

APPENDIXES

Appendix A

Pre-test and post-test comprehension

QUESTION 1 (10 points)

1. The word salary originally came from the word _____
2. Along which roads was salt carried from Rome to the Sabines?

3. Why is salt important to human beings? _____

4. What is the function of salt in the body? _____

5. Name the main source of salt. _____
6. What are the other three natural sources of salt mentioned in the passage? _____

7. Where did the Arab lands get their salt? _____

QUESTION 2 (5 points)

Choose the correct answer by underlining it.

1. **The salt road came into being in Italy around**
 - a. 80 centuries before Christ.
 - b. 4 centuries before Christ.
 - c. the 5th century.
 - d. 4 centuries ago.

3.4 The sea has always been the main source of supply. _____

3.5 The salt trade flourished in Europe. _____

QUESTION 4 (10 points)

4.1 How were the people paid in the olden days? _____

4.2 How does the author of this passage prove his point that salt is "the stuff of history"? _____

4.3 Why, according to the author, is there a danger when salt pans are near the coast? _____

4.4 What did the Arab lands trade for salt? _____

4.5 Explain why England has many lakes on its east coast. _____

QUESTION 5 (5 points)

Choose the correct answer by underlining it.

5.1 How did Van Riebeeck look for salt after he landed in the Cape?

- a. He dug holes.
- b. He travelled through the country.
- c. He asked the people where to find salt.
- d. He tested rock samples.

2. **Man realised that salt is important for the body,**
 - a. to make the body strong.
 - b. to get enough mineral salts.
 - c. to balance the water in the body.
 - d. to cool the body.

3. **Chinese salt pans were near the ...**
 - a. Mount Sodom
 - b. Yellow River
 - c. Jordan Valley
 - d. Dead Sea

4. **In Europe, the salt trade grew stronger for ten centuries around the ...**
 - a. Europeans.
 - b. Moselle region of France.
 - c. Cape.
 - d. Mediterranean and the Atlantic.

5. **In the future, people will probably get salt from ...**
 - a. rocks.
 - b. mountains.
 - c. land beneath the sea.
 - d. rivers.

QUESTION 3 (10 points)

Explain the meaning of the following sentences:

3.1 Salt is vital to human survival. _____

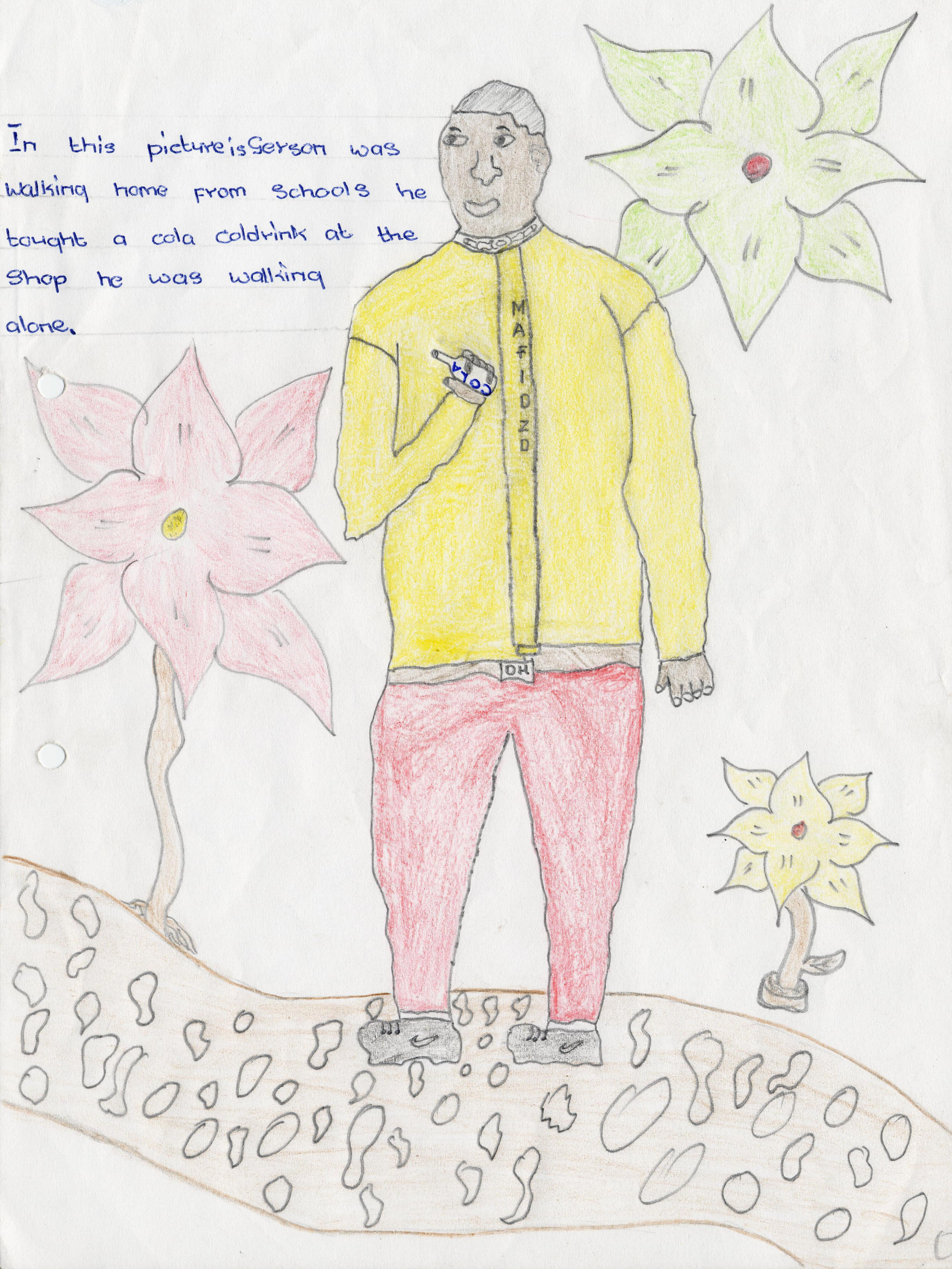
3.2 Death occurs through dehydration. _____

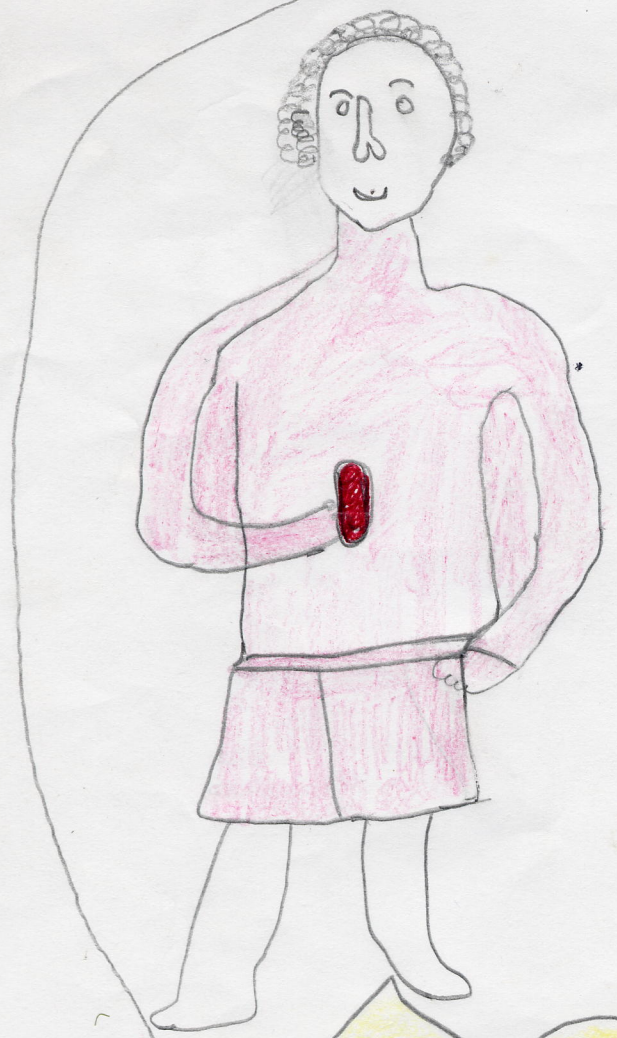
3.3 Eventually they discovered a new salt supply. _____

- 5.2. What picture would describe the main source of South African salt?**
- a. Salt pans
 - b. A packet of salt
 - c. The Soutpansberg
 - d. The sea
- 5.3 What would you expect to see at a salt production plant in South Africa?**
- a. A factory with high chimneys
 - b. Metal pans
 - c. Channels leading from a beach into square, shallow dams
 - d. Big dams of all shapes
- 5.4 What power is used to produce the salt in South Africa?**
- a. Electric power
 - b. Natural power
 - c. Huge fans
 - d. Fire
- 5.5 When is the salt ready to be used?**
- a. When it is in the dam.
 - b. When it has crystallised.
 - c. When it is wet.
 - d. When it is in the channel processing.

Drawings done after imaging

In this picture iserson was walking home from schools he bought a cola coldrink at the Shop he was walking alone.





Sun



Session 1 L11





L2

Session 3

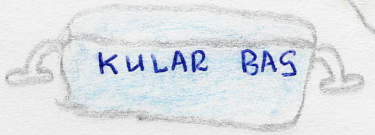
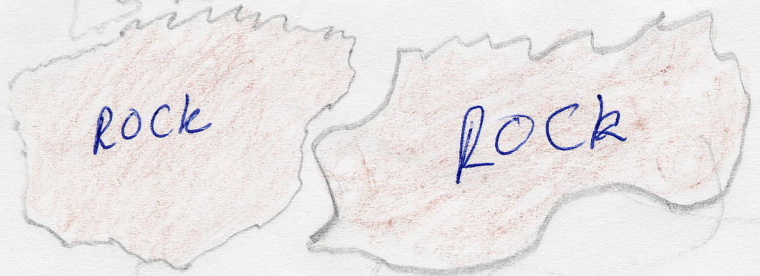


The Sun was blazing as Jack ^{dived} jumped into the water from a high rock and swam out to sea.



The sun was blazing as Jack dived (Plunge) into the water from a high rock and swam out to sea.

University of Pretoria etd - Ngwenya, M D



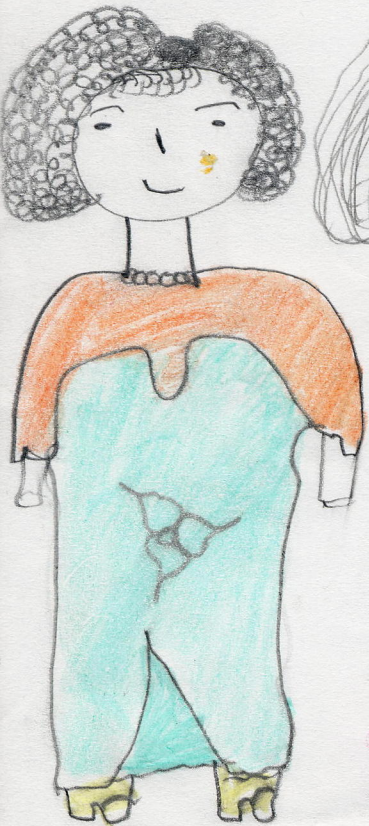
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L7 Session 3

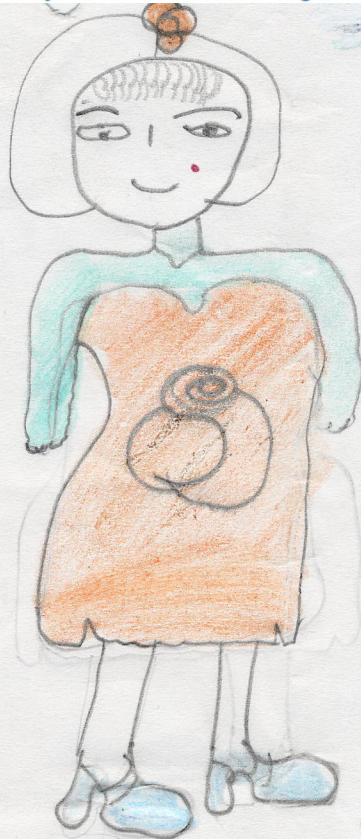




Lolo



Palesa



Thandi



Zedwa



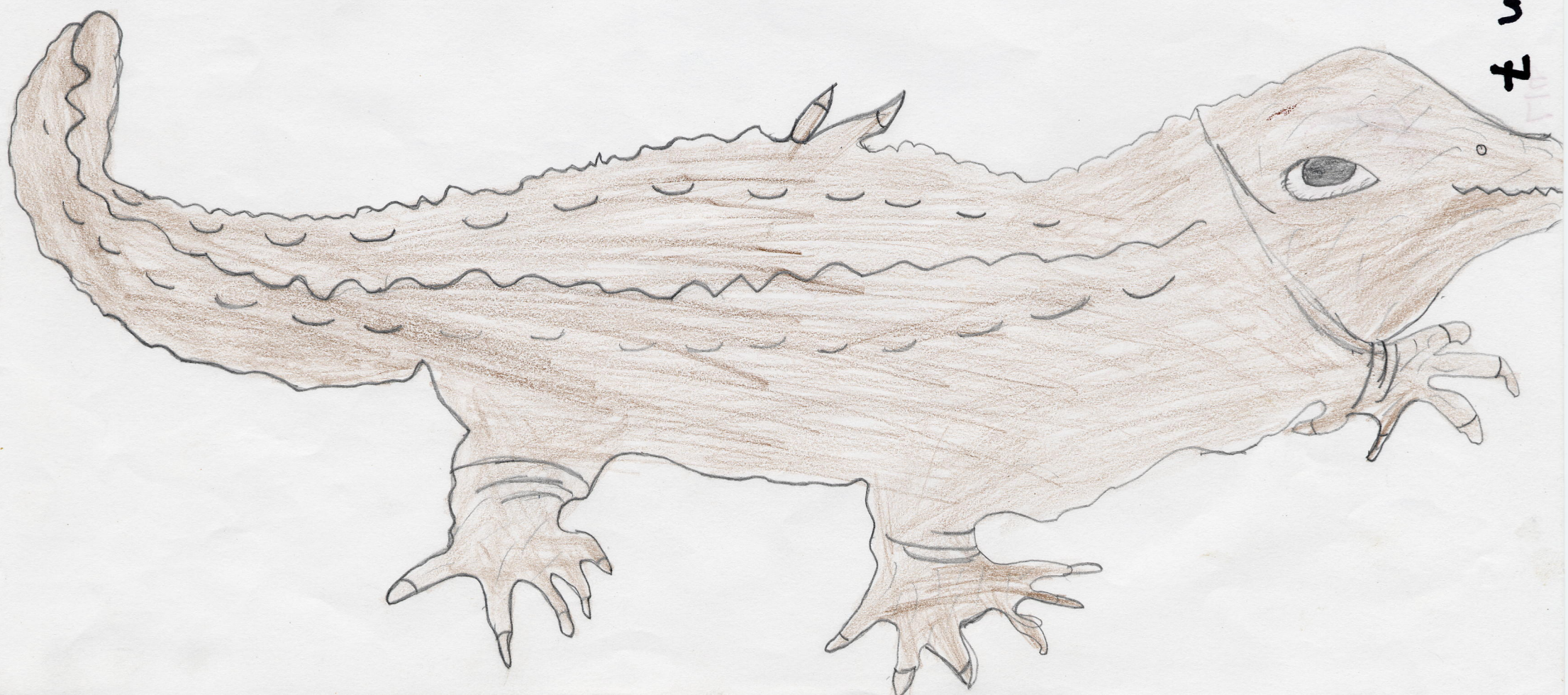
Mary



Rose

THE BEAUTY CONTEST







← Dr Kalmerius

PRINCESS MARIPOSA



Word card

Word card

Attractive, lonely

Appendix D

Comprehension questions from reading text

SESSION 11

ROALD DAHL

Reading comprehension questions

1. How many weeks did the weather remain very cold?
2. How deep did the snow lay on the ground?
3. How do you know that Charlie was feeling very cold?
4. Was Charlie's house well built? Give the reason for your answer.
5. During cold weather people usually think of two things, name them.
6. What kind of meals was Charlie having three times a day?
7. Name the factory Charlie used to pass on his way to school.
8. What did he use to do when passing that factory?
9. Who was the owner of the factory?
10. What did Charlie win?

SESSION 19

Clockwork! Or All Wound Up

Reading comprehension questions

1. Why were the people happy when Prince Otto married Princess Mariposa?
2. Name three things that people did to show their happiness?
3. What did the prince and the princess do in order to get a baby?
4. What happened when the princess gave birth to her baby?
5. Why did prince Otto take the baby to Dr Kalmenius?
6. Briefly describe how Dr Kalmenius healed the baby?
7. Name two things that show that prince Otto loved his child?
8. How old was the child when he started to show signs of illness?
9. Did prince Otto know that his child was a clock child?
10. What do you understand about this sentence? "I must have an her! The survival of the Royal Family depends on him."

Appendix E

A letter to the parents



Solomon Mahlangu Freedom School
P.O. Box 79026
Mamelodi East
0122
Tel: 012-8019662
Fax: 012-8019662

**PERMISSION LETTER TO THE PARENTS OF LEARNERS
WHO WILL TAKE PART IN THE RESEARCH PROJECT**

Dear Parent

In the high school no learner can make any progress without good reading skills. I am presently busy with a Research Project where I would be using new reading techniques in order to improve reading comprehension. This technique may enable your child to read with more understanding and to improve memory.

The research will be conducted in one-hour sessions from 14h00 to 15h00 every Monday to Thursday in the afternoon. This research won't take the school time. All activities will be communicated to the Principal and English language Educators. A temporary permission has already been obtained from the principal to continue with the research project.

I have been involved with Solomon Mahlangu Freedom School for eighteen years as an educator and I know the learners. I believe these reading activities will mean a lot to the learners of Solomon Mahlangu Freedom School with regard to their school marks as well as their future studies.

I would be pleased if you would allow me to involve your child in the research whereby he can benefit. Please give your support by encouraging your child to attend every day, and show your interest by asking what progress he/she is making.

If you have any questions may you please direct them in written form. A letter can be addressed to the school and I'll try my best to respond immediately. You may also contact me at telephone number.

(012) 801 9662 during office hours.

Thank you in advanced for your cooperation.

Mrs M. D. Ngwenya.....
Head of Department Guidance

University of Pretoria etd - Ngwenya, M D

Please fill in and send it before 4/ 05/ 2001

I ----- parent/guardian of -----
permit my child to take part in the Research Project. I would further like to have the
following information -----.

SIGNED (Parent/Guardian) ----- Date -----

Practical implementation of the imaging technique from Session One to Twenty

Appendix F

Session One to Twenty as implemented according to the continuous qualitative assessment

Session One (2001-05-23)

(a) Objective: To introduce the use of the imaging technique.

(b) Preparation: Word cards and verbal narratives.

(c) Process of imaging: (Attendance:20) Relaxation exercises. Ls were instructed to stretch their hands, fingers, arms and legs. After this they had to sit in a relaxed position letting their arms to hang loosely. "I am going to say a narrative. Listen carefully and visualize or form a mental picture about this narrative."

"Close your eyes. Think of a road. It is empty. Decide whether it is a gravel or tarred road. Imagine yourself walking. Feel the surface of the road under your feet. It is a hot summer day. Someone is with you. Decide who is this person. Are you talking or singing? Where are you going? See the distance you are heading to. See yourself coming closer to your destination. Now you have arrived. How do you feel? Open your eyes."

Ls were instructed to discuss in twos about their mental pictures. The listener must also ask questions for more clarification. "You may use your mother tongue when discussing." R walked around listening and observing the Ls' participation.

R asked Ls if they were able to form mental pictures about the narrative. Some Ls said they could not. R demonstrated to all Ls how to form mental pictures. R also gave examples to help Ls to understand e.g. "picture yourself at the FNB stadium. Two famous clubs are playing. You are with your friends. How do you feel?" R asked Ls if they were able to picture themselves at the FNB stadium. They all agreed. R pointed out to Ls that they were actually in class but they could see themselves at the stadium watching the match. Ls were told that the ability to transform themselves to be in another place mentally is imaging.

R gave a second narrative in order to enhance the mastery of the imaging technique. "Close your eyes. Think of a hot summer day. You are tired and thirsty. Someone offers you an ice cold drink. Decide what kind of a drink it is. He/She gives you a straw. Open

your drink and put in your straw. How does it smell? Take the first sip. How does it taste? Take another sip. Open your eyes.”

Ls were instructed to discuss in twos their mental pictures about the narrative. R moved around listening. Ls were prompted to ask more questions from their fellow Ls for the clarification on the mental pictures. Each L shared his/her experiences as they discussed their mental pictures. Ls were allowed to use their mother tongue. The discussion was more fruitful and Ls also expressed their feelings. Two Ls who initially could not form mental pictures also succeeded.

Ls were instructed to draw the mental pictures about the second narrative as homework.

(d) Reflection

Most Ls did not experience difficulty with the use of imaging. During the relaxation exercises other Ls could not relax and to pay attention. Two Ls could not use imaging at first. R adapted the technique on the spot by giving examples and the second narrative. This helped Ls to understand how to use imaging. Ls enjoyed the first session and mentioned that it was an interesting way of learning. The first session ended on a good note.

Next session: To introduce the imaging technique in a reading activity.

Session Two (2001-05-28)

(a) Objective: To introduce the imaging technique in a reading activity.

(b) Preparation: Verbal narrative and copies of reading text (What happened to Jack?)

(c) Process of imaging: (Attendance :20) Session began with relaxation exercises. Relaxation exercises helped Ls to allow their minds to flow freely when imaging without any disturbance. Principles of imaging, that is, concentration, paying attention and being focused were stressed.

R showed Ls the word “attractive”. Then they were asked if they knew the meaning of the word. Ls responded positively. R instructed Ls to picture something that was attractive. The appearance, colour and size of that particular thing had to be added in their mental pictures.

Ls were then instructed to discuss about their mental pictures. R moved around observing and listening. Most Ls managed to visualize something attractive.

R gave a verbal narrative. "Close your eyes. Picture someone coming to you. He/She is carrying a nice parcel. It is wrapped with an attractive paper. It has a beautiful ribbon on top. He/She gives you the parcel. It is your present. How do you feel? Unwrap the parcel. There is a small box inside. Open the box. Wow! What is it? Open your eyes."

Ls were instructed to discuss their mental pictures and to mention the presents they got inside the box. R walked around listening. The presents mentioned ranged from watches, earrings, necklaces to bracelets. Ls were able to form imaged pictures about the narrative.

R demonstrated to Ls by reading a paragraph how to use imaging while reading. After the demonstration Ls were asked if they understood. Ls responded positively and no one asked for further clarification.

R gave Ls Copies of reading text. In group of twos Ls were instructed to read the text aloud taking turns following each sentence while the other followed in his/her text. After reading Ls were instructed to discuss the mental pictures they had formed while reading. Ls were encouraged to use their mother tongue during their discussions.

(d) Reflection

Ls had no problems with the use of imaging when the narrative was done. When Ls were instructed to read the text, their reading was poor. Some Ls read word by word while others experienced difficulty with the pronunciation of unfamiliar words. Ls could not make sense out of what they were reading. Hence they could not form mental pictures. Other Ls who read fairly well still could not form mental images since they were unable to form a holistic picture about the text. Lack of language comprehension had a negative impact on imaging. This session ended on a low note.

Next session: To guide Ls how to master the imaging technique for reading.

Session Three (2001-06-04)

(a) Objective: To guide Ls step by step on how to master the use of the imaging technique for reading and to enhance reading skills.

(b) Preparation: Reading text (What happened to Jack?)

(c) Process of imaging: (Attendance:14) Relaxation exercises were done like this, "stand up, stretch your arms, hands, fingers and legs. Stretch your neck by turning your head around. Walk around and sit down. Sit down in a relaxed position and clear your mind from anything that may disturb you".

R then gave learners copies of reading text done in the previous session. Ls were divided into groups of threes. Ls were instructed to read sentence by sentence while others were listening and forming mental pictures about each sentence they read. R demonstrated how Ls should form parental picture while they were reading. The first sentence read as follows: The sun was blazing as Jack dived into the water from a high rock and swan out to sea. "Now picture the weather on that day. Was it hot, cold or raining? Who dived into the water? Can you picture Jack diving from a high rocks". How did he feel when he dived into the water?"

Ls were guided like that until the first paragraph was read. After reading the first paragraph for the second time, Ls were stopped so that they could discuss about their mental pictures. R walked around listening. Ls were instructed to draw their mental pictures.

(d) Reflection

Ls' discussions were more detailed and informative. Ls managed to form mental pictures about the text after they were guided. The word blazing was explained to them and also made it easier for them to understand how hot was the sun on that day. Some Ls experienced problems with reading aloud while others read fairly well. When R asked questions most Ls were able to answer.

The drawing of the mental pictures indicated that Ls were able to use imaging when reading. Even Ls who struggled to answer the questions were able to draw relevant mental pictures about the text.

Next session: To instil reading skills and the mastery of the imaging technique.

Session Four (2001-06-06)

(a) Objective: To stimulate the interest in reading, to demonstrate how to read with meaning and the use of imaging when reading.

(b) Preparation: Reading text (Palesa's beautiful dress).

(c) Process of imaging: (Attendance:14) The session began with the discussion of the session. "Can you mention the difficulties you experienced with reading in the previous session? What was the most difficult thing for you?" ...Ls mentioned that their inability to read aloud adequately was their most difficult experience and led to inability to make sense of out the text.

R then mentioned that Ls need to read a lot in order to get use to reading. Another thing was that Ls need to read with good intonation, phrasing, and meaning while observing the punctuation marks. R informed Ls that she was going to read a text about Palesa's beautiful dress.

"Can you please stand up, stretch yourself, walk around and sit down quietly. Close your eyes and clear out everything in your mind. Open your eyes. I am going to read this text and please listen careful with concentration. While I'm reading please form mental pictures in your mind. As I read follow in your copies while picturing every event that is taking place in the story."

R read the text expressing meaning, phrasing with correct intonation to demonstrate how to read appropriately, pronounce words correctly and observe punctuation marks. Ls followed in their copies until the end of the story.

R asked Ls a few comprehension questions to assess if they understood the story and were able to form mental pictures. Ls were then instructed to draw mental pictures on the scene they liked most.

(d) Reflection

Ls were attentive, quiet and relaxed. They listened to the story with interest and enthusiasm. When R asked them question they answered very well without any difficulty. The drawing of Ls were relevant and indicated that they were able to use imaging. The use of imaging was much simple for them since they were not reading.

Next session: To emphasized the use of cognitive and affective processes during the process of imaging.

Session Five (2001-06-11)

(a) Objective: To guide Ls on the use of the cognitive and affective processes when imaging. To guide them on how to break through to new meaning of unfamiliar words.

(b) Preparation: Reading text. (The end of winter).

(c) Process of imaging: (Attendance:16) Brief discussion on the previous session. Ls mentioned that they had enjoyed the story and had no difficulty in picturing what was happening. Relaxation exercises were done.

R divided the Ls into groups of twos and threes. Reading copies were handed out. Ls were instructed to read the first paragraph aloud taking turns per sentence in their groups while imaging.

Ls began reading aloud while the R moved around listening. When Ls experienced problems with pronunciation and meaning of words were assisted. Ls read aloud until the end of the first paragraph. R then guided Ls on how to use imaging when reading by asking the following questions.

“Where did Laura and her family live?

Can you picture their house?

How was it built?

Can you see the garden or fields where their food was grown?

What do people grow in the garden?

Where did they hunt?

By means of these questions Ls were guided on how to use their cognitive processes in order to form mental pictures. Ls were instructed to continue to the next paragraph while reading aloud per sentence. R informed Ls that as they read they should look the passage or text in a holistic manner. When they come across unfamiliar words they should figure out the meaning on their own. R stressed that they don't need to know every word in order for them to know how to use imaging. But they only need to know the critical words that are critical to imaging. After reading Ls discussed their mental pictures and the text.

(d) Reflection

Reading progressed fairly well. Ls who read better and this indicated that the improvement of reading aloud was beginning to emerge though not with all Ls. Oral questions asked by R after a paragraph was read also helped Ls with the understanding of the text and the use of imaging. Most Ls did not succeed in breaking through to the meaning of unfamiliar words. The encouragement of poor readers was done in order to motivate them to try even if they make mistakes. Motivation also aimed at inspiring Ls who had a history of failure such as Ls 1, 4, Eb, Ec and 10.

Next session: To emphasize the use of the imaging and to assess progress made in imaging in written comprehension questions.

Session Six (2001-07-18)

(a) Objective: To enhance the mastery of the imaging technique and to assess progress made in imaging in written comprehension questions.

(b) Preparation: Reading text (The end of winter) and comprehension questions.

(c) Process of imaging: (Attendance:14) The session began with relaxation exercises. After the performance of relaxation exercises the R asked learners the following: "How do you feel after relaxation exercises?" Ls indicated that they felt relaxed as if they were asleep and dreaming. This also helped them to clear their minds from anything that might disturb them during imaging.

R gave background information on the text read in the previous session with an aim of assisting Ls to recall what was done in the previous session more than a month.

R handed out copies of reading text and divided the Ls into groups of four. Ls were instructed to read each paragraph where Ls had to read taking turns as per two sentences. R stressed that Ls should form mental pictures about the text while reading.

The discussion of mental pictures was held after the first paragraph while R moved around listening. After the discussion of the first paragraph Ls were instructed to continue with the reading while forming mental pictures.

After reading three paragraphs` Ls were stopped and R asked comprehension questions. Ls were urged to read the text with meaning and to perceive the text in a holistic manner in order to get an overall impression on the text. R also demonstrated to the Ls on how to read with meaning even though they came across words they did not understand that were not critical to imaging in order to enhance comprehension.

R instructed Ls to discuss the whole passage and their mental pictures. After the discussion Ls were stopped to work in groups and R gave each L an answer sheet and a copy of comprehension questions. Ls were instructed to answer the comprehension questions individually.

(d) Reflection

Ls were relaxed and participated positively. The reading of the text was done fairly well and the background R gave helped them to understand and to recall the text as it was

done before the June school holidays. The discussion of mental images indicated that Ls were mastering the imaging technique. The answering of the comprehension questions indicated that Ls still experienced difficulty with the interpretation of the questions. The performance of Ls in the comprehension questions was generally above average.

Next session: To enhance the mastery of the imaging technique and to assist Ls how to construct meaning when reading.

Session Seven (2001-07-23)

- (a) Objective: To enhance the mastery of the imaging technique.
- (b) Preparation: Verbal narrative and reading text. (The wreck of the Zanzibar)
- (c) Process of imaging: (Attendance:15) Relaxation exercises.

“Close your eyes. Picture a bowl of hot soup. Decide what colour is that bowl. Can you smell the steaming soup? There are bread rolls near the soup and butter. Take a knife and slice the rolls open and spread butter. Put a few pieces of bread rolls into the soup. Take a spoon and scoop the soup. How does it taste? Open your eyes.”

Ls were divided into groups of threes and fours and were instructed to share their experiences and mental pictures on the verbal narrative. R moved around listening and observing their participation. After the discussion R asked Ls if they were still experiencing problems with imaging. They responded that they had no difficulty.

R gave each L a copy of reading text (The Wreck of Zanzibar). R emphasized the importance of concentration paying attention and being focused during imaging. Again R emphasized the following points on imaging:

- Imaging helps one to form mental pictures about what one is reading.
- It helps one to concentrate and to pay attention.
- The text that is read is made alive through imaging.

Ls were instructed to read the text beginning by reading the first paragraph. Ls had to take turns after reading two sentences each. At the end of each paragraph, Ls had to stop to discuss their imaged pictures. R walked around listening and helping Ls with the pronunciation of words and the meaning of words. Ls had difficulty with the meaning of the following words: bay, storm, stump, massive, gulls, and turtle. R demonstrated how Ls should use their background knowledge and the text to break through to the meaning of unfamiliar words.

R gave the meaning of words except the word turtle. Ls were instructed to read the whole text at home and to figure out what a turtle was from the text. Ls were also instructed to draw the turtle in order to see if they understood what the turtle was. Another aim was to assess if Ls were able to break through to the new meaning of the unfamiliar words.

(d) Reflection

Ls read aloud well though they had difficulty with the meaning of unfamiliar words. Lack of meaning of certain words had a negative impact on imaging. The explanation of unfamiliar words aided their understanding of the text. During the discussion Ls showed that they were not familiar with the content of the text. The text was not related to their everyday life situation. The drawing of the turtle indicated that Ls had no clue as to what was a turtle. Some of the Ls drew fishes while others crocodiles. R observed that if critical words to imaging are not explained then imaging is almost impossible. Ls are unable to form a holistic picture about the text due to the presence of unfamiliar words.

Next session: Adaptation of the technique by giving meaning of words that are critical to imaging.

Session Eight (2001-07-30)

(a) Objective: To enhance the mastery of the imaging technique by giving meaning of words that are critical to imaging.

(b) Preparation: Reading text. (The wreck of the Zanzibar).

(c) Process of imaging: (Attendance:14) Relaxation exercises. R asked Ls about the verbal narrative done in the previous session. Ls answered correctly. R told the Ls that they were able to remember the information about the soup because they had formed mental pictures and also used their senses.

Ls were then divided into groups of threes. Ls were instructed to discuss about the text done in the previous week. Ls were quiet and shy. R asked them the following questions that prompted them to answer.

“Why did this person go to the Bushy Bay?

Who sent her there?

What was she going to do?

What did she see when she was there?

How big was that animal?

What gathered around the turtle?

Was the turtle alive or dead?"

After answering these questions during the discussion, Ls began to understand the text. R gave the meaning of the word turtle. Ls were amazed to find out that the turtle was not a crocodile or fish as they had drawn.

R instructed Ls to read the text again in groups while imaging. The reading proceeded well as Ls read the text for the second time. After reading Ls had discussion about the text and the mental pictures they had formed.

(d) Reflection

The explanation of the critical words to imaging did enhance the mastery of imaging. Ls who still struggled with reading did not read the text at home. Ls who read passage at home participated better during the discussion of the text. The use of comprehension questions helped Ls to use their cognitive and affective processes in processing and constructing the meaning on the text.

The process of imaging helped Ls to be attentive, focused and to participate meaningfully during the discussion.

Next session: To enhance the mastery of the imaging technique by means of self-questioning.

Session Nine (2001-08-01)

(a) Objective: To assist Ls in the mastery of the imaging technique by means of self-questioning.

(b) Preparation: Copies of reading text (Roald Dahl)

(c) Process of imaging: (Attendance:14) Relaxation exercises. R demonstrated how Ls should use self-questioning to enhance imaging. R handed out reading copies. The following questions were asked about the first paragraph. "How did the weather turn during the next two weeks?" R showed Ls how to asked themselves questions as they continue to read in order to enhance imaging. "Picture how the weather looked like? Can

you picture the snow falling? Where was Charlie when it was snowing?" By means of these questions Ls were guided how to form mental pictures in their minds which enhanced comprehension.

Ls were divided into groups of fours. Ls were instructed to read aloud the first paragraph while imaging. Other Ls had to follow on their copies while one L in the group read. Another L in the group was instructed to read the same paragraph and to ask themselves questions about the text. Ls took turns reading up to the end of the second paragraph. After reading a discussion of mental pictures was held. R walked around listening and observing the participation of Ls.

R found that Ls did not understand the words such as flakes drifting and colour of steel. R gave the meaning of the unfamiliar words and instructed Ls to continue reading up to the fourth paragraph. Discussion on imaged pictures was held.

(d) Reflection

Most Ls read aloud adequately though others still struggled with the pronunciation of certain words. The use of self-questioning did enhance the mastery of imaging as Ls' discussion of mental pictures were rich and were able to describe the events in the text. The participation of Ls was also adequate. Ls who were absent in the previous session find it hard to cope and needed extra attention.

Next session: To continue with the same text and the use of metacognitive skills by means of self-questions as a strategy in enhancing the mastery of the imaging technique.

Session Ten (2001 08-03)

(a) Objective: To enhance the use of metacognitive skills by means of self-questions and further mastery of the imaging technique.

(b) Preparation: Copies of reading text (Roald Dahl).

(c) Process of imaging: (Attendance:15) Relaxation exercises. Ls were quiet, attentive and cooperative.

R gave Ls copies of reading text and were divided into groups of fours and fives. Ls were instructed to read paragraph by paragraph while others followed in their copies. R moved around listening, observing the participation of Ls and how they interacted with the text.

The use of self-questioning was stressed (learners were urged to ask themselves questions while reading) since it enhanced the use of metacognitive skills. The use of metacognitive skills helped Ls to form mental pictures much easier. Reading aloud was improving adequately.

(d) Reflection

The adaptation of the technique was necessary in order to enhance the mastery of the imaging technique. Ls were getting use to reading and were becoming more interested in reading. Ls who were absent on certain days progressed slowly. Assisting irregular attendees was time consuming. R had to go back to explain what was done in the previous session.

Next session: Assessment of the development of reading comprehension skills.

Session Eleven (2001-08-08)

(a) Objective: To assess the development of reading comprehension skills through the use of the imaging technique.

(b) Preparation: Reading text (Roald Dahl) and comprehension questions.

(c) Process of imaging: (Attendance: 14) Relaxation exercises. R divided the Ls in groups of fours and fives and handed copies of reading text.

R instructed the Ls to read the text while taking turns. R instructed the Ls to read with meaning and to form the overall picture about the text. After reading a discussion on the text was conducted. R gave the meaning of the following words enormous, ravenously, desperate and trudging as they were critical to imaging.

Ls were instructed to break away from their groups and comprehension questions were handed out. R instructed Ls to read the text individually once again before answering the comprehension questions. Ls were also encouraged to use imaging when reading the questions. Ls were motivated and encouraged to do their best.

(d) Reflection

The reading had improved adequately. The performance of learners in the comprehension questions was average to above average with most Ls. L 1 still got a score of 0. She copied information from the text without understanding and wrote them as answers. Most Ls had difficulty answering questions that challenged their cognition.

Next session: To practice the use of metacognitive skills when imaging.

Session Twelve (2001-08-13)

(a) Objective: To practice the use of metacognitive skills when imaging.

(b) Preparation: Reading text (Roald Dahl) continued.

(c) Process of imaging: (Attendance: 15) Relaxation exercises. Ls were then divided into groups of three in order to enhance meaningful participation in the groups. R emphasized the importance of Ls' involvement, intentionally, the use of prior knowledge and the use of metacognitive and affective processes when imaging.

R gave Ls copies of reading text and instructed them to read aloud per sentence while imaging. The use of self-questioning was emphasized as Ls continue to read and to process the information from the text. After the first paragraph was read Ls were stopped and the discussion of mental images was conducted. R moved around listening. The use of mother tongue was still encouraged when Ls could not express themselves.

As R moved around listening, comprehension oral questions were asked to assess if Ls understood the text.

"How did Charlie look as the days went by?"

Can you picture his skin?

Why did he have to leave ten minutes before time when he went to school?

Can you picture Charlie in his classroom?

How did Charlie walk to school?

What did he see on his way back home?

How did he feel on that day?"

Ls read only three paragraphs.

(d) Reflection

Reading was progressing adequately. The discussion of mental pictures was becoming more rich and informative. The participation of Ls improved well and Ls were more involved. Ls who were still struggling with reading were encouraged by the participation of other Ls in the groups. Though mother tongue was allowed to be used during the discussion but Ls tried their best to use English.

Next session: To use the process of imaging for the learning of other subjects. Ls requested that they want to begin with Physical Science.

Session Thirteen (2001-08-15)

(a) Objective: To use the process of imaging for the learning of other learning areas. Flexible transfer of imaging to new topics.

(b) Preparation: Text from Physical Science, a brick and a sponge.

(c) Process of imaging: (Attendance: 13) Relaxation exercises to stimulate and to put Ls at ease.

R began by asking Ls questions to activate their prior knowledge on pressure, force and area:

"What is pressure?"

What happens when one puts pressure on an object?

What is force?

By means of a brick and a sponge R demonstrated to the Ls how pressure is exerted on an object. Ls were instructed to give their own examples where pressure could be exerted. R explained to Ls that pressure is force exerted on an area. The formulae of pressure is:

$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

Unit of force is Newton

Unit of area is m²

Unit of force is Pascal

How to calculate Pressure:

$$\begin{aligned} \text{Pressure} &= \frac{\text{Force}}{\text{Area}} && \frac{30\text{N}}{3\text{m}^2} \\ &= \frac{\text{Newton}}{\text{M}^2} && 10 \text{ Pa} \\ &= \text{Pascal} \end{aligned}$$

Ls were instructed to picture someone standing on the mattress bed. They were instructed to draw their mental picture to see how pressure is exerted on the mattress.

(d) Reflection

The participation of Ls was encouraging and they showed interest and enthusiasm in their learning activities. Demonstration, activation of prior knowledge and examples given helped Ls to see how they could transfer the use of imaging to other subjects. Ls were fascinated about the use of the imaging technique when learning other subjects. The use of the imaging technique promoted involvement, concentration, attention and meaningful participation of Ls. Flexible transfer of the imaging technique for the learning of other subjects was done adequately though not up to the optimum level.

Next session: To enhance the learning and understanding of Biology through imaging.

Session Fourteen (2001-08-20)

- (a) Objectives: To enhance the understanding and learning of Biology through imaging.
- (b) Preparation: Verbal narrative and Biology text (Plant cell)
- (c) Process of imaging: (Attendance: 14) Relaxation exercises. R gave a narrative to stimulate the process of imaging.

“Close your eyes. Picture a sunny day. It is hot and dry. You feel hot and tired. You see a big tree a distance far away. You begin to walk faster towards the tree. See yourself getting closer. You are sweating. You feel thirsty. You are now coming closer and closer. There you arrive. You throw yourself under the shade. It is cool and quiet. How do you feel? Open your eyes.”

“Discuss in pairs about mental picture you have formed about this narrative.” R moved around listening. Ls were able to form mental pictures and they had no problems with imaging.

R gave Ls copies of Biology text on a plant cell. The activation of prior knowledge was done by means questions.

“What is a cell?”

What is a plant cell?

Can plant cell grow?

Ls were then divided into groups of threes and were instructed to read the text on the plant cell. Ls were instructed to form mental pictures about the plant cell as they read the text. Ls took turns reading sentence by sentence. After reading for the first time Ls were instructed to read the same part for the second time. The explanation of terms like transparent, cellulose and permeable were done. R had to explain what a cell was because Ls did not know what is a cell and its function.

R asked a few questions to assess the Ls’ understanding. The comprehension questions asked helped Ls to form a clear picture about the plant cell and they enhanced more understanding.

(d) Reflection

The participation of Ls was positive. The reading was done with little difficulty. The explanation of new terms by R and the use of imaging enhanced the understanding of the plant cell by Ls. Ls realized that when they read and formed pictures on the text, it helps them to understand and to remember it better. Imaging promoted active learning.

Next session: To enhance the learning of Biology through imaging.

Session Fifteen (2001-08-22)

(a) Objective: To enhance the learning of Biology through imaging.

(b) Preparation: Biology text (Animal cell)

(c) Process of imaging: (Attendance: 15) Discussion on the previous session. Relaxation exercises. Activation of prior knowledge on the animal cell.

What is an animal cell?

The animal cell is covered with a cell membrane.

What is the function of the cell?

R explained to the Ls the structure of an animal cell and the difference between the animal cell and the plant cell. The session was on the difference between the cell wall and the cell membrane.

Plant cell	Cell membrane
<ul style="list-style-type: none"> It is non-living 	A living membrane
<ul style="list-style-type: none"> It is well developed and relatively strong 	A very thin structure
<ul style="list-style-type: none"> It is usually transparent so that you can see through 	It is not transparent
<ul style="list-style-type: none"> It is completely permeable which means it allows all molecules of gases and liquids to enter and leave the cell, even if they are harmful to enter the cell. 	It is selectively permeable. It selects which molecules it would allow to enter or leave the cell.

The function of the cell in the body was discussed since Ls had little information about the animal cell too. R handed out copies on the animal cell and plant cell. Ls worked in groups of threes and fours. R instructed the Ls to read the text after it has been explained while forming mental pictures in their mind about an animal cell. R demonstrated how Ls should construct mind maps on the animal cell by writing the key words. Mind maps helped Ls to construct a holistic picture about the animal cell which also enhanced comprehension.

R gave Ls comprehension questions to assess if they were able to comprehend the content on both the plant cell and the animal cell.

(d) Reflection

The participation of Ls was good. Ls listened attentively and asked questions where they did not understand. The explanation of an animal cell helped Ls to form mental pictures. The use of mind maps also assisted Ls in gaining more understanding and they were able to form a holistic picture about the content. The learning was more interesting and simpler. The performance in the comprehension questions was average though other Ls still experienced problems with reading.

Next session: To anchor the mastery of the imaging technique for reading.

Session Sixteen (2001-08-27)

(a) Objective: To anchor the mastery of the imaging technique for reading.

(b) Preparation: Reading text (Beverly Cleary).

(c) Process of imaging: (Attendance 14) Relaxation exercises. R emphasized the following factors to be done during the process of imaging.

- Formation of a holistic picture on the text while reading.
- Continuous use of self-questions while filling in the gaps about the picture one is forming during imaging.
- Awareness of the metacognitive skills during the processing of information and the use of senses.

Ls were divided into groups of threes and fours. R gave Ls copies of reading text and instructed them to read paragraph by paragraph while other followed in their copies. Concentration, paying attention and being focused was stressed during imaging. After reading each paragraph Ls had a discussion on their mental pictures while R moved around listening.

R paid more attention to the Ls who were still struggling with reading. Other Ls were instructed to continue with their reading. Ls were instructed to draw their mental pictures. The use of mother tongue was still encouraged.

(d) Reflection

The reading and participation of Ls was good. Each paragraph was read with more meaning and the formation of mental pictures was improving. The drawing of mental pictures showed that Ls understood the text. The use of mother tongue helped Ls to communicate freely during their discussion and it enhanced comprehension.

Next session: To continue to instill the use of the imaging technique.

Session Seventeen (2001-09-03)

(a) Objective: To instil the use of the imaging technique.

(b) Preparation: Reading text (Beverly Cleary) continued.

(c) Process of imaging: (Attendance: 14) Relaxation exercises. Ls were then divided into groups of fours. Reading copies were handed to each L. Ls were instructed to read the passage.

Ls who were still struggling with decoding were instructed to read sentence by sentence while those who read better, read paragraph by paragraph. After reading each paragraph Ls discussed their mental pictures. The use of self-questions was emphasized while forming mental pictures and for the clarification of the text.

R walked around listening to the discussions and observing the manner of participation. R paid more attention to the struggling readers. R demonstrated to Ls how to ask themselves questions when reading in order to enhance the formation of mental pictures and comprehension.

“Read the first sentence and then ask yourself this question. Why the whole city rejoiced? What did they do to show their joy? Can you picture the whole city performing the activities?”

Ls who read well were shown how to use inferences “Prince Otto snatched the baby and ran down to the stable and ordered the grooms to saddle his fastest horse with the dead child clasped in his breast, he galloped away. Where do you think Prince Otto was running to? What was he going to do there?” After reading Ls were instructed to draw any scene they liked most.

(d) Reflection

Ls' participation was good. The discussion of mental pictures and the text were more spontaneous than before. Ls who were assisted with reading progressed fairly well and the use of imaging was also improving. Drawing of mental pictures showed that Ls were able to use imaging. The use of inferences was done fairly by some Ls.

Next session: To identify and assess the barriers still obstructing Ls from the mastery of the imaging technique.

Session Eighteen (2001-09-05)

(a) Objective: To identify and assess the barriers still obstructing the mastery of the imaging technique.

(b) Preparation: Reading text and oral comprehension questions.

(c) Process of imaging: (Attendance: 14) Relaxation exercises. Oral comprehension questions on the text read in the previous session. The aim of asking questions it was to identify the difficulty some Ls were still experiencing in the mastery of the imaging technique for reading.

The following questions were asked orally.

- Who was Prince Otto?
- Whom did he marry?
- Name three things that the people did when Prince Otto got married.

- Where did the Prince and the Princess go to seek help in order to get a baby?
- Did the Prince and the Princess go to seek help in order to get a baby?
- Did the Princess give birth to a baby?
- What happened to that baby? etc.

Ls were then instructed to continue with the reading of the text done in the previous session. R assisted Ls with the pronunciation of unfamiliar words like banners, pilgrimage, dynasty, cathedral, celestial. The reading continued until the whole passage was read. The discussion of mental pictures was done.

(d) Reflection

The reading progressed well with Ls who had improved with reading. The explanation of unfamiliar words enhanced the formation of mental pictures and comprehension. Ls who were still struggling still had difficulty with decoding and making sense out of the text. When Ls were helped they showed some improvement but they need more time and special attention which R could not give during the sessions. The overall performance of Ls was good and the process of imaging had been mastered.

Next session: To assist Ls in the development of reading comprehension skills through imaging.

Session Nineteen (2001-09-10)

(a) Objective: To assist Ls in the development of reading comprehension skills through imaging.

(b) Preparation: Reading text and comprehension questions.

(c) Process of imaging: (Attendance: 11) Relaxation exercises. Ls were instructed to read the whole passage individually since the text was being dealt with for the fourth time during this session.

R moved around observing how Ls were interacting with the text. R encouraged Ls to take their time not to rush their reading. At the end of reading the discussion on the summary of the whole passage was done. Important facts were stressed and most Ls showed that they understood the text.

R gave Ls comprehension questions and the answer sheets. All Ls were instructed to read the text while imaging once again before answering the question. Ls were also urged to form mental pictures about the questions before answering in order to understand what the questions required.

(d) Reflection

Ls appeared to understand the text and were ready for the comprehension questions. The performance of Ls on the comprehension questions varied from poor to good. The inability to understand English as the language of learning and teaching was a barrier which negatively affected their performance. More support in the development of English language is needed. Time to attend to the Ls who were struggling was not enough since when such attention was given, Ls who are progressing well get bored.

Next session: Discussion on the problems experienced during the comprehension questions and the review the use of the imaging technique.

Session Twenty (2001-09-12)

(a) Objective: To find out from Ls about their difficulties in comprehension questions and review on the use of the imaging technique as a whole.

(b) Preparation: Prepared topics for discussion.

(c) Process of imaging: (Attendance: 15) R instructed Ls to be relaxed and calm. Ls were informed that an open discussion would be conducted to look at their difficulties and success in comprehension questions and the whole process of imaging. The discussion was under the following topics.

- Problems experienced during the answering of comprehension questions.

“Name difficulties that you experienced when answering the comprehension questions. Did you understand the questions? Which questions were difficult? Which questions were easy?”

- Sessions that were difficult or easy.

“Which sessions were easy or interesting? Which sessions were difficult?”

- Difficulties with the mastery of the imaging technique.

“What did you like about imaging? Did the use of imaging help you to read with comprehension? What difficulty did you experience with imaging? Was it difficult to form mental pictures? Could you picture something about what you were reading? Was it difficult to visualize the text?”

- Barriers obstructing the development of reading comprehension.

“What intrinsic barriers hampered your development in reading comprehension? Were texts read difficult for you? Was the content difficult or easy? Which text did you like most?”

- Support received from parents.

“Did you get any support from your parents?”

(d) Reflection

The discussion was fruitful and informative. Ls were free to discuss all their difficulties and successes about the comprehension questions and the use of the imaging technique. They also mentioned reading sessions that were easy and difficult. Ls also discussed what motivated them to attend and why they could not attend other sessions. Most Ls mentioned that their parents only asked them about their progress once or twice. Except that no support was given.