocabulary so that more attention can be paid to the meaning of what is being read.

The second phase of paired reading which is reading together or reading with the learner, has been described in detail in the above paragraphs. At this stage it will be necessary to address the last phase of paired reading, namely the phase of reading alone. This phase can be seen as the outcome of the previous two phases and will not involve such a detailed discussion as the first two. The emphasis here is that the reader will be able to read independently (including the phases planning, executing, monitoring and evaluation) which implies that metalearning takes place. Assistance is however provided where necessary. These and other issues are discussed in the next section.

5.2.5 READING ALONE

Topping (1995:10) describes the phase of reading alone (on a low level of competency) as follows:

When the learner and tutor are reading together and the learner feels confident enough he can signal to the tutor to stop reading. The learner can then read alone. He should continually be encouraged and praised. When the learner struggles with a word for longer than five seconds, or struggles and gets it wrong, the tutor reads the word out loud and makes sure that the child says it correctly.

Kriegler (1990:178) maintains that reading alone does not imply that the learner is not receiving assistance anymore. Prepared reading makes the learner feel safe to read alone. The emphasis of this phase has shifted from "learning to read" to "reading to learn" (on a higher level of competency). Therefore the learner has to be assisted in the process of reading to learn. Questioning and conversing with the learner take a prominent place. The learner should understand what is being read and should be guided to study effectively. If the teacher has information about the learner's learning strategies and the ways in which he learns best it will be easier to guide him/her. The issue of assisting learners with study methods will however not be discussed in detail for the purposes of this study as the emphasis in this

programme falls on ways of assisting learners to reach a point where they can read on their own. Only a few examples of mind maps will be given.

Kriegler (1990:157) adds that during each phase of assistance with reading it should be ascertained that the reader is motivated to read. Practice is an important aspect during this phase. Metzger (1998:240) says in this regard:

> *...anyone can learn how to read on multiple levels, just as anyone can learn, with effort, increasingly complex skills in sports or computers ...*

The importance of practising in reading cannot be emphasised strongly enough. Fink (1993:6) identifies another aspect which goes hand-in-hand with practising. The learner should also be interested in what is being read:

> *The drill and repetition that create good readers can be carried out more effectively with high interest materials than with standard texts.*

Learners should still be praised for their efforts. Brooks (1999:30) points out that assistance with a learner's reading and uplifting his self-esteem cannot be separated. He states:

> *Working on children's self-esteem alone, or working on their reading alone (here, via mainly phonological approaches), did not work nearly as well.*

Motivation is an aspect related to self-esteem and is briefly discussed in the next paragraph.

5.2.5.1 Motivation to read

Regarding motivation Knowles (1999:1) explains that the learner who is underachieving might well experience problems outside school, such as trouble at home, socio-political factors and peer hostility. This learner should be approached in a personal manner. By listening to him and possibly referring him to a source

of help, much can be achieved. The teacher should try to determine the interests of the learner and assist him with reading, by providing materials which stimulate his interests. Personal goal setting should also be encouraged. Knowles & Blakeway (1999:1) points out that without having clearly defined goals it is difficult to realise one's true potential. Confidence should be built by letting the learner experience success and focus on abilities rather than on limitations.

The issue of study methods, which was referred to earlier, can also be linked to motivation. A learner who uses successful study methods will experience success, which increases motivation.

The next paragraph illustrates the method of concept maps.

5.2.5.2 Concept maps as a study method

Leaf (1999:2) suggests a very important study method where learners make concept maps called "metacog". The following steps are suggested:

❑   Read the information that should be learned, out loud.

❑   Think: the information should be explained to the learner by him/herself and the concepts should be circled.

❑   Read the work again. The learner should make sure that the concepts are the correct and most important ones.

❑   This information should be put on the map. Illustrations of concept maps can be found in Sunday Times Read Right. (1999:2), 31 October issue, Sunday Times Read Right. (1999:1), 29 August issue and Sunday Times Read Right. (1999:1), 2 May issue.

It is important to remind the reader that the learner who utilises successful reading strategies and study methods can achieve growth in the realisation of his/her potential through metalearning, as has already been pointed out. This issue is discussed in the next section:

5.2.5.3 Achieving growth in the realisation of human potential through metalearning and effective reading strategies

It has already been mentioned that achieving growth in the realisation of human potential takes place through metalearning, which involves the phases of planning, executing, monitoring and evaluation, when a problem of a learning task needs to be solved. It was also pointed out that a successful reader continuously plans and executes different reading strategies to enhance understanding, monitors the reading process and evaluates the success thereof. The components of metalearning are thus inherently present in the process taking place when a successful reader reads. It was also mentioned that in order to grow in the realisation of human potential, the learning task (the specific purpose of reading, such as finding information to solve the problem) should comply with certain requirements. These requirements have already been discussed elsewhere. It will however be necessary to give practical examples of learning tasks which compel the learners to read for information to solve a problem. The tasks that will be presented are the tasks which the learners of the experimental group of the project were exposed to at the end of a Cooperative Paired Reading Programme, which was followed for nine months. After nine months the learners were in general quite successful in solving the problems. The learning tasks were presented to the learners in groups of 4. The phases that were followed were pre-reading by a tutor in the group, reading together by all the group members, and silent reading by each individual alone where the meaning which was reconstructed was shared with the self. After that, through cooperative learning, a further discussion of how the problem could be solved, took place. In the process the mega and cooperative life skills that were discussed earlier were acquired. This indicated that maximising human potential was taking place. (It should however be indicated that, as achieving growth in the realisation of human potential is a process of lifelong learning, the process had already started with the implementation of the cooperative paired reading programme at the beginning of the project.)

The learning tasks are presented in the next section with illustrations given of the material from different issues of DRUM after each set of learning tasks. These tasks are also referred to as "Cooperative Paired Reading Learning Tasks."

The Foundation Phase Policy Document for Outcomes Based Education (National Department of Education, 1997:MLMMS 1-18) was used as a guideline to develop the learning tasks. The reason for using the Foundation Phase Document was to target the most elementary skills first so as to serve as a basis on which more difficult skills could be built. These learning tasks only serve as examples of how cooperative paired reading can be introduced in the classroom where Outcomes Based Education is followed. The specific outcomes of Mathematical Literacy, Mathematics and Mathematical Sciences, which have been used, can also be integrated with specific outcomes of other learning areas to compile learning programmes for learners.

5.2.5.4 Cooperative paired reading learning tasks for learners who have advanced to levels where they can read independently

Before the learning tasks are presented it will be necessary to clarify the following basic concepts:

- Learning area
- Learning programme
- Organisers
- Phase organiser
- Specific outcome
- Assessment criteria
- Range statement
- Performance indicators

The Senior phase policy document of the National Department of Education (1997) has been used to clarify these concepts to enable the reader to more easily understand the learning tasks that are presented later.

a   *Learning* area

The document refers to eight Learning Areas adopted by the Council of Education Ministers. These are:

- *Language, Literacy and Communication*

- *Human and Social Sciences*

- *Technology*

- *Mathematical Literacy, Mathematics and Mathematical Sciences*

- *Natural Sciences*

- *Arts and Culture*

- *Economics and Management Science*

- *Life Orientation* (National Department of Education, 1997:9-10).

b   *Learning programme*

A learning programme is the vehicle through which the curriculum is implemented at various learning sites such as schools. They are the sets of learning activities which the learner will be involved in working towards the achievement of one or more specific outcomes (National Department of Education, 1997:17).

c   *Organisers*

Organisers are a tool by which the outcomes are grouped for planning. They ensure that important areas in the holistic development of learners are covered (National Department of Education, 1997:18).

d   *Phase Organisers*

For integration purposes, five Phase Organisers have been identified:

- *Communication*

- *Culture and Society (including citizenship)*

- *Environment*

- *Economy and Development*

- *Personal Development and Empowerment*

These Phase Organisers have been found to be present in some way in all eight Learning Areas, through analysing their Specific Outcomes. In a way, the Phase Organisers can also be seen as a reflection of the Critical Outcomes underpinning the whole of Education. Furthermore, they represent interests of value in the present situation of South Africa as a nation.

(National Department of Education, 1997:25-26).

e   *Specific Outcomes*

Specific Outcomes have been derived from the learning areas. They refer to the specification of what learners are able to do at the end of a learning experience. This includes skills, knowledge and values which inform the demonstration of the achievement of an outcome or a set of outcomes. The focus of outcomes-based education and training is the link between the intentions and results of learning, rather than the traditional approach of listing of content to be covered within a learning programme.

(National Department of Education, 1997:21-22).

f   *Assessment Criteria*

The assessment criteria are statements of the sort of evidence that teachers need to look for in order to decide whether a specific outcome or aspect thereof has been achieved. The criteria indicate, in broad terms, the observable processes and products of learning which serve as culminating demonstrations of the learner's achievement. The assessment criteria are derived directly from the specific outcome and form a logical set of statements of what achievement could or should look like...

(National Department of Education, 1997:13-14).

g   *Range Statements*

Range statements indicate the scope, depth and parameters of the achievement. They include indications of the critical areas of content, processes and context

which the learner should engage with in order to reach an acceptable level of achievement. While the range indicates the areas of content, product and process, it does not restrict learning to specific lists of knowledge items or activities which learners can work through mechanically. The range statements provide direction but allow for multiple learning strategies, for flexibility in the choice of specific content and process and for a variety of assessment methods.
(National Department of Education, 1997:19-20).

h   *Performance Indicators*

The Assessment Criteria and Range Statement give only broad indicators of what evidence learners need to present before they are seen as having achieved a specific outcome. Performance indicators provide the details of the content and processes that learners should master, as well as details of the learning contexts in which the learner will be engaged. This will provide practitioners and learners with a breakdown of the essential stages to be reached in the process of achieving the outcome. Performance indicators will help in the planning of the learning process, the tracking of progress and the diagnosing of problems. They will also allow statements to be made about the quality of achievement, that is, whether the achievement is at the level required or whether the learner has surpassed this level (National Department of Education, 1997:18-19).

Where these concepts have now been clarified, the learning tasks will be presented in the next section.

5.2.5.5 Cooperative paired reading learning tasks

TABLE 5.1   Ways of working with numbers when shopping

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT   PROGRAMME ORGANISER: SHOPPING.   DRUM (1998:26-27) 22 January issue

SPECIFIC OUTCOME NO 1: DEMONSTRATE UNDERSTANDING ABOUT WAYS OF WORKING WITH NUMBERS.

- The development of number concept is an integral part of mathematics. All learners have an intuitive understanding of number concept. This outcome intends to extend that understanding. Its aim is to enable learners to know the history of the development of numbers, number systems and use numbers as part of their tool kits when working with other outcomes. Solving problems, handling information, attitudes and awareness may depend crucially on a confident understanding and use of numbers.

ASSESSMENT CRITERIA	RANGE STATEMENT	KEY PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATE

1. Evidence of the use of heuristics to understand number concept.	1.1 Use personal experiences to show the significance of numbers.	This is evident when the learner:
		• Identifies situations in their environment where numbers are used.
			• The use of numbers in shopping and money:
			• Learners read to find answers to the following questions:
			  1. What does each of the following items cost? Gold bag, Grappa, Socks, sunglasses, crystal earrings, floral dress, gold necklace, gold watch, gold artificial nails, gold straw hat.
			  2. Where can each item be bought?
			  3. What telephone number can you dial for more information about the different articles?
			• Learners work in groups of 4. Listening, reading, speaking and writing are included in each activity.	

TABLE 5.2 Finding a pen friend

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT   PROGRAMME ORGANISER: FINDING A PEN FRIEND   DRUM (1998:30)
22 January issue

SPECIFIC OUTCOME NO.1: DEMONSTRATE UNDERSTANDING ABOUT WAYS OF WORKING WITH NUMBERS.
- The development of number concept is an integral part of mathematics   All learners have an intuitive understanding of number concept. This outcome intends to extend this understanding. Its aim is to enable learners to know the history of the development of numbers, number systems and use of numbers as part of their tool kits when working with other outcomes. Solving problems, handling information, attitudes and awareness may depend crucially on a confident understanding and use of numbers.

ASSESSMENT CRITERIA	RANGE STATE-MENT	KEY PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATE

Evidence of the use of heuristics to under-Stand Number concept	1.1 Use personal experiences to show significance of numbers 1.2 Express numbers in words and symbols	• Identify situations in their environment where numbers are used • Write number symbols and number names	• The use of numbers when trying to find a pen pal
			• Check the correct spelling of number names and the correctness of symbols for numbers
			• Learners must read to find answers to the following questions:
			1. What must your age be if you want to write to:
			  • Lovely and friendly Tyena Tylo
			  • January Msati
			  • Zambian Guy Given Tembo
			  • Gilbert Soko
			  • Vincent Masiko
			  • Well-educated Mthokozisi Sebaki
			  • Lonely Guy Terrence Madzana
			2. How old are the above pen pals?
			3. Write down and say the address of each person.
			4. Write down one hobby of each person
			5. What qualities must you as a person have to write to each of the pen pals? Would you qualify? Why/why not?
			• Learners work in groups of 4. Listening, speaking and writing are included in each activity.	

TABLE 5.3 The importance of numbers in soccer

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT   PROGRAMME ORGANISER: SOCCER   DRUM (1998:10-11) 22 JANUARY ISSUE
SPECIFIC OUTCOME NO 2: MANIPULATE NUMBERS AND NUMBER PATTERNS IN DIFFERENT WAYS.
- Mathematics involves observing, representing and investigating patterns in social and physical phenomena and within mathematical relationships. Learners have natural interest in investigating relationships and making connections between phenomena. Mathematics offers ways of thinking, structuring, organising making sense of the world.

ASSESSMENT CRITERIA	RANGE STATEMENT	KEY PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATES

1. Identification of the use of numbers for various purposes.	1.1 Give own understanding of number manipulation from personal experiences.	• Give examples of numbers in everyday activities.
		• Give the purposes for the use of numbers in examples given above.
		• Give examples of the use of numbers in the media and information.
			• Examples from magazines
			• Different ways of representing amounts for different purposes
			• Learners identify all the numbers on pages 11 and 12.
			• Write them down and explain to a partner what each one means in the context of the article e.g. The number 11 = 11 coaches, 10 is the number of the page, etc.
			• POSSIBILITIES:
			  11 = 11 coaches, page number, 11 teams
			  30 = 30 seconds
			  3 - 5 - 2 = playing in a 3 -5- 2 formation
			  5 = the number on a player's shirt
			  Two = the two players
			  23's = under 23's
			  10 = 10 years
			  Second = the second round
			  1996 = the situation in 1996
			  22 = go to page 22
			  22 = 22 January 1998
			• All the numbers can be added
			• Learners work in groups. All activities include listening, speaking and writing.	

TABLE 5.4 Following a recipe

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT PROGRAMME ORGANISER: FOLLOWING A RECIPE TRUE LOVE (1998:112-114) FEB ISSUE

SPECIFIC OUTCOME NO 3: DEMONSTRATE AN UNDERSTANDING OF THE HISTORICAL DEVELOPMENT OF MATHEMATICS IN VARIOUS SOCIAL AND CULTURAL CONTEXTS (Western)
Mathematics is a human activity. All peoples of the world contributed to the development of mathematics. The view that mathematics is a European product must be challenged. Learners must be able to understand the historical background of their communities' use of mathematics.
SPECIAL OUTCOME NO 5: MEASURE WITH COMPETENCE AND CONFIDENCE IN A VARIETY OF CONTEXTS.
Measurement on Mathematics is a skill for universal communication. People measure physical attributes, estimate and develop familiarity with time. The aim is to familiarise learners with appropriate skills of measurement, relevant units used, and issues of accuracy.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATES

SO 3:
1. Evidence that mathematics is understood as a human activity
 	
SO 5:
1. Evidence of knowledge of the importance of measurements
	1.1 Demonstrate counting and measurement of everyday life.
	
	1.1 Show knowledge of measurement from experience
		• Give examples of counting and measuring at home
		
		1. Describe situations in which measurement is used at home
		2. Give examples of measured goods from shops
		3. Measure different objects by comparison
		4. Show knowledge of the approximate sizes of ml, l, tsp, tbs, ½ a cup, 1 cup, g
		5. Measure with SI units
			• Measuring ingredients for cooking
			• Comparing of results of different units
			Activity 1:
			How many cups, tablespoons or teaspoons are the following?
			2 ml (= ½ tsp) teaspoon; 62,5 ml (=¼ cup);
			5 ml (= 1tsp) teaspoon; 125 ml (= ½ cup)
			15 ml (= 1tbs) tablespoon; 250 ml (= 1 cup)
			Activity 2:
			1. How much sugar do you need for the following recipes?
			   • Valentine's chocolate cake
			   • Chocolate treats
			   • Brownies
			   • Rich chocolate loaf
			   • Tiramisu cream pie
			   • Salmon and broccoli tart
			   • Spicy curry triangles with lemon chutney dip
			2. How many eggs would you need in each case?
			3. Which recipe would you think is the easiest and why? (Learners should realise that it is not necessarily the recipe with most ingredients which is the easiest.)
			4. Name three recipes requiring the use of an oven. How hot must the oven be?
			5. How to make the icing of the Valentine's Deluxe Chocolate Cake?
			Learners work in groups of 4. All activities include listening, speaking, reading and writing.
			(Note to the teacher: Place measuring spoons on a table. Let learners explore on their own what and how much each instrument measures. They can measure sand, for example.)	

TABLE 5.5   Calculating the cost of different articles

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT PROGRAMME ORGANISER: BUYING GROCERIES AT CLICKS DRUM (1998): ADVERTISEMENT. 12 Feb issue

SPECIFIC OUTCOME NO 4:   CRITICALLY ANALYSE HOW NUMERICAL RELATIONSHIPS ARE USED IN SOCIAL, POLITICAL AND ECONOMIC RELATIONS
Mathematics is used as an instrument to express ideas from a wide range of other fields. The use of mathematics in these fields often creates problems. This outcome aims to foster a critical outlook to enable learners to engage with issues that concern their lives individually, in their communities and beyond. A critical mathematics curriculum should develop critical thinking, including how social inequalities, particularly concerning race, gender and class are created and perpetuated.
SPECIFIC OUTCOME NO 1: DEMONSTRATE UNDERSTANDING ABOUT WAYS OF WORKING WITH NUMBERS
The development of number concept is an integral part of mathematics. All learners have an intuitive understanding of the number concept. This outcome intends to extend this understanding. Its aim is to enable learners to know the history of the development of numbers, number systems and use numbers as part of their tool kits when working with other outcomes. Solving problems, handling information, attitudes and awareness may depend critically on a confident understanding and use of numbers.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATES

SO 4:
1. Evidence of knowledge of the use of mathematics in the economy
 	
SO 1:
1. Evidence of use of heuristics to understand number concept
	1.1 Demonstrate understanding of the use of mathematics in shopping
	
	1.1 Use personal experiences to show the significance of numbers
		This is evident when the learner:
		• Compares prices
		• Calculates the total cost of items
		• Calculates change
		
		• Identifies situations in their environment where numbers are used
			• Use of newspaper/magazine advertisements
			• Calculation of total cost from a grocery list
			• Calculation of the change before and after buying
			
			• Use of numbers in shopping:
			Activity no 1:
			⇒ What will it cost to buy the following items?
			  • Two boxes of love cookies
			  • Beacon Occasions: one box
			  • Beacon Choc Lolly Hearts: one
			  • Valentine's Chocolate Hearts: one tray (Make sure that all the hearts are in the tray).
			  • Nestle Matchmakers: one box
			⇒ What will the change be if you had R31?
			⇒ What are the least and the most articles you can buy with a certain amount of money?
			⇒ What can you buy for R35 that will be the best article for you?
			Activity no 2:
			⇒ How long is the GIANO I LUV YOU necklace? (45 cm)
			⇒ What type of a store is Clicks? (Health, Home and Beauty)
			
			• All activities include listening, speaking, reading and writing.	

TABLE 5.6   Extracting information from simple tables

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
PHASE ORGANISER: ENVIRONMENT   PROGRAMME ORGANISER: WHERE WOULD YOU LIKE YOUR CHILD TO GROW UP?
DRUM (1998:91) 22 January issue
SPECIFIC OUTCOME NO 6: USE DATA FROM VARIOUS CONTEXTS TO MAKE INFORMED JUDGMENTS.
In this technological age of rapid information expansion, the ability to manage data and information is an indispensable skill of every citizen. An ever-increasing need exists to understand how information is processed and translated into usable knowledge. Learners should acquire these skills for critical encounter with information and make informed decisions.
SPECIFIC OUTCOME NO 9:   USE MATHEMATICAL LANGUAGE TO COMMUNICATE MATHEMATICAL IDEAS, GENERALISATIONS AND THOUGHT PROCESSES
Mathematics is a language that uses notations, symbols, terminology, conventions, models and expressions to process and communicate information. The branch of mathematics where this language is mostly used, is Algebra. Learners will be developed in the use of this language.

ASSESSMENT CRITERIA	RANGE STATEMENT	PERFORMANCE INDICATORS	ASSESSMENT ACTIVITIES	DATE
SO 6: 3. Organisation of data	3.2 Sort relevant data	7. Interpret and extract relevant information from simple tables	• Graphs, tables	

SO 9:
4. Interpretation and analysis of models
	4.1 Read and explain models
	4.2 Analyse models and give meaning
		2. Explain verbally a table which represents a problem situation.	• Statistics about Jo'burg, Durban, Pretoria and Cape Town
			LEARNER ACTIVITIES:
			• Learners read to find answers to the following questions:
			  ♦ What is the average number of sunshine days per year in Durban? (99)
			  ♦ How many doctors are there in Jo'burg per 1000 people? (2)
			  ♦ Give the percentage fewer murders in Pretoria than in Jo'burg (158,5)
			  ♦ What does Pretoria offer children?
			  ♦ How many murders per 100 000 inhabitants take place in Cape Town?
			  ♦ What is the source of this information?
			  ♦ On what date was the information made public?
			  ♦ What is the fax number you should contact for further information?
			• All learner activities include listening, speaking, reading and writing
			Note to the teacher:
			Learners could also be asked to think of the relevance of this information if it was applicable to 1980. How would this information look in ten years from now?	

Where the basic components of the programme have been explained in the foregoing, some related aspects need to be discussed. This is done in the next section.

The aspects that are related to the programme and which will be discussed separately, are the following:

❑ Important strategies to be used by the tutor/teacher.

❑ Typical poor readers.

❑ The selection of reading material for English second or foreign language learners.

Persons who intend assisting slow readers need to take certain important aspects into consideration, as working with slow readers can be a complicated process. The use of specific strategies can lead to greater success.

5.2.6 IMPORTANT STRATEGIES TO BE USED BY THE TUTOR/TEACHER

Kriegler (1990:151-152) referring to Gearheart et al. (1986) has listed the following strategies that the tutor will have to implement when assisting the slow reader:

❑ Reading material that fits the learner's current reading level has to be selected and the level of difficulty has to be adjusted as the learner progresses. Rivas (1999:13) comments in this regard that apart from readability, authenticity and reader interest are important.

❑ Reading with the learner and providing as much assistance as possible are also important.

❑ The learner's understanding of the reading task should be analysed, as well as how he/she reads.

❑ A situation should be created in which the learner's understanding of the task, as well as reading strategies can be expanded.

❑ It may be necessary to focus on one or more of the following aspects:

- The meaning of the passage as a whole.

- The meanings of specific words, activities or facts in the text. Browder and Yan Ping Xin (1998:130) comment in this regard that by increasing the amount of specific words learnt individuals with moderate and severe disabilities can enhance their daily living and job skills, for example the knowledge of specific words was used in grocery shopping and household chores (Lalli and Browder, 1993).

- The order of events or facts in the passage.

- Integration of the contents of the passage with situations or happenings outside the passage.

- An understanding of what reading implies.

- The utilisation of the context in order to anticipate the meaning of words, sentences or larger units.

- Control, monitoring, evaluation and correction of mistakes by the reader.

- Specific aspects of the reading task, for example letters, spelling rules, syllables, analysis and synthesis, sounding out letters of words, the meaning of words, sentence structure and the coherence of the whole text in paragraphs.

It is important that the context should not be left out when specific reading skills are concentrated upon.

When assisting slow readers it is soon realised that certain characteristics can be identified. Knowledge of these characteristics is important in order to assist the learners successfully.

5.2.7   TYPICAL POOR READERS

The fact that each learner is an individual requires that assistance should be provided according to each individual's needs. Moss and Reason (1998:32) have made a very significant statement in this regard:

Many children learn to read remarkably easily and effortlessly. Others make good progress providing that the learning opportunities are relevant, enjoyable, and carefully planned. Some children need additional help.

Gentile (1985) in Kriegler (1990:154-156) identified four typical poor readers and gave suggestions as to how the different reading styles can be handled during the process of assisting the child. The four types of poor readers are:

1   The stressed, rigid reader.

2   The anxious, following reader.

3   The chaotic, impulsive reader.

4   The discouraged, helpless reader.

In the paragraphs that follow the type of reader will be discussed firstly with suggested learning tasks and material for each type of reader thereafter. Different issues of DRUM are used as material.

a   *The stressed, rigid reader*

This reader is nervous and inhibited. In his thoughts he is concrete bound and he clings to the surface structure of writing. He/she becomes anxious and nervous when confronted with new situations and demands. He/she reads word for word and tries to avoid mistakes. The reader reads strictly according to a "bottom-up" strategy and applies the rules that have been learnt in applicable and non-applicable ways. The reader does not find reading enjoyable and needs to be helped to get rid of the anxiety caused by making mistakes.

Specifically for this child reading material always has to be interesting, enjoyable and humoristic. Pictures, films, models and other concrete media should be used in assistance. Repetition is important. Paired reading helps the learner to feel secure and to read more fluently. Activities should be structured in a simple way

in order to guarantee success. The reader can slowly be guided to make more decisions on his/her own (Kriegler, 1990:154).

An example of material that can be used for this type of learner is DRUM, (1998:78-79), 10 September issue. The material provides a colourful picture that will draw the reader's attention and make him/her curious and eager to get more information. The text is short and will not cause the reader to feel tired before having even started to read. This information can also supplement that in Joubert and Kaderli (1995:67) where different types of transport have been discussed.

b   *The anxious, following reader*

This reader tries to please everybody and to get approval. He/she tries too hard so that reading becomes a stressful experience. The reader gives answers that he/she thinks are expected from him/her instead of thinking about an answer on his/her own. This type of reader seeks confirmation of the correctness of answers from the adult/tutor. Self-evaluation is absent. He/she often asks for help and easily gives up. The tutor has to concentrate on guiding the reader to complete the task, rather than on correctness or quality. The reader has to learn that how he performs the task, through perseverance and effort, is more important than to always be correct. Self-evaluation and self-correction need to be encouraged. Opportunities should be created where the reader can think, anticipate and classify independently, and to summarise thoughts and compare them (Kriegler, 1990:55).

Material that can be used specifically for this reader, is the "Lucky Star Pizza" DRUM (1998:85), 17 September issue. It is a very easy recipe where pictures guide the whole process. In order to get the end result, the reader has to read the whole recipe. If possible the recipe can be physically prepared. Learners form groups of 4 and work cooperatively to achieve the end results.

c   *The chaotic, impulsive reader*

This reader is characterised by being hyperactive and impulsive. He/she has difficulty in directing his/her attention to one task. An unwillingness to participate

and complete tasks can be noticed in many of these readers. This type of reader relies on "top-down" strategies when reading. Reading errors occur due to wild guesses, omission of words or sentences and own additions. Sometimes he/she will come up with surprising insight or creative solutions, but his /her word level is not always the same. A firm, consistent but reasonable way of maintaining authority will be necessary. The reading programme will have to integrate a behaviour modification programme. Negative, uncontrolled behaviour should not be encouraged by reacting emotionally. Assistance with reading should be structured and thoroughly planned. The tempo should be fast and many varied and interesting activities should capture the reader's attention (Kriegler, 1990:155-156).

An example of material in DRUM (1998:80-83), 15 October issue, that can be used for this learner, is the recipe about Smart Cookies. The learner has to follow each step of the recipe (it has not been numbered and he/she has to monitor him/herself not to lose the place where they are following the recipe). By following the instructions carefully, it is possible to achieve a satisfactory final product. This activity requires a lot of self-control and being able to direct attention to one task at a time. Learners will definitely not be unwilling to try this recipe. The material also gives the learner an opportunity to practise not to rely only on top-down processes of reading, such as predicting, but also on bottom-up strategies where the text has to be studied/read carefully. Such a task is structured but the tutor has to make sure that there is control, otherwise chaos can be the result. This task can be done in a cooperative group where the impulsive reader will quickly realise what type of behaviour is expected, especially where there are basic rules to adhere to.

d   *The discouraged, helpless reader*

These children are over-dependent and believe that they cannot read as it is too difficult for them. A poor self-image can often be identified and the child is afraid of taking risks. This child is reading-paralysed and feels anxious about reading. Failure is anticipated. This child does not try hard enough. It is very important

that he/she will experience success when assistance is given. He/she has to be praised for each effort and should gradually be exposed to bigger challenges. Methods that are familiar to the child and are associated with failure should be avoided. He/she has to have opportunities to make independent decisions and in which he/she is encouraged to try harder. The child also needs to know how to try harder and to be more effective. The atmosphere during assistance with reading needs to be relaxed and enjoyable, and the child needs to have many opportunities to practise by using easy and relaxing material (Kriegler, 1990:154-155).

An example of material from DRUM that can be used for this reader is the article about friends and lovers in the issue of 22 October (1998:34) where the learner is guided to select a suitable pen friend. In order to do it, the whole page has to be read. The learner can also be assisted in writing to the pen friend. When letters from the friend are received, the learner will be motivated to read them. In this way more opportunities can be created for the child to read. He/she can even write to more than one pen friend. The friends and lovers column can be followed every week. It is an interesting and enjoyable activity. Learners can also do the task in groups where the group leader gives assistance when required.

The issue of selecting reading material for typical poor readers is important, but the selection of reading material for English second or foreign language readers in general also needs to be addressed.

5.2.8　THE SELECTION OF READING MATERIAL FOR ENGLISH SECOND OR FOREIGN LANGUAGE LEARNERS.

When teaching learners to read or to improve their reading skills, it is absolutely essential that the reading material will be appropriate. In the first place the reader should be interested in what is being read. Fink (1993:5-6) points out that the teacher needs to provide materials which are captivating and based on the learner's personal interests.

The importance of using materials that stimulate the reader's interest is also pointed out by Thomas (1996:202-204) while the use of authentic texts is also

advised. This view can be accommodated in the suggestion of Merino and Massi (1998:16) that the classroom should be an extension of the learner's world. If the learner's world is extended, the interests of the learner will have a very significant place.

Fink (1993:4) suggests the use of a "Reading Interest Inventory" to determine the interests of learners. The following reading interest inventory was adopted by Fink (1993:4) from Burns, Roe and Ross (1992):

1 *What is the best book that was ever read to you?*

2 *What is the best book that you ever read yourself?*

3 *What are your favorite hobbies?*

4 *What are your favorite after-school activities?*

5 *What are some of your favorite movies?*

6 *What television programs do you like most?*

7 *What television specials have you enjoyed most?*

8 *What are your favorite school subjects?*

9 *What pets, sports or artistic activities do you like best?*

10 *If you could take a trip, where would you like to go?*

The second aspect that needs to be taken into consideration when selecting appropriate reading material is the level of the material.

a   *The level of reading material*

Merino and Massi (1998:17) suggest that the teacher should consider the text structure, length, linguistic difficulty (including vocabulary) and content of material which will be used. Pictures are a rich source of information and their use should be encouraged. Concerning the length of the text Merino and Massi (1998:17) have the following comments about using news items as reading material (also applicable to the use of other materials):

A news item should be long enough to allow the student to become involved in reading and viewing, but not so long that the student becomes fatigued by the demands of the task. A length of between five and ten minutes seems to be appropriate under most conditions. Less proficient learners may be asked to read or view shorter passages so that they will not feel the strain of an overload of information which may turn out to be a difficult process.

The following aspects should also be considered according to Merino and Massi (1998:17-18):

❑   The level of difficulty should not be so high as to prevent the learner from processing the information. It should also not be below the learner's ability, causing very little strategy use from the learner. Merrett (1998:60) agrees that the reading material should be at an appropriate level and mentions that a learner who experiences the reading material as too difficult may become frustrated. Frustrated readers such as these may find reading rather boring. The size of the print and the general appearance of the text can also negatively influence the unskilful reader.

❑   Material that is totally unfamiliar to the learner should be avoided.

When selecting appropriate reading material the culture of the learners should also be considered. The importance of accommodating various cultures when selecting reading materials is discussed in the next paragraphs.

b   *The role of culture when selecting reading material*

The multi-cultural nature of South African society is reflected in schools where learners of different cultures are together in classrooms. Before comments can be made regarding the selection of appropriate materials for reading which accommodate various cultures it is important to understand what multi-cultural education is and why it is essential to expose learners to other cultures. The concept "multi-cultural education" will first be clarified and a discussion of its importance will follow.

i   *Multi-cultural education*

According to Nieman (1998:139) a multi-cultural education situation implies that heterogeneous learners from different cultures are grouped together in one classroom. The definition used by Haberman and Post (1998:98) touches on various important aspects related to multi-cultural education:

> *Multicultural education is a process built on respect and appreciation of cultural diversity. Central to this process is gaining understanding of the cultures of the world and incorporating these insights into all areas of the curriculum and school life with a particular emphasis on those cultures represented in our school community.* (Milwaukee Public schools, 1995).

The above definition of multi-cultural education also explains what should be achieved if it is applied. A goal that is not explicitly stated in the definition but which can be recognised implicitly, is that multi-cultural education should lead to the maximising of the potential of each learner, by accepting, honouring and accommodating each culture represented by the learners.

Maree and Sedibe (1997:59) agree that guidance (which aims at maximising human potential) should also adopt a multi-cultural approach.

Other objectives of multi-cultural education will be discussed next.

ii   *Objectives of multi-cultural education*

Haberman and Post (1998:97) point out that multi-cultural curricula prepare learners for the real world in which an interaction with different cultures takes place. They word it as follows:

What we can be sure of, is that multi-cultural curricula focus students on their current lives by studying real world problems rather than preparing them only for living later on in the best of all nonexistent worlds.

Haberman and Post (1998:97) claim that greater multi-culturalism in school programmes can provide learners with the following:

❑   Powerful ideas for successfully living in the general society.

❑   Useful skills to succeed in the world of work.

❑   Understanding a variety of cultural groups.

Post and Rathet (1996:12) show that learning English as a foreign language enables the learner to have contact with other realities and cultures, as many native speakers of various languages all over the world also speak English. This is quite true for South Africa. Different cultural groups who have different native languages learn and speak English. The cultures of these groups have to be incorporated when teaching English. A similar situation, where family backgrounds are mixed and a high sensitivity for cross-cultural issues exists, is reported by Morgan (1998:34).

❑   Strength and identity through participating in one's own culture.

❑   Ways of contributing to greater equity and opportunities for all individuals and groups.

Nieman (1998:128) interprets the objectives that multi-cultural education needs to bring about as follows:

❑   Acknowledging and accepting the reality of a multi-cultural society.

❑   Developing positive attitudes towards other cultural groups.

❑   Creating an intensified awareness of one's own identity and inheritance but also an understanding of, and appreciation for the contributions of other cultural groups towards society as a whole.

❑   Reducing prejudice towards cultures and races.

❑   Developing cultural communications skills.

iii   *Knowledge base for teaching in multi-cultural situations*

In order to teach successfully in multi-cultural situations, teachers need to have the following knowledge base (Haberman and Post, 1998:98-99):

a   *Self-knowledge*

One should have a thorough understanding of one's own cultural roots and affiliations. Learners have to be encouraged by teachers to search for more knowledge about their own roots and those of their classmates. This can take place by sharing knowledge of their own roots.

b   *Self-acceptance*

Teachers should instil self-confidence and being proud of identifying with a specific group through demonstrating that one can confidently accept one's roots and identity.

c   *Relationship skills*

Teachers should be able to work respectfully and in a caring manner with diverse children and adults who differ from themselves.

d   *Community knowledge*

Teachers should be knowledgeable regarding the cultural heritage of learners and their families. Home visits and contact with the churches, businesses and parks of the particular community will provide valuable information about that community.

e   *Empathy*

Teachers should be deeply sensitive about and highly appreciative with regard to the ways in which learners and their families perceive, understand and explain their world. They should also know what parents from the different groups want for their children.

f   *Cultural human development*

Teachers should understand how the local community influences development, for example knowing what it means for a learner of specific age, language, social, cultural or economic group to grow up in a particular community.

Erasmus-Kritzinger (1999:2) comments the following in this regard:

Few schools worldwide accommodate more cultures on the playground during break than those in South Africa. But whether it's Latin-American dancing, the macarena or Chinese take-aways, most of us are often more familiar with the cultures found in other parts of the world than with the different cultures found in our own classroom! A lack of knowledge about the cultural values and customs of the people you mix with on a daily basis at school can lead to unnecessary misunderstanding, negative attitudes and conflict.

g   *Cultural conflicts*

The teacher should be able to expect, prepare for and deal with issues related to differing religions, gender roles and values.

h   *Relevant curriculum*

Teachers need to have knowledge of how to connect general societal values and the values of culture groups in the community. They should also have the skills to implement this knowledge.

i   *Generating sustained effort*

Teachers should have skills and knowledge to influence learners to persist with their schoolwork. Efforts, rather than perceived ability, should be rewarded.

j   *Coping with violence*

Teachers need conflict resolution skills. These are needed to prevent and de-escalate violence.

k   *Self-analysis*

Teachers should have the capacity to reflect on their teaching and make changes where necessary. They should be able to continue to learn, grow and change.

l   *Functioning in chaos*

Teachers should have the ability to understand and be able to function in a disorganised environment. Teachers who have these skills will be able to function effectively in spite of irrational school bureaucracies, which are often a reflection of the dysfunctional nature of some communities.

Zeichner, Grant, Gay, Gillette, Valli and Villegas (1998:164) point out that it is important that when teachers are trained, the value and necessity of multi-culturalism should be stressed and that diversity should be accommodated.

Multi-cultural education and its objectives have now been discussed in more detail. Now it is necessary to also discuss the selection of reading materials for ESL learning, while accommodating different cultures. This is dealt with in the next paragraphs.

iv   *Selecting English second language reading materials in multi-cultural settings*

When teaching in multi-cultural settings it is obvious that learners from different cultural groups will be more interested in materials which form part of their specific worlds in which they live. The need of learners to read culture-specific materials has to be catered for. Learners will also learn about the cultures of other learners, but their own roots will always have a prominent place in their lives.

Zulu (1996:53) gives a very simple explanation why reading materials with regard to teaching English as a second language should incorporate specific cultures, by saying:

> *The reason why the selection of reading material should be based on cultural aspects, is that the material offers something that the learners can relate to.*

This explanation is highly significant when one considers the process of learning to read. It has already been pointed out that to some learners learning to read has been experienced as a strange encounter with materials that were uninteresting and were designed to cater for much younger learners. This is specifically true for slow, struggling readers. When considering the fact that English second language learners sometimes have to learn to read (from scratch) in a second or foreign language, which is a very difficult process, one realises that the material plays a very important role. The material can be the leverage that persuades the reader to stay involved in the process of reconstructing meaning, although it might be difficult. Zulu (1996:53) points out that texts which are based on the culture of the English second language reader are more easily understood (Evans, 1992).

Zulu (1996:53-57) discusses important aspects related to the selection of culture-specific materials for English second language teaching in a South African context. These aspects have been selected and are listed as follows:

- Texts should incorporate the life experiences of learners in South Africa.
- When specifically focusing on materials for literature teaching, those materials should not favour the native speakers of English.
- On the other hand, ...*a purely Afro-centric literature course will fail to solve the problems of the multicultural society like South Africa in the sense that it will satisfy blacks and leave whites disgruntled* (Zulu, 1996:55).
- Selectors of materials should represent all cultural groups and be representatives of different stakeholders.
- Different cultures should be studied and materials that portray universals in human behaviour should be focused on, rather than taking the specific culture as the criterion for selection.
- Literature texts representing various cultures should be free of racial, ethnic, sexual and religious stereotypes. These issues should rather be challenged in good texts.

5.3 CONCLUSION

The chapter has contributed to educational research by presenting a model for a cooperative paired reading programme that focuses on learners with different competency levels, such as learners in inclusive education settings. The programme aims at improving educational practice.

The sub-research questions that were identified at the beginning of the chapter were addressed and the next paragraphs will provide a conclusion about what has been found in this regard.

The programme that has been proposed to assist learners in their understanding of English as the medium of instruction, and therefore to achieve growth in the realisation of human potential of learners in inclusive education settings, is a

cooperative paired reading programme. The programme has been discussed in detail.

The foundation skills and behaviours that are necessary for later reading success have been identified as phonological awareness skills, such as syllable splitting; concepts about print, such as the correct orientation of the book and oral language skills, such as asking/answering questions.

The three phases that should be present in the programme, have been identified. These are pre-reading, reading together and reading alone. A number of aspects/skills that can be addressed during each phase have been discussed.

Regarding the question of how the programme can lead to growth in the realisation of human potential, it was indicated that growth in the realisation of human potential can be achieved through metalearning, which involves the phases of planning, executing, monitoring and evaluation, when a problem of a learning task is solved. A successful reader continuously plans and executes different reading strategies to enhance understanding, monitors the reading process and evaluates the success thereof. The components of metalearning are thus inherently present in the process that takes place when a successful reader reads. The phases of paired reading, which are pre-reading by a tutor in the group, reading together by all members in the group and silent reading by each member in the group takes place and constructed meaning is shared in the group through cooperative learning. The acquiring of mega and cooperative life skills indicate growth in the realisation of human potential. The whole process also leads to a better understanding of the medium of instruction.

With regard to important strategies to be used by the tutor/teacher, a number of strategies were listed to assist the slow reader. Two of these are focusing on the order of events and self-correction by the reader. A number of strategies to assist poor readers were also identified.

The last issue that was addressed focused on the selection of material for English second or foreign language learners. A number of requirements, were mentioned, such as the fact that materials should be interesting, learners should be able to relate to them and they should be culture sensitive.

The presentation of the model for a cooperative paired reading programme, which was a lengthy process, has led to the realisation of the endless possibilities of its implementation to accommodate different groups of learners in their diversity. The idea of catering for learners with different reading levels is worth serious consideration, especially because of the fact that the focus is on learners in inclusive settings. What is however also important, is that any person who attempts to assist readers with reading should have a thorough understanding of what reading is and what it involves. The same is true for the process of achieving growth in the realization of human potential. The process and its requirements need to be grasped fully, especially when cooperative learning will be facilitated.

An important aspect of the programme that should continuously be kept in mind is the fact that the strength of the programme lies in its flexibility. Flexibility implies that the focus is on the needs of the individual and that the programme should be moulded around the needs of each learner. Paired reading is an excellent way of getting the beginner reader on track, while also providing the more advanced reader with opportunities to develop skills such as critical thinking and reading for study purposes.

The question which needs to be addressed at this stage is the effectiveness of the cooperative paired reading programme for improving reading and therefore maximising human potential. The next chapter discusses the research findings, after having implemented the programme for a specific period of time.