

**An action research study on the effects of
cooperative paired reading on learners
with special educational needs (LSEN)**

by

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TO HIM WHO SITS ON THE THRONE, GLORY AND HONOUR

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SUMMARY

Worldwide society at large has a long history of discriminating against the disabled. They were in many cases segregated because they were considered not to be able to cope in society. According to the medical model of disability disabled persons had to be segregated and treated in order to become as “normal” as possible. The segregation of the disabled was also practised in education. In South Africa many learners who were unable to cope with English as the medium were either placed in special education or dropped out of school. The problematic nature of segregation has led to the realisation of the need for a new paradigm to cater for these learners. The perception that learners who do not cope in the mainstream of education need to be excluded, has made way for a more humane perception of non-segregation and inclusion, where diversity is celebrated and where education is adapted to suit the needs of each individual. This view is in line with recent legislation in South Africa and many overseas countries which aims at protecting the rights of individuals and to fight discrimination. (The fact that certain learners such as the blind, deaf and ‘severely mentally retarded’ cannot at the moment be accommodated in the mainstream in a South African context is however recognised. Certain adaptations will first have to be made).

The challenge of implementing these principles in practice was met by introducing a cooperative paired reading programme for learners with special educational needs in inclusive education settings with the aim of assisting them in their understanding of English as the medium of instruction and therefore also to achieve growth in the realisation of their human potential. The role of metalearning and cooperative learning, where meaning is reconstructed through reading and is first shared with the self and then with others, has been found to be crucial in the process of achieving growth in the realisation of human potential. Through action research, including qualitative and quantitative research, it was found that cooperative paired reading can lead to growth in the realisation of the human potential of learners with special

educational needs in inclusive education settings, as measured in terms of cooperative and mega life skills, as well as reading.

KEY WORDS

- Inclusive education
- Achieving growth in the realisation of human potential
- Cooperative paired reading
- Metalearning
- Mega life skills
- Cooperative learning
- Learners with special educational needs
- Action research
- Special education
- Disabilities

CHAPTER 1

Problem, aim, methodology and course of the research

1.1 INTRODUCTION

In South Africa and all over the world, people with disabilities as some individuals are labelled, have been and are still being discriminated against. The model that explicates the discrimination requires that these people be removed from society and during the exclusion receive treatment for the disability until such time that normality has been restored to such a level that they will be accepted and their integration into society will be tolerated. Even in education learners who have been classified as disabled in some way, (for example, learners who do not cope with English as the medium of instruction) are not likely to find an escape route to avoid this system of segregation and exclusion from the general education system. Learners with so-called disabilities are placed in special education settings, as it is believed that they do not have the potential to benefit from education in the mainstream.

Treatment in these exclusive educational settings is focused on “rectifying” the “wrong” in an artificial environment, dislodged from reality. The potential these learners possess to contribute to the authenticity of education for real life where the demands are fierce and the challenges high - even for ordinary people – is not recognised.

Although there might be different considerations when dealing with severe and multiple disabilities, the concern remains with the overwhelming majority of cases where valuable human potential is lost forever because of persisting perceptions and counterproductive treatment and segregation of so-called disabled learners. This obviously constitutes a problem consisting of two main aspects to be explicated.

1.2 THE PROBLEM

The following paragraphs will endeavour to explicate the two main aspects that constitute the problem to eventually arrive at a comprehensive definition of the problem to be investigated.

1.2.1 DISCRIMINATION BECAUSE OF PROBLEMS WITH ENGLISH AS A SECOND LANGUAGE AND READING IN PARTICULAR

In order to reflect on the problem of discrimination against learners who experience problems with English as a second language, it will be necessary to distinguish between a first, a second and a third language.

1.2.1.1 THE DIFFERENCE BETWEEN A FIRST, SECOND AND A THIRD LANGUAGE

English as a second language refers to a language that is not acquired under ideal circumstances in the home environment as is the case with a first language. It is important to realise that the first language has already been acquired by the time the learner enters primary school but a second language has to be learned under controlled circumstances such as a school (Askes, 1993:16-19). Wickham (1995:10) points out that a second language should not be seen as a less perfect form of the first language, but that it is a totally separate phenomenon on its own, as indicated by Bernhardt (1991:2). A third language is also not part of either the first or the second language. A third language is usually acquired for a specific purpose, such as coping in overseas countries, for economic reasons, or to be able to read references in other languages (Askes, 1993:1). A third language can therefore also be a foreign language.

The following distinction of Littlewood (1988:2) between a second and a foreign language leads to more clarity:

Briefly, a "second" language has social functions within the community where it is learnt (e.g. as a lingua franca or as the language of another

social group), whereas a “foreign” language is learnt primarily for contact outside one’s own community.

It should however be realised that in a South African context, because of our diversity, many individuals are fluent in their first language and quite proficient in more than one “second” language, such as English and Afrikaans, and are able to understand several “third” languages. Many black South African newsreaders, who received their training overseas, are good examples of the above. The majority of South Africans are unfortunately not that proficient in English.

Because English is the medium of instruction in many schools many learners who have struggled with English as a second language without receiving assistance have either dropped out of school or have repeated grades for a number of times. This can be viewed as a major problem in South Africa. When these learners are tested in English test scores cannot be reliable. In many cases problems with English have led to segregation and discrimination as will be clear from the next paragraphs.

1.2.1.2 THE SEGREGATION OF LEARNERS WHO DO NOT COPE WITH ENGLISH AS THE MEDIUM OF INSTRUCTION

In the Northern Province, it is not exceptional to find that learners who, for some reason were unable to acquire the basic literacy skills in English resulting in poor scholastic performance, were referred to special education, as the principal of the school was convinced that the learners would no longer be able to benefit from regular education. This problematic situation can most probably also be found in remote areas of other provinces. In many cases a history of the learner having failed his grade two or three times are motivators for the principal's perceptions. In most cases the broader issue of barriers to learning and development, which cause learning breakdown, would be found not to have received enough consideration. The factors that caused learning breakdown should have been considered in the process of planning to assist such a learner. In many cases it seems that the emphasis is still on what the learner cannot do, and not on how to assist the learner. Limited English proficiency (LEP) can be seen as a huge

contributor to poor scholastic performance, and referrals to special education. Donald (1993:145) supports this argument when saying that:

Despite intact ability however, the need for special educational support is very real. In almost all cases the learners who are being considered here have, for one reason or another, not acquired adequate basic educational skills - related essentially to literacy and numeracy - at a time in their development when this should normally have occurred...

Stanovich (1991, 1993) has cautioned against the practice where the results of IQ tests are misinterpreted to conclude that a learner has dyslexia by saying that:

... an IQ test score is not properly interpreted as a measure of a person's potential (1991,p10), and that defining dyslexia by reference to discrepancies from IQ is an untenable procedure (1991, p 22) (Carver and Clark, 1998:453).

As far as assistance with literacy is concerned, Donald (1993:145) points out that learners with LEP can be assisted in the regular classroom, but that they will acquire these skills in a much different way than younger children might. Assistance will however not be possible in overcrowded classrooms with under-qualified teachers and no resources. The fact that these learners need intensive individual assistance is realised when Clay (1993) gives a description of learners who did for some reason not have seemed to master the skill of reading:

Characteristically, these children demonstrate confusion about the literacy process and seem to have abandoned productive approaches to dealing with print. The records of these children show that they have been sick and absent for long periods, demonstrate wide fluctuations and variances in response to the complex task of learning to read and write, and often seem to take longer to learn (Boehnlein, 1995:70).

As the skill of reading is one of the pillars on which the whole education process is built, these learners will have to be assisted appropriately. They cannot all be

referred to special education and, as it has already been pointed out, they should not unfairly be labelled as “dyslectic”. The focus should be on the needs of these learners and not on test results.

1.2.2 THE MISCLASSIFICATION OF LEARNERS WITH LIMITED ENGLISH PROFICIENCY

The concept of intelligence as a static construct does not make sense when being applied to English second language or foreign language learners. This aspect can closely be related to the problem that learners who experience difficulties with the understanding and communicating of English as a second or foreign language have. They have a high risk of being viewed as mentally retarded, due to the results of tests that do not take Limited English Proficiency (LEP) and cultural diversity into consideration. In many cases learners who do not understand English as the medium of instruction and who do in fact experience it as a barrier to learning and development have been misclassified as mildly mentally retarded and sent to special schools. Many teachers are very relieved when these learners who simply cannot keep up with the rest of the learners are removed from their classes to be placed elsewhere. Christison (1998:6) believes that learners have different strengths and weaknesses and that these should be developed. The Multiple Intelligences theory of Gardner (1995) supports the argument by indicating that humans have different intelligences that need to be developed. She (Christison, 1998:6) adds that second language teachers should:

... get away from defining intelligence in terms of tests and correlations among tests and begin more seriously to look how people around the world develop skills important to their lives

With a broad description of the problem above, it will at this stage be necessary to define the problem more closely.

1.3 DEFINING THE PROBLEM

The problem can be defined as follows:

The exclusion of LSEN from the mainstream has been caused by widespread problems. Two main problems are:

- Many South African learners have problems with the understanding of English as the medium of instruction.
- The misclassification of learners who do not cope with English as the medium of instruction as special education candidates.

The above problems have resulted in the need for the development of educational programmes to assist learners with the understanding of the medium of instruction (English reading) and therefore in the realisation of their potential.

1.4 THE AIM OF THE RESEARCH

The aim of the research is to dynamically assist all learners through developing a cooperative paired reading programme to understand the medium of instruction and therefore to achieve growth in the realisation of the human potential of senior phase learners in inclusive education settings.

1.5 THE RESEARCH QUESTION

The research question can be formulated in the following way:

What is the best possible way to achieve growth in the understanding of the medium of instruction (English reading) and therefore also in the realisation of the human potential of learners in inclusive education settings and what method should be used?

In order to address the main research question, which should be kept in mind throughout the research, a number of sub-research questions have been identified. These are discussed in the section about the course of the research, in order to gain more clarity of focus.

1.6 THE METHODOLOGY OF THE RESEARCH

It is important to realise that the methodology of this research is unique. Schurink (1998:253) echoes a significant statement that was made by Morse (1994:223) by indicating that qualitative researchers use a wide range of strategies to conduct their research and that each set of strategies will be unique, depending on certain aspects. This is evident in the following statement:

The various strategies of enquiry used by qualitative researchers will differ depending on the purpose of the study, the nature of the research question and the skills and resources available to the researcher.

The above statement is specifically relevant when emphasising the fact that the research methodology of this study may not have been implemented in its purest form, owing to the above considerations. The research is however still recognisable by the different methodologies that were utilised.

As far as utilising the different strategies of enquiry is concerned, it should briefly be stated that a process of triangulation (De Vos, 1998:359) was used whereby different strategies of enquiry are used to obtain data, to increase the reliability of the data. It is therefore positive to use many strategies of enquiry and consequently different methodologies.

The overall design of this research is grounded theory methodology, as the aim of the study is to develop a programme to assist learners with their understanding of English as the medium of instruction and therefore to achieve growth in the realisation of the human potential of learners in inclusive education settings. The grounded theory methodology was, in an overall sense of the study, conducted in an action research format. Before providing an overview of the methodology in each chapter, including the course of the study, it will be necessary to brief the reader on grounded theory methodology and action research.

1.6.1 GROUNDED THEORY METHODOLOGY

Grounded theory methodology (a term first used by Glasser and Strauss, 1967) is defined in the following way by Babbie (1992:61):

Very often, social scientists begin constructing a theory by observing aspects of social life, seeking to discover patterns that may point to more or less universal principles.

De Vos & Van Zyl (1998:265) refer to Strauss and Corbin (1990:24), who explain the grounded theory methodology as:

... a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon.

In order to reach a clear understanding of grounded theory methodology, the above definitions should be kept in mind with the following points taken from De Vos & Van Zyl (1998:265-276):

- Grounded theory methodology is a qualitative research method. It utilises a systematic set of procedures with the aim of developing a grounded theory about a specific phenomenon. The theory is inductively derived. The term 'induction' is clarified by Babbie (1992:G4) as: [the] *logical model in which general principles are developed from specific observations.*

The following example is given by Babbie (1992:64) to explain induction further:

Having noted that Jews and Catholics are more likely to vote Democratic than Protestants are, you might conclude that religious minorities in the United States are more affiliated with the Democratic Party and explain why. That would be an example of induction.

- Grounded theory is concerned with generating theory. The central purpose of using the grounded theory methodology is discovery.
- Grounded theory, in the form of substantive theory, has a descriptive character, for example, describing a specific kind of social setting, such as hospital wards. The following statement of Glasser and Strauss, referred to by De Vos & Van Zyl (1998:267) is significant in this regard:

... the theory must be clear, the informant's social world must be so vivid that readers 'can almost literally see and hear its people', ...

- The research questions in grounded theory studies are statements that identify the phenomenon that will be studied. De Vos & Van Zyl (1998:268) add that *grounded theory questions also tend to be oriented towards action and process.*
- Theoretical sensitivity is an important quality that must be part of the researcher. In this regard De Vos & Van Zyl (1998:268) say:

Theoretical sensitivity refers to the attribute of having insight, the ability to give meaning to data, the capacity to understand and the capacity to separate the pertinent from that which is not pertinent.

Theoretical sensitivity is enhanced by the following resources:

1 Literature:

By studying readings on theory, research and documents, the researcher is sensitised by background information to comprehend the specific phenomenon that is being studied.

2 Professional experience:

A researcher's experience in a specific field over time leads to an understanding of what is happening in a specific field and how things will work under specific conditions.

3 *Personal experience:*

Personal experience with regard to a specific experience leads to a greater sensitivity towards such an experience.

- Grounded theory methodology utilises specific coding procedures whereby data are broken down, conceptualised and put back in new ways to build new theories.

With a better understanding of the concept of grounded theory methodology, it will be necessary to briefly discuss action research.

1.6.2 ACTION RESEARCH

Action research methodology is a combination of qualitative and quantitative research approaches. Schurink (1998:406) mentions that *...action research is recognised in the literature as an alternative system of knowledge production...*

The following definition by Cohen and Manion (1994) has been referred to by Hodgkinson and Maree (1998:52):

... action research is a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.

The following aspects of the above definitions should be emphasised:

The researcher uses action research to gain an understanding of a specific situation. He\she becomes involved in the situation and plans interventions that will improve the situation. Interventions are planned and implemented while the whole process is monitored by the researcher. Modifications to the interventions are made, leading to the implementation thereof. Throughout the research the steps of observation, evaluation, planning and implementation can be identified. The steps do not occur in a fixed order.

With a better understanding of action research, the next paragraphs will explain the research methodology with reference to the course of the research.

1.6.3 RESEARCH METHODOLOGY WITH REFERENCE TO THE COURSE OF THE RESEARCH

In the section that follows the research methodology of each chapter is discussed and an indication is given of the course of the research. The specific sub-research questions that are addressed in each chapter are briefly indicated in this section, to indicate the course of the research.

Chapter one deals with a description of the problem, the problem statement, the aim of the research, and the methodology and course of the research.

Chapter two utilises grounded theory methodology by means of a qualitative literature study to generate theory about inclusion as a viable means of meeting the needs of LSEN (including learners who struggle with English as the medium of instruction). The following sub-research questions are addressed in this chapter:

- What problems related to the system of separate special education necessitate the need for a new paradigm?
- What new paradigm is proposed as a viable means to meet the needs of all learners (including learners who struggle with English as the medium of instruction)?
- How did the concept of inclusion develop and how can it be defined?
- What forms of legislation are in place to support inclusion?

Chapter three provides a theoretical educational background about the process of maximising human potential. Theory is generated through grounded theory methodology, in the form of a qualitative literature study. The following sub-research questions are addressed in the chapter:

- How can the concept of maximising human potential be described?
- What is the role of the learning task?
- How can human potential be maximised through metalearning?
- What is the connection between metalearning and reading?

- What is cooperative learning and how can human potential be maximised through it?

A research background to reading is presented in chapter four. Through grounded theory methodology (a qualitative literature study) theory is generated for the development of a cooperative paired reading programme (in chapter five). The aim of the chapter is therefore to generate theory for programme development.

The following sub-research questions are addressed in this chapter:

- What educational theory about teaching/learning in general can be applied when teaching reading in English?
- What theory about the teaching of English as a second language is important?
- How can the concept of reading be clarified?
- What main approaches to the teaching of reading can be identified?
- What is the relation between the different approaches to teach reading and maximising human potential in inclusive education settings?
- What effective method can be used to assist struggling readers?

The overall aim of chapter five is programme development. Grounded theory methodology is utilised to develop a cooperative paired reading programme for LSEN in inclusive settings. The actual programme is presented in this chapter. The sub-research questions that address the main focus of the chapter are the following:

- What programme can be used as a model to assist learners in inclusive education settings with English reading and how can the programme be used?
- 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?

Chapter six deals with the implementation and evaluation of the cooperative paired reading programme. The methodology that is described in this chapter is a combination of qualitative and quantitative research in the form of action research. Grounded theory methodology, with the aim of generating theory is still utilised. The following sub-research questions are addressed within this chapter:

- What data- collection methods are common to quantitative research paradigms?
- What data- collection methods are common to qualitative research paradigms?
- What is action research?
- How can action research be used to determine growth in the realisation of human potential (including a better understanding of English) of learners with Limited English Proficiency through cooperative paired reading?
- What are the findings of the quantitative and qualitative research?

Chapter seven can be seen as a reflection on the grounded theory that had been generated from the literature study and empirical research. The accomplishments as well as the deficiencies in this research process and product are recognised. Recommendations for improvement are made. Even though this chapter is the conclusion of the study, it can be seen as qualitative research. The direction of future research is also indicated in this chapter.

Apart from the methodology of the research it is necessary to briefly reflect on the resources that were used. The next paragraphs focus on this aspect.

1.6.4 RESEARCH RESOURCES

The research resources utilised to increase the standard of acceptability of the knowledge claims of this research are the following:

- Literature research, mainly focusing on research executed in the past.

- Praxis research, which focuses mainly on present research. In this study it involves:
 - Quantitative research, measuring the effectiveness of the cooperative paired reading programme in quantitative forms, such as reading speed and practical comprehension.
 - Qualitative research, measuring the effectiveness of the programme in qualitative terms such as to what extent growth in the realisation of human potential was achieved.
 - Action research, to improve a situation while taking action.
- Future research: The recommendations and conclusions of this research anticipate the future in terms of the relevance of constructed concepts and theoretical models for the future.

As the place of these resources in this study has already been indicated in previous paragraphs, it will not be dealt with in more detail at this stage. The last aspect in this section to be discussed is the clarification of concepts.

1.7 THE CLARIFICATION OF CONCEPTS

Terminologies and concepts are not explained in a separate section, as it was found to be more comprehensible to explain concepts when occurring, keeping the specific context in mind.

CHAPTER 2

A background to the study: The need for inclusion in South Africa

2.1 INTRODUCTION

In South Africa in the past many disadvantaged learners received little or no support while special education was mostly provided for the minority of learners within special schools and classes. The result was that the general education system was unable to meet the diverse needs of all learners. The unfortunate consequences were that vast numbers of learners dropped out of school. (Booyse, 1995:52; Botha, 1994:1; Donald, 1993:139; White Paper on Education Support Services and Education for Learners with Special Educational Needs, 1995:21; NCSNET and NCESS report, 1997:i; as well as Hay and Hay, 1997:12 agree with this statement. In the light of the above it will be necessary to review the past special education system to determine the necessity for change. The sub research questions that will be addressed within this chapter are the following:

- What problems related to the system of separate special education necessitate the need for a new paradigm?
- What new paradigm is proposed as a viable means to meet the needs of all learners?
- How did the concept of inclusion develop and how can it be defined?
- What forms of legislation are in place to support inclusion?

The first sub- research question will be addressed within the next section.

2.2 PROBLEMS RELATED TO THE SEPARATE SPECIAL EDUCATION SYSTEM THAT NECESSITATE THE NEED FOR CHANGE

According to the White Paper on An Integrated National Disability Strategy (1997:5) many learners in South Africa were discriminated against and excluded from society because of negative attitudes about them:

South African society still regards children with disabilities as incapable, ill and a burden on society. In other words, they represent a 'problem' to be dealt with separately from other children's issues.

From this excerpt it is clear that the severity of the discriminatory position of disabled learners cannot be underestimated. A problem that cannot be separated from negative perceptions about the disabled is the use of discriminatory terminology. The next paragraph gives more clarity about this problem.

2.2.1 THE USE OF DISCRIMINATORY TERMINOLOGY

According to the medical model of disability (which is discussed elsewhere) a learner who did not cope with his or her schoolwork would probably have some kind of “deficit” or “disability”. The administering of different tests was used to determine what was wrong with the learner; for example, a learner who performed poorly on an IQ test could be classified as “mildly mentally handicapped”. The learner would then fit into a specific category of the categorisation system that would be used by the particular education department. The next step would be the exclusion of the learner from the mainstream of education. Labelling such as “retarded” would in many cases be unavoidable.

A term, which was used for many years to refer to these learners, is the term “handicap” or “learners with handicaps”. From national and international literature, it seems however that this particular term is not favoured anymore, due to the negative connotations and stigmatisation that were caused by such a term.

Booyse (1995:52) gives a description of the most popular terms in South Africa during the past few years. The term that has been favoured until recently to refer to learners who struggle at school, and which is still being used is “learners with special educational needs” (LSEN). According to Booyse (1995:52) the term has been used in different documents about education, for example the “National Education Policy Investigation” (NEPI), (1992: 129-130), the “Policy Framework for Education and Training” of the African National Congress (ANC) (1994:104), the Draft White Paper on Education and Training (Government Gazette 1994:16)

and the “Report of the International Commission on Open Learning and Distance Education in South Africa” of the South African Institute for Distance Education (SAIDE) (1994:64). The concept of special educational needs is defined in the following way by the ANC (1994:104) as documented by Booyse (1995:52):

Special educational needs include: special academic and learning problems, physical health problems, emotional concerns and particular social needs (which are often related).

It has recently been suggested that the term learners with special educational needs (LSEN) be replaced by another term. The Report of the National Commission on Special Needs in Education and Training (NCSNET) and The National Committee on Education Support Services (NCESS) (1997:2) suggests the use of a new term in the following way:

Acknowledging that 'special needs' often arise as a result of barriers within the curriculum, the centre of learning, the system of education, and the broader social context, it is suggested that instead of referring to 'special needs' we should refer to barriers to learning and development.

In this regard Donald (1993:140-141) has made a distinction between intrinsic and extrinsic factors, or a combination of both, which might lead to this impediment. Intrinsic factors lie within the learner, for example, sensory impairments such as blindness and deafness. On the other hand extrinsic factors lie in the learner’s environment, such as the home, school and social environment. These often lead to deficiencies as far as literacy and occupational skills are concerned (Botha, 1994:1; Donald, 1992:9 and Booyse, 1995:52).

Donald (1993:140) believes that in South Africa the incidence of intrinsic “disability” in the majority of current LSEN can be questioned. It is even doubtful whether they have any intrinsic “disability” at all. He claims that impoverished conditions of many learners are the cause of their “disability”. Pianta and Walsh (1996:1-3) agree with this statement.

It is clear that the emphasis of the perceptions of learners who do not learn effectively has shifted from deficiencies inside the learner, which need to be remedied, to a broader perception of certain aspects, which impair effective learning. These barriers should be removed to ensure that learning is effective. The terms ‘disabled’ or ‘learners with disabilities’ are terms that are used widely in the general public, but can have negative connotations. For the purposes of this research this term will be avoided as far as possible, depending on the context. The more acceptable term, ‘learners with special educational needs’ (LSEN) will therefore be preferred. The use of discriminatory terminology has only been introduced briefly, but is a much more complicated issue that is given more attention elsewhere. The move away from the use of terminology, which is related to the medical model to classify learners as ‘disabled’, is also related to the unavoidable issue of categorisation.

2.2.2 CATEGORISATION AND ITS PROBLEMATIC CONSEQUENCES

One of the consequences of stereotyped perceptions about LSEN was to develop a system through which these learners could be placed in certain categories that would describe their ‘disability’. The different categories were given specific names with the result that LSEN were labelled.

In order to give more clarity about the process of categorisation, the development of the categorisation system that was and is still being used in parts of South Africa will be discussed in the next paragraphs.

In South Africa the shift from the medical model according to which learners with special educational needs are classified on the basis of their medical diagnosis, ‘deficits’ and ‘disabilities’, to a model which describes their educational needs and abilities, is suggested by Nell (1996:30). Unfortunately the categorisation system, which is still being used in some circles in South Africa, contains many terms which refer to diagnostic categories of LSEN.

The use of diagnostic categories to classify LSEN is not supported or encouraged by the most recent documents about LSEN, for example the report of the National

Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (1997:55), and the White Paper on An Integrated National Disability Strategy (1997:9). These documents clearly indicate a move away from segregation due to classifying learners according to the medical model to inclusion, where education makes provision for the needs of a diversity of learners.

The following model of categorisation is at present being used by many Departments of Education in South Africa (Nell, 1996:31). The outdatedness of this system and its relation to the medical model can easily be noticed, for example when the use of terminology such as "handicaps", which has already been accepted as an unwelcome term in South Africa and overseas is still being used!

The categories are:

- Learners with sensory deficiencies
- Learners with hearing impairments
- Deaf
- Hard of hearing (partially hearing)
- Learners with visual impairments
- Blind
- Partially/weak sighted
- Learners with central nervous system disorders
- Learners with cerebral palsy
- Learners with epilepsy
- Learners with mental handicaps
 - Mild mental handicap
 - Severe mental handicap
 - Profound mental handicap
- Learners with brain damage
- Learners with specific learning disabilities
- Physically disabled and chronically ill learners
- Learners with emotional and behavioural problems
- Learners with comprehensive development disturbances

- ❑ Learners with autism
- ❑ Learners with speech disabilities
- ❑ Environmentally handicapped/disadvantaged/deprived
- ❑ Marginalised learners
- ❑ Learners with multiple handicaps
- ❑ Mentally gifted and talented learners (Nell, 1996:31)

Engelbrecht, Eloff and Newmark (1997:83) explain how Down's Syndrome learners were perceived:

Until recently most of the information on the education of children with Down's Syndrome was based solely on a medical model, where the emphasis was on weaknesses or on general social stereotypes (Vlachou, 1993:75).

The way in which Down's Syndrome children were perceived, through the lens of the medical model, seems to support the idea that the medical model should be replaced by something else.

Townsend (1998:132) warns against the overemphasis on individual causes for learning problems, especially in reading, without keeping other factors in mind, when saying:

So many influences are at work interacting and contributing to children's reading problems. Whilst home background and early experiences are very important, an overemphasis on individual causes is not necessarily helpful in enabling teachers to 'switch on readers'.

On the other hand, Dyson & Millard (1994) in Townsend (1998:132) point out that unfortunately in countries where facilities for special education are enough, the classification of learners according to the medical model is encouraged.

From what has been said it is obvious that the current categorisation system has major deficiencies and causes many problems. It may be fruitful to briefly reflect on some of these problems.

2.2.2.1 THE EXCLUSION OF MANY LSEN FROM ASSISTANCE

Many learners in South Africa have not been able to receive special assistance because of a deficiency in the categorisation system according to this model. LSEN may not receive special assistance because they are sometimes excluded by a definition. Kriegler (1990:27) explains that definitions which define specific learning disabilities usually exclude learning problems which are caused by emotional, environmental, cultural or socio-economic barriers. These criteria seem to be the most difficult to apply, as it can be almost impossible to determine precisely what factors cause the learning problem (Lerner, 1985). The consequence has been the misclassification of LSEN in many cases.

A very important question which should be asked at this stage is asked by Kriegler (1990:27): Can the classification of learners according to traditional categories be defended, as neither the problems nor the learners who are excluded by the definition can be made to disappear? In classrooms all over South Africa there are millions of learners who cannot cope because of emotional, intellectual or socio-economic factors. These learners are excluded from special assistance because the reasons for their problems do not fit into the traditional classification system. The following example relates to the problem of coping with ESL as medium of instruction that was mentioned in the previous chapter. A learner might not cope with his/her schoolwork because he/she struggles with English as a second language as it is never used in his/her community, and support is not available as the parents are illiterate. Another factor that can make things worse is that the teacher might also struggle with English even while it is the language of instruction. In such a case the teacher might also not have support, as there is no money to buy materials. A learner such as the above, who fails because of the fact that he/she has never received appropriate instruction to be able to understand, read and write English, would not traditionally have been able to receive special education services. Because he/she falls out of the range of special education the learner could not expect any additional assistance to enable him/her to develop his/her full potential in school. On the other hand, if special education services were available, the learner could be misclassified as “mentally retarded” and excluded from the mainstream. The Report of the National Commission on Special Needs in

Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (1997:i) describes the past situation regarding special assistance for learners as follows:

Specialised education and support has predominantly been provided for a small percentage of learners with disabilities within 'special' schools and classes. Most learners with disability have either fallen outside of the system or been 'mainstreamed by default'. The curriculum and education system as a whole has generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures.

Kriegler (1990:27) agrees with the above statement. Vaughn and Klingner (1998:86) mention in this regard that according to studies learners who are classified to attend special education did not even know why they were placed in special education. In cases such as the above, the problematic nature of the categorisation system that excludes learners from assistance because of a dysfunctional system should be noted. The system was also found to be ineffective in other ways.

In the past it was possible to find a large percentage of learners who were misclassified as speech and language impaired who were declassified from special education and later, after having been declassified, they were identified as having other learning disabilities. In such cases Carlson and Parshall (1996:96) viewed academics as a primary stumbling block.

The process of trying to identify the causes of learning problems is not always easy and straightforward. According to the above statement it is quite possible for the specialist to make mistakes or overlook important factors leading to the learning problem.

Kriegler (1990:26-27) continues by addressing the problem of testing. This problem, according to her is more serious in South Africa than in the United States of America. She asks whether anybody could claim that today we have

psychometric tests that can guarantee a correct and reliable identification and classification of black learners. Very few intelligence, achievement or diagnostic tests are available that can be used for all the different population groups and still be applicable as far as language and culture are concerned. The application of tests to groups for which they were not standardised is not desirable. Spolsky (1995:1) agrees that language testing specifically and testing for other purposes as well, can be problematic.

The use of intelligence tests as main measure to classify learners can be a very problematic issue that needs to be investigated further.

2.2.2.2 THE PROBLEM OF IQ AS CATEGORISATION INSTRUMENT

The testing of intelligence played a major role in the process of discriminating against individuals. When learners were classified for special education for example, the IQ score had to appear with the test results and was heavily relied upon in many cases.

When one studies the Point of Departure for Special Education of the Manual for Special Education, it is disheartening to find that there was indeed widely discriminated against these learners in South Africa.

The Manual for Specialized Education (1985:1) describes learners who need special education as:

... mentally handicapped pupils who, in the opinion of the Director of Education differ mentally from the majority of pupils to such an extent that they:

should not attend a normal class in a normal school because they cannot derive sufficient benefit from the usual teaching in the normal provision of education, but who are nevertheless educable; ...

The criteria which were (and still are) used to identify such learners according to the manual are in fact very discriminatory, especially when an IQ test score can

determine whether a learner will be included or excluded from regular education. The Manual for Specialized Education (1985:1) lists the following criteria for identifying learners for Special Education (The learners are referred to as “mentally handicapped”):

- ❑ Scholastic progress (the first and most important criterion)
- ❑ Achievements in standardised scholastic tests
- ❑ Socio-economic background
- ❑ Medical information
- ❑ Personality structure as determined through assessment
- ❑ Results of aptitude tests
- ❑ Intellectual ability (In the normal distribution curve of the intellectual ability of the **white** school population of the RSA, this category of pupil falls more or less within the IQ group between 50 & 80)

The criteria focus mostly on the learner, without attempting to provide information about the history and quality of education that the learner received. Another area that causes concern is the fact that the criteria only cater for the white population. During the previous educational dispensation it was not uncommon to find that a learner would be taken from the regular education system and be placed in a special class or school due to poor scholastic performance and a low IQ score. If a learner had ‘committed these crimes’ the road to segregation was one that the learner would inevitably have to face. The manual for Specialized Education (1985:2) gives us a vivid picture of the process:

Apart from classified mentally handicapped pupils, pupils whose parents or guardians have obtained expert advice, and who request admission to special education on the grounds of deficient intellectual ability and poor scholastic progress in a normal school may also be admitted to special education.

In the past until quite recently the placement of a learner was thus strongly determined by psychometric testing, especially IQ tests. The learners did

unfortunately not have much protection against these measurements. The problem of using IQ as categorisation instrument is even intensified further when other forms of discrimination that are associated with the use of IQ scores to classify learners are pointed out.

I DISCRIMINATION ASSOCIATED WITH IQ SCORES

When administering IQ tests it is important that that the learner's cultural background is considered. In cases where this aspect is ignored, learners can be unfairly discriminated against. This problematic practice is discussed next.

i The practice of not taking the learner's cultural background into consideration

Kriegler (1990:39) points out that the value of conventional IQ tests is being questioned strongly, especially when learners from culturally diverse backgrounds are tested and their cultural backgrounds are not accommodated during the test procedure. The IQ scores, which are obtained in such cases, are inaccurate reflectors of the learner's true learning potential. The IQ scores only reflect what the learners have already learned. It is impossible to derive from the information, which opportunities the learners have had to learn the aspects that are evaluated in the IQ test. The purpose of an IQ test is to predict scholastic achievement - often a prediction that fulfils itself. For the purpose of assisting the child, it is more important to determine how the child learns than to know what he/she has already learned. It is more important to know how he/she can be educated in order to know the things which he/she doesn't know yet.

In the United States problems are experienced with instruments to assess Native American Students. In this regard Lipsky and Gartner (1997:25) refer to Duran (1988, 1989) in Dodd, Nelson and Sprint (1995) to emphasise that in America some tests have been biased until recently and that these tests should be replaced by criterion-referenced instruments.

ii Personal setbacks because of poor IQ scores

It is justifiable to wonder how a learner as a person would feel (and how thousands have felt in the past) when dozens of tests had to be conducted because something in the learner was not quite up to standard. When the experiences of a learner who had to undergo many tests is studied, the feeling which is conveyed is one of a total loss of dignity, when being stripped of one's very own identity by a total stranger who knows best - ironical as it may sound! The experience of a student whose name is Julie Farar was documented by the National Council on Disability in the United States (1995:43) as follows:

I can't tell you how many IQ tests and psychological evaluations I went through every year with someone I had never met before. In an hour, they were going to decide my psychological status, my IQ and abilities, and that was used for my educational plan (Lipsky and Gartner 1997: 27).

The consequences of such a testing process and everything that surrounds it, can possibly never be put into words by an outsider and even the learner might not be able to verbalize the feelings which flowed from his/her heart due to a wounded identity. There must indeed be a burden - some emotional baggage that an individual who has been classified as 'disabled' in some way and who has been removed from regular education because of this 'inadequacy', will have to carry for the rest of his or her life. The truth of this argument is supported when the opinion of Archer, Green and Pooler (1992:11) is explicated in this regard:

Most children with special educational needs believe themselves to be incompetent and inadequate and have learned to be either fearful or resentful in any educational setting. This has to be addressed before any learning can take place. Moreover, scholastic failure also distresses parents, siblings, teachers, all of whom may be in need of support.

Learners should not be discriminated against because of a low IQ score, which is in many cases not much helpful without considering the factors which surround the whole process of education.

Learners are often regarded as not having the intellectual ability to cope at school while external factors are the main causes for poor scholastic performance and low IQ scores. The next paragraphs will shed more light on this topic.

iii Unfavourable home environments causing poor scholastic performance and low IQ test results leading to discrimination

The research of Barclay (1986); Pollard, et al. (1983); Rapport (1982) and Lambert (1988) is referred to by Healy (1995:47) to emphasise the negative influence that an unfavourable home environment has on a learner's concentration.

Schaefer Zener (1995:15) as well as Cohn (1998:515) support the correlation between disorderliness and deviations in development. If one considers the fact that in many households in South Africa where parents are either divorced or absent for various reasons, or are illiterate, learners are in many instances left to fend for themselves. The consequences are sometimes disorganised lifestyles at home, which are continued at school, with poor outcomes at school as the result. It would be unwise to classify these learners as learning disabled, as the core of the problem should rather be addressed where learners should be exposed to situations in which they could learn to live a more organised lifestyle.

In the previous paragraphs problems associated with the incorrect use of IQ tests to classify learners was discussed. It was indicated that these learners were then classified according to categories related to the medical model of disability. It will be necessary to investigate the use of the medical model of disability and its consequences in more detail, as these will shed more light on the practise of separate special education placements and the quest for a new paradigm.

2.2.3 THE PROBLEM OF THE MEDICAL MODEL OF DISABILITY AND ITS CONSEQUENCES

The medical model of disability, referred to in this research as the medical model, was concerned with creating a more “caring” environment for different groups of disabled people. Their aim was usually to provide treatment to the disabled. The philosophy of this model was that the disabled were not to be treated in a hostile manner, but they rather had to be pitied or helped as part of the “deserving poor”. Unfortunately, the organisations which managed the affairs of the disabled, did not give the disabled any say in the aims, objectives and management of their condition. Dependence and the nature of dependence was the focus. The ways in which the disabled were helped, were based on assessment, diagnosis and labelling. The labelling automatically placed the learner in a specific category, for example, “ineducable”. Therapy programmes were developed separately through alternative services. The fact that disability was seen as an issue that involved health and welfare, lead to certain social attitudes of society. It resulted in a situation where disabled people and their families were isolated from their communities and activities of the mainstream. People with disabilities became dependent on state assistance and they believed that they could not be productive members of society.

In a nutshell, it can be said that the medical model lead to dependence on others, disempowerment, isolation from society and the violation of the fundamental social, political and economic rights of the disabled. Segregation was inevitable for these people because of the medical model towards disability (White Paper on An Integrated National Disability Strategy, 1997:9).

The good intentions of the advocates of the medical model cannot be questioned, because the medical, physical and clinical treatment itself is generally very good. Unfortunately it still had negative side effects for learners. What can be questioned therefore is the approach of the treatment and its consequences that learners with special educational needs (LSEN) had to endure.

Nell (1996:33-34) also acknowledges that in the past schools for specialised education had done excellent work as far as the didactic needs of these learners are

concerned, but that some crucial aspects of the system had to be criticised. The first is that LSEN are isolated from interaction with their non-disabled peers when attending separate facilities. Some in residential care are even isolated from parents and the community. The isolation from the community does not grant the community the opportunity to get to know these learners and therefore many misunderstandings and misconceptions exist about them. The isolation of these learners from the community results in the fact that many LSEN who have the potential to be productive members of society become “welfare cases” who believe that the community has to carry them without much input from their side. They believe that they are unable and inadequate to fill their place in the community. Cohn (1998:514) agrees with this statement.

The most important consequence of the medical/clinical approach is the exclusion of learners with disabilities from general education. This approach believes that exclusion benefits LSEN and that separate education settings are necessary.

2.2.3.1 THE PRACTICE OF SEPARATE EDUCATION SETTINGS

When one reads what some of the prominent supporters and defenders of the medical model in South Africa say, very little criticism could be lodged on a superficial level. One such example is that of Pieterse (1993:21). The length of this abstract is qualified by the fact that it contains many problematic issues that need to be addressed.

The disabled person requires more than medical care, the hope of a possible cure and the possibility of a job. He/she needs to accept his/her disability, to be happy and to be an integral part of the community. For the disabled child, the possibilities of fully utilising available services and of attaining all potential skills and successes depend to a large degree on competent services, but also on effective parenting and on the quality of inter-family relationships. This can be made possible by those close to the disabled person, i.e. teachers, parents, doctors, nurses, therapists, psychologists, social workers, hostel staff, administrative personnel and general assistants.

These people, who are directly or indirectly involved in schools for specialised and special education, strive to serve the needs of the child as a whole and each of them can be regarded as an "educator". These are the people who have been instrumental in shifting the emphasis regarding the education of disabled pupils.

- ❑ *From the disability to the pupil with a disability*
- ❑ *From generalization to individualization and*
- ❑ *From charitable involvement to a scientific approach (Pieterse, 1993:21).*

When one examines the quotation with a little more critical approach, several questions could be justly asked with regard to the result of separation:

- ❑ How easily and how well would a learner who has been taken from the community for a length of time adjust in the community and find an occupation while having to compete with non-disabled peers who have not been taken from the community? (This issue is also problematic according to Rylance (1998:184) and Carlson and Parshall (1996:89-90). In this regard Bassett and Smith (1996:164) as well as Doren, Bullis and Benz (1996:17) stress the importance of transitional services for these learners.
- ❑ How easily and how well will LSEN become an integral part of their community while they have been isolated from their community for an amount of time because they are not well?
- ❑ How effectively can inter- family relationships be maintained and enhanced when the learner is placed in a hostel sometimes very far from the family?

When a learner is removed from his/her family and community to be placed in a hostel, it is inevitable that his/her life will be filled with new people who are perceived by Pieterse (1993:20-21) as being "close" to the learner, while in reality he/she has left all the "close" people behind and is being thrust into a community of strangers.

The people 'close to' the learner are described by Pieterse (1993:20-21) as *teachers, parents, doctors, nurses, therapists, psychologists, social workers, hostel staff, administrative personnel and general assistants*. One of the most important components in a learner's life is relationships and community with friends. This

very important aspect has been totally ignored.

The following questions regarding the emphasis of the education for LSEN need to be asked to determine whether a learner who has been placed in special education is in fact in a better position or not:

- Is the terminology, which has shifted from a disability to a pupil with a disability, not still labeling or stigmatising the learner?
- The shift from generalisation to individualisation seems to segregate the learner and does not see the learner in relation to others in the community as Burden (1995:55) beautifully quotes the words of Kauffman and Hallahan (1994):

Umntu ungumntu ngabantu! (A person is a person through other persons or a human being is a human being only in relation to other human beings)

Potts, Armstrong and Masterton (1995:188) portray the same idea when they say:

All persons are formed, sustained and strengthened by the quality of relationships with others.

Archer, Green and Pooler (1992:8) realise the importance that the community plays in this regard to recognise the achievements of individuals. Heal, Khoju and Rusch (1997:297) indicates that being with their peers enhances the quality of life of LSEN.

- The last aspect that can be questioned is the movement from a charitable approach to a scientific approach.

Although it is not meant to happen, the institutionalisation – or mere separation – of LSEN from ordinary community tends to increase the likelihood of a learner becoming a patient, a client or a statistic with an added dehumanisation as a consequence. Human beings do not want to be approached in an impersonal manner. All human beings were created with the need to be loved, cared for and accepted by others as human beings. We are all different in some way and need to be acknowledged for our strengths and weaknesses and not excluded from society because some weaknesses are regarded as detrimental if maintained in society.

The practice of separate education settings prevents LSEN from properly and appropriately experiencing the real world in which they will have to live, rendering them with a false impression of an unsustainable ‘artificial world’, causing increased difficulty in adjusting to real life. Secondly it inevitably leaves society with a discriminatory perception towards LSEN aggravating the difficulty of their adjustment to real life.

Apart from the problems, which have been discussed above, a few other problems are related to separate placements and will briefly be discussed in the next paragraphs.

I PROBLEMS RELATED TO SEPARATE PLACEMENTS OF LEARNERS

Two main problems related to separate placements that have been reported in the literature are the fact that many learners who have been taken out of the mainstream have brief contact with their peers from the mainstream and secondly, expectations of learners in special education are sometimes limited. The first issue that will briefly be addressed is brief contact with peers.

i Brief contact with peers due to segregation

One aspect that learners who were segregated to receive special education experienced as negative was the fact that they did not have much contact with their peers who did not need special assistance (Klotz, 1995:282). Because LSEN were seen as different, it was believed that they had to be kept apart and needed “different” education.

On the other hand it should be mentioned that some advocates of separate special education placements, such as Pieterse (1993:21) feel that these learners find new peers to socialise with. The question that still remains to be answered by the supporters of exclusion is how it feels to be kept apart. As it is not the purpose of

this discourse to investigate this specific aspect further it will not be discussed further at this stage.

The next problem related to separate special education placements is the fact that many times the expectations for these learners are limited.

ii **Limited expectations of learners in special education**

Lipsky and Gartner (1997:9-11) stated that according to research the outcomes for learners in special education have not been as favourable as was expected. Expectations for LSEN are both limited and defined by negative attitudes toward people with “disabilities” (Klotz, 1995:202; Moberg, 1997:38; Carlson and Parshall, 1996:90). Special education practices and placement patterns are influenced by this tendency. These attitudes and practices are amongst a variety of factors, which have been contributors to the limited outcomes for learners served in separate special education facilities.

One would not be wrong to assume that the other learners might be afraid of being taken away never to return again. The process of declassification (returning to regular education after having been placed in special education because of academic or behavioural improvement) is one that has been puzzling researchers for some time. McNulty, Connolly, Wilson and Brewer (1996:160) say in this regard that:

*Traditionally, students were routinely pulled out for special services or had to **earn their way** back into general education, which few were able to do.*

Researchers such as Lipsky and Gartner (1997: 4) as well as Carlson and Parshall (1996:60) seem to agree with this statement.

On the contrary Richardson, Kline and Huber (1996:302-303) indicate that high expectations of learners can motivate them to achieve what was thought by others to be impossible. They give an example of the successes of a Down’s syndrome learner to support their argument.

It might be interesting at this stage to briefly mention a few positive reports in the literature about outcomes of learners in inclusive settings.

McLeskey and Waldron (1995:301), Roach (1995:295), Farrell (2000:157) and Lederer (2000:91) have reported positive academic outcomes for LSEN in the mainstream. Higgins and Ballard (2000:176) reported in this regard that according to studies of Bodgan and Taylor (1992) LSEN were socially accepted in the mainstream. A number of researchers, such as Engelbrecht, Eloff and Newmark (1997:83-84); Vaughn and Klingner (1998:79); Schaefer (1995:137) as well as Farrell (2000:157) have reported positive social and behavioural gains for LSEN in inclusive settings.

On the other hand Staub (1996:76-78) has reported that the inclusion of LSEN has not revealed any slowdown in learners without special educational needs, for example, they did not receive less teacher time and attention. She also found that as far as relationships are concerned, both LSEN and learners without special needs benefited from mutual relationships.

From the above it seems desirable to have high expectations for all learners.

When considering all the above problematic issues that are rooted in the past system of segregating LSEN from the mainstream it becomes clear that a paradigm shift away from exclusion is needed in South Africa. Burden (1995:55) explains it in the following way:

It supposes a total and radical mindswitch based on specific value systems and provides for a systematic plan of action to reach its goals, namely to fight all forms of exclusion in society

Thousand and Villa (1995:291); Moberg (1997:30); Bowers (1989:4) as well as Kovach and Gordon (1997:247) support the idea of moving away from exclusion to inclusion.

In order to gain an understanding of what inclusion implies, this issue will be dealt with in the next section. In order to understand the concept of inclusion it will first be important to investigate the context in which it developed.

2.3 THE DEVELOPMENT OF INCLUSION

Before it becomes possible to conduct a specific investigation into any field of concern, it is necessary to make sure that the field is clearly understood. Normally a research report like this would attempt to clarify some terminology in the first chapter to provide the appropriate perspective. But since there still remains considerable confusion around the concept of inclusion, the broad field of investigation of this study, it was deemed necessary to devote a more substantial effort towards such clarifying. At the same time, this chapter will then also be a contribution to the very crucial conceptualisation underpinning this investigation. In order to understand the concept of inclusion, the context in which it originated needs to be scrutinised as the concept is not easily grasped in isolation.

2.3.1 THE CONTEXT OF THE WIDER SOCIAL DEVELOPMENT OF THE PHILOSOPHY OF INCLUSION

Inclusion did not reach the shores of South Africa in the same way as many new trends do but has a history of its own that developed because of certain changes in society at large. The fact that South Africa is part of the globe and has traded its isolation of many years for a much more integrated place in the international community, resulted in a new receptivity towards changes in the rest of the world. Specific changes across the world that would in the end give birth to the concept of inclusion are described by Engelbrecht, Green, Naicker and Engelbrecht (1999:5-6). Changes in the wider social context would inevitably influence the educational arena. This was the place where different terminologies that are related to inclusion in some way have developed. These concepts developed in a specific chronology.

2.3.2 THE DEVELOPMENT OF TERMINOLOGIES RELATED TO INCLUSION IN THE EDUCATIONAL ARENA

Changes in society brought about changes in schools as schools reflect society. Special education and mainstream education were affected profoundly (Engelbrecht, Green, Naicker and Engelbrecht, 1999:7).

Certain periods in the history of education of leading Western countries are characterised by particular trends in special and mainstream schools. During these periods different terms were used by specific education systems.

According to Engelbrecht, Green, Naicker and Engelbrecht (1999:7-8) the following periods can be identified:

- Developments in education systems during the 1960's to the 1980's
- Developments in education systems in the late 1980's

It should be pointed out that these time periods are not clear cut but that they give broad indications of developments. These periods will be discussed briefly, in order to place the terminologies in a specific chronological context. It will also be necessary to reflect upon the period before 1960.

2.3.2.1 THE PERIOD BEFORE 1960

During this period LSEN were segregated from the mainstream and placed in separate special schools. It was a time of considerable confusion regarding the use of terminology to refer to the education of learners with special educational needs. Terms that were discriminatory in many ways were used and the medical model was followed to classify learners as 'disabled' in a variety of ways. The following paragraphs provide a brief overview of the situation.

I SPECIAL EDUCATION AND ITS CONFUSING TERMINOLOGY

According to Nell (1996:27) the terms that were used in the field of Special Education (and are still being used in some circles) were not very clear, for example:

...Education for Learners with Special Education Needs, Special Education and Special Needs Education. The emphasis on inclusive education also has great implications for the task and field of LSEN and terminology involved.

Despite Nell's attempts to explain some of the above terminologies, confusion remains. The abbreviation of Specialised Education as ELSN, for example is not

clear. Other researchers such as Dyson and Millard (1994) in Pijl, Meijer and Hegarty (1997:53) have also encountered problems with terminologies.

Nell (1996:28) further explains the situation by suggesting that the distinction made by some ex-departments in South Africa, between “Special Education” (for learners with mild mental “retardation” who are accommodated in special classes in mainstream schools) and “Specialised Education” (for all other types of LSEN who are accommodated in separate schools) is not acceptable because of the lack of logic in it. He asks why the term for education offered to learners with “mild mental retardation” should be different from the education offered to learners with all other types of special educational needs.

During this period of separate special education before the 1960’s a further problem with terminology was encountered. Many terms related to the medical model were highly discriminatory and had to be replaced. In some circles these terms are still causing problems today.

II DISCRIMINATING TERMINOLOGY OF THE MEDICAL MODEL OF DISABILITY AND REPLACED TERMINOLOGY

There seems to be a movement away from discriminatory terms with negative connotations such as ‘handicapped’ or ‘disabled’, which form part of the medical model that was found in the field of Special Education. The terms ‘disabled’ and ‘handicapped’ had the connotation that the person referred to had some kind of abnormality that had to be rectified through segregation. Donald (1993:140) points out that definitions of LSEN that are based on the concept of disability are problematic in the South African context. Such definitions normally match the common notion that special educational needs are created where there is a disability within or intrinsic to the learner, but that is often far from the truth in South Africa (The White Paper on An Integrated National Disability Strategy, 1997:9).

With the shift away from the medical model, leading to other perceptions of LSEN, it was therefore inevitable that some discriminating terms had to be left out. Other terminologies (mainly focusing on describing learners who have special needs) that are common in the literature and are non-discriminatory are the following:

- ELSEN (Education for learners with special educational needs)
- LSEN (Learners with special educational needs) - this term is preferred in this research.
- SEN (pupils with Special Educational Needs) - mostly used in the UK.
- Learners with barriers to learning and development

These terms were replacements for the discriminatory terms of the medical model and were therefore terms used mostly after the 1960's until today.

2.3.2.2 THE PERIOD OF THE 1960's TO THE 1980's

This period is characterised by the questioning of the system of separate special education placements. Ainscow, Farrell and Tweddle (2000:211) indicate that in an attempt to provide better education, many countries have pursued integration. 'Integration' and 'mainstreaming' are two terminologies that came from this period. A unitary education system for all learners was pursued and the emphasis was no longer on 'disabilities' but on 'abilities'. The focus was on social justice and equity, rather than isolation and neglect, according to Engelbrecht, Naicker, Green and Engelbrecht (1999:7).

The arrival of the terms 'integration' and 'mainstreaming' set the stage for considerable confusion about describing the education for LSEN. The matter would even further be complicated by the use of a new term in the late 1980's, which was the term of inclusion. As the terms inclusion, integration and mainstreaming can easily be misunderstood, the clarification thereof needs to be treated separately, as it remains an issue of concern on its own. The purpose so far was the identification of these terms in relation to their chronology. The last period of developments in education systems that will be discussed is the period of the late 1980's and further.

2.3.2.3 THE LATE 1980's AND FURTHER

A distinctive feature of this period is that the placement of learners in the mainstream is seen as a human right. Inclusion as opposed to segregation is pursued. The White Paper 5 on Special Needs Education (2000:6) gives a vivid picture of the direction that education would be following. The obligation of

Government to meet the needs of all learners through an education system that includes all is very significant and the aim of achieving growth in the realisation of the human potential of each learner is of considerable value.

At this stage it should be clear that various terms have been used to refer to the education of LSEN and that these terms developed during specific periods in the history of developments in education systems. It is however still necessary to clarify the term 'inclusion'. In the process of searching for a definition for inclusion the other two problematic terminologies of 'mainstreaming' and 'integration' that have been encountered will also be clarified, as all these terms are closely related to each other.

2.4 PERSPECTIVES ON DEFINITIONS FOR INCLUSION, MAINSTREAMING AND INTEGRATION

According to Yell and Shriner (1996:101) and Murphy (1996:471) it seems difficult to find a single definition for the term inclusion. In the literature a variety of definitions for inclusion are found, with the emphasis ranging from certain philosophies, rights, values and needs of the human race. Other definitions focus on the role of society, the importance of support, the accommodation of diversity and even the fact that inclusion is not concerned with a particular place. These different perspectives of inclusion will briefly be reflected upon with a clarification of the terms "mainstreaming" and "integration" thereafter, to arrive at a conclusive definition of inclusion.

A few views about inclusion are the following:

- Roach (1995:295-296) believes that inclusion is not about a place or a specific instructional method, but *holds that all children can learn*. Pijl, Meijer and Hegarty (1997:1) points out that an educational system should differentiate education to meet diversity. In this regard Slabbert (1997:59) feels that the potential of man needs to be fulfilled.
- Nell (1996:34-35) bases his views about inclusion on the following assumptions:
 - The social rights of children, to be part of the normal society are stressed by the inclusion model.

- The classification of learners according to their disabilities and emphasising what they cannot do, is unacceptable.
- Separate classes and the grouping of children according to their disabilities are rejected.
- Children are not dumped in the mainstream without necessary support, but will receive differentiated education where they will progress at their own levels.
- Keefe (1996:4) believes that support for learners in inclusive settings is very important and that it *adapts curriculum when necessary; and it combines the resources of special education with general education.*
- Burden (1995:44) goes a step further when she describes inclusion. The theme that is interwoven throughout her definition is one of unconditional acceptance, compassion and an approval of our universal state of being human. She sees inclusion as an educational approach in assisting people with ‘disabilities’. It calls for a paradigm shift in education. The term implies that children who were not allowed to attend regular schools with their peers because of some kind of ‘disability’ are included in schools in the mainstream. Inclusion, according to Burden (1995:54) is concerned with the way in which individuals are valued:

The principles of inclusion presuppose a warm and embracing attitude towards all human beings. Inclusion is based on a live and let live approach ... It supposes a total and radical mindswitch based on specific value systems and provides a basis for a systematic plan of action to reach its goals, namely to fight all forms of exclusion in society.

- The White Paper on An Integrated National Disability Strategy (1997:79) emphasises the obligation of society to include all.

The above views about how inclusion can be described all emphasise important aspects of inclusion, but a definition that makes room for the most important inherent components of inclusion is still searched for in the next paragraphs. The issues of mainstreaming and integration have to be clarified before such a definition can be finalised.

Burden (1995:47) indicates that both approaches have the aim of including each individual in the mainstream (normal society), but do it in different ways. Inclusion tries to change the system in order to let the ones who were excluded, fit in. Mainstreaming on the other hand uses certain strategies to change the person to eventually fit in:

In mainstreaming children are treated differently because they are considered to be different themselves and their problems must be solved in a top-down manner by others. Thus society prescribes (medics, therapists, teachers, etc.) what should be done (has the answers), transfers knowledge and trains people to conform with pre-set aims (Burden, 1995:48).

With a better understanding of the differences between mainstreaming and inclusion, it is clear that the term 'inclusion' is more acceptable as it does not have any pre-requirements before a learner can be included. The philosophy of inclusion also accepts every person unconditionally, while catering for different needs. Inclusion can also be easily confused with the term 'integration'. The next paragraphs will discuss the differences between these terms.

Referring to integration, Pijl, Meijer and Hegarty (1997:203) comment that the context in which the term inclusion is used is wider than that of integration. Integration, according to Jordan and Powell (1994) and Söder (1989, 1991) can often be interpreted as re-integration after a period of segregation or as a way of avoiding segregation. Integration in its most negative sense implies integrating learners into a specific location, while providing instruction according to the regular curriculum, which has been watered-down. Hegarty (1991) points out that integration should not imply a specific placement, but that schools should be equipped to meet the needs of these learners. This notion seems broader and comes closer to the concept of inclusion. The terms integration and inclusion are however sometimes used according to the preferences of authors and the habits of countries (Pijl, Meijer and Hegarty, 1997:2-3).

What is important to realise at this stage, is that the term inclusion is preferred to that of mainstreaming, which implies that a learner who has a deficit or problem, is

placed with other normal learners to become more normal. Integration is not a favourable term to use either, because as the case is with “mainstreaming”, many negative connotations have been found to be associated with it, for example being referred to as a measure to avoid exclusion in which instruction is watered down. Inclusion has indeed been found to have a much broader scope. Farrell (2000:153) also prefers the term inclusion by saying that integration had shortcomings:

It is quite possible for pupils to be placed in a class in a mainstream school (i.e. ‘integrated’) but to spend the whole day completely isolated from their peers. Such children are in fact quite segregated. The alternative term ‘inclusion’ was introduced as a more accurate way of describing the quality of education offered to pupils with SEN...

The fact that inclusion is associated with attempts to provide quality education for all is a significant aspect that should be present in a definition for inclusion. The next section will attempt to provide a comprehensive definition for inclusion.

2.5 DEFINING INCLUSION

It is a well-known fact that one is able to comprehend a situation better when one has had first hand experience. If one reads the definition of inclusion, which was written by a parent who had to struggle in order to let their son receive the best possible education in an inclusive setting, one realises that it is indeed very comprehensive, as it developed out of experience. The following definition of Klotz (1995:286) seems to give a lot of clarity to some questions that arose during the terminology debate:

Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youths as active, fully participating members of the school community, that views diversity as the norm and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student.

One does not find any trace of discrimination, segregation or a focus on what learners cannot do in the definition of Klotz (1995:286). Instead it does actually seem as if such a definition of inclusion is in fact nothing but a *warm and embracing attitude towards all human beings*, as Burden (1995:54) put it earlier on. The truth was indeed spoken about inclusion in the definition of Klotz. Even when one measures such a definition to the spirit of the Salamanca Statement which was adopted by 92 countries, which attended the World Conference on Special Needs Education in Spain in 1994, one finds that it does comply with the spirit of the statement, which was summarised by Nell (1996:36) in the following way:

... every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,

... every child has unique characteristics, interests, abilities and learning needs,

... education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,

... those with special education needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs,

... regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

Definitions about inclusion should be measured against the spirit of the Salamanca Statement. As the above abstract is self-explanatory and will not be discussed further at this stage. It should however be pointed out that inclusion does not imply that all learners should be “dumped” in the mainstream without support.

The main aim of inclusion in a South African context would be to cater for the needs of most learners in the mainstream, including vast numbers of learners that would in the past have dropped out of school or been misclassified as mentally retarded, with consequent segregation from the mainstream. The policy of inclusion does however also make provision for certain learners who require more support. The Education White Paper 6 on Special Needs Education (2001:45) has addressed the fears of many who are concerned about certain groups of LSEN by indicating that support will indeed be provided for all:

In an inclusive education and training system, a wider spread of educational support services will be created in line with what learners with disabilities require. This means that learners who require low-intensive support will receive this in ordinary schools and those requiring moderate support will receive this in full-service schools. Learners who require high-intensive educational support will continue to receive such support in special schools.

From the above it should be clear that the policy of inclusion has not come to replace special education as a service, but that it is a new paradigm of including all learners in a **system** of education that provides for the needs of all by utilising a range of services. This range of services aims at changing education to fit the needs of all in order to develop and extend their potential and participate as equal members of society (Education White Paper 6 on Special Needs Education, 2001:5-7). Two main points should be emphasised in this regard:

- It is specifically relevant to this study, for one to realise that inclusion does not equal mainstreaming, but that it opposes the misclassification and exclusion of vast numbers of learners from the mainstream, such as learners who could not cope with the medium of instruction, (Education White Paper 6 on Special Needs Education, 2001:7), who should actually be in the mainstream. This problem has affected many learners and attempts are being made to rectify the situation.
- As far as learners with severe physical and mental problems are concerned, such as the blind, deaf and learners with certain medical conditions, the policy of inclusion will still provide in their needs. This will either take place in special

schools/resource centres, full service schools or in the mainstream, as pointed out above. What is of great importance, however, is that in contrast to the previous policy of separate special education placements, serious attempts will be made to include these learners as far as possible by making sure that they are integrated in the community in various ways. The policy of inclusion:

... emphasises the need for including persons with disabilities in the workplace, social environment, political sphere and sports arenas. (Education White Paper 6 on Special Needs Education).

Even though some learners will receive education in different places, attempts will be made to provide contact with their peers from the rest of the education system, such as full-service and mainstream schools. It is therefore clear that inclusion is not about a specific place, but it is a policy that believes that all learners can learn within an inclusive education system that consists of a range of services.

From the above it seems clear that inclusion will cater for learners with diverse needs ranging from learners who require minimum support to learners who require intense levels of support. The emphasis is however not to isolate them from society.

Within the above section the concept of inclusion has been explained. The question that inevitably comes to mind at this stage is whether inclusion is supported by South African legislation. This question is briefly answered in the next paragraphs.

2.6 SOUTH AFRICAN LEGISLATION THAT SUPPORT INCLUSION

A number of South African policy documents support the idea of inclusion. These will not be discussed in detail, but are briefly listed below:

- Education White Paper 6. Special Needs Education. Building an inclusive education and training system. (2001)
- The Constitution of the Republic of South Africa (1996:14)
- The Green Paper on 'Special Needs' and 'Education Support Services' (1998:45)
- The Disability Strategy of the Government of National Unity (1996) (Hay and Hay, 1997:10-14)

- The Initial Country Report On The Convention On The Rights Of The Child (1997:84)
- The National Education Policy Act 27 of 1996, Section 3 (4)
- The White Paper on An Integrated National Disability Strategy (1997:39)
- The South African Schools Act 84 of 1996, Section 1

With support from South African legislation the road has already been paved for inclusion to be implemented.

2.7 CONCLUSION

Within this chapter an attempt has been made to provide answers to the following sub- research questions:

- What problems related to the system of separate special education necessitate the need for change?
- What new paradigm is proposed as a viable means to meet the needs of all learners?
- How did the concept of inclusion develop and how can it be defined?
- What forms of legislation are in place to support inclusion?

Regarding the first research question it was found that the system of separate special education placements discriminated against LSEN in a number of ways. Firstly, discriminatory terminologies were used to refer to these learners when the categorisation system was used to classify LSEN. The categorisation system that was used caused the misclassification and exclusion of LSEN from the mainstream in many cases. The inappropriate use of IQ scores to categorise LSEN caused discrimination, especially when cultural background and unfavourable home environments were not taken into consideration. Many learners who struggle to understand English as the medium of instruction have been segregated or have dropped out of school. The medical model of disability was found to be problematic in itself, especially when it was used as measure to motivate the exclusion of LSEN from the mainstream.

The whole issue of separate education settings for LSEN was scrutinised and it was found that it separates learners and places them in an artificial world. LSEN had

brief contact with their peers from the mainstream and expectations for them were in many cases limited.

The next three sub- research questions were addressed by proposing inclusion as new paradigm to meet the needs of all learners. It was found that inclusion and related terminologies developed during three main periods:

- The period before 1960
- The period of the 1960's to the 1980's and
- The late 1980's and further

In order to find a definition for inclusion the terms “mainstreaming” and “integration” were first clarified. Different perspectives about a definition for inclusion were briefly reviewed before a comprehensive definition of inclusion was given. It was also briefly explained how the policy of inclusion aims at meeting the needs of all, including learners in need of intense levels of support. In this regard it was pointed out that the policy of inclusion aims at meeting the needs of most learners in the mainstream such as those who require low levels of support, but that learners who require moderate support will be educated in full-service schools. Learners who require intensive support will receive it in special schools. Even though separate facilities are used, learners are included in a whole education system, consisting of a range of services.

As far as legislation is concerned, it was found that various South African policy documents support the policy of inclusion and that it has already paved the way for its implementation.

With regard to the contribution of the study to educational research, the following can be stated:

Through the use of grounded theory methodology (a qualitative literature study) theory was generated to provide a theoretical educational background to problems created by the system of separate special education placements for LSEN (including for learners who do not cope with English as the medium of instruction) and the need for change in order to propose inclusion as a viable solution to meet the needs of all learners.

Theory was generated about the origin of inclusion in order to reach an understanding about the context and to arrive at a comprehensive definition of inclusion. In short, the chapter has generated theory to provide a solution to exclusion in the form of inclusion.

In order to focus on the aim of the research, which is to develop a cooperative paired reading programme to assist learners in understanding English as the medium of instruction, and therefore to achieve growth in the realisation of the human potential of learners, it will be necessary to explore the theoretical concept of maximising human potential. The next chapter will focus on this issue.

CHAPTER 3

The connection between maximising human potential and reading: a theoretical educational background

3.1 INTRODUCTION

It can be said that one of the main purposes of man on earth is to grow and maximise his potential. During their lives children are exposed to various situations, through which they are expected to maximise their potential. One such experience is the privilege of attending school, which stimulates the process of maximising human potential. If one considers the Grade 12 results of recent years, the question that inevitably comes to mind, is why many South African learners are not maximising their potential. The following remarks from an author in a well-known newspaper may shed some light on the nature of the problem:

A large proportion of pupils fail their matric examinations because they don't have adequate reading and writing skills. This is the opinion of a ministerial committee appointed by the Department of Education to investigate last year's matric exams. In a recently released report, the committee states: 'There is evidence that a large proportion of our schools do not give students enough practice in reading' (Pretorius, 1999:1).

The connection between poor grade 12 results and an inability to derive sufficient meaning from print is clear. Reading can in many regards be seen as a doorway to maximising one's potential. Through reading one encounters many situations and experiences that would not have been possible without print. The learner who is unable to reconstruct meaning from print – especially in English as a second language, which is in many cases the medium of instruction, is facing a closed door. Educators have to facilitate a process – whereby the door of literacy is unlocked to enable each individual to maximise his/her full potential. Learners

with special educational needs are also special enough to be included in such efforts.

The main focus of this chapter is to provide a theoretical educational background about the concept and process of maximising human potential and reading, as the overall aim of the study is to develop a reading programme to maximise the human potential of learners.

In order to achieve this goal, the following sub-research questions will be addressed during this chapter:

- How can the concept of maximising human potential be described?
- What is the role of the learning task?
- How can human potential be maximised through metalearning?
- What is the connection between metalearning and reading?
- What is cooperative learning and how can human potential be maximised through it?

The term ‘maximising human potential’ is a term that is used within a theoretical context, such as chapter four and five. In practice, however, the term ‘achieving growth in the realisation of human potential’ is used to describe the same process, as only growth in the realisation of human potential is reported by the findings in chapter seven. It will however be necessary to describe the theory of maximising human potential before moving on to practice. The next section focuses on theory and starts with a description of maximising human potential and facilitating lifelong learning.

3.2 MAXIMISING HUMAN POTENTIAL AND FACILITATING LIFELONG LEARNING

Maximising human potential is a concept that is described in detail in Slabbert (1997:58-59) who points out that man has been created with potential and that our quest in life is:

To rediscover and maximise the potential within us through an unended quest for learning. This includes everyone, even those with special needs (World Conference on Special Needs Education, 1994).

It is also mentioned that it can be devastating to man if he/she fails to maximise his/her potential.

The definition that Slabbert (1997: 60) uses to clarify the concept of maximising human potential, is the following:

Maximising human potential is the process whereby the human being continually exceeds him/herself in every possible way: Expanding the senses, cultivating the mind, developing the body, exploring consciousness, deepening relationships, and serving others, through which the divine spirit is manifested.

It is crucial to know how maximising human potential can be achieved. It is achieved through a process of lifelong learning, which is a continuous process of change:

Lifelong learning is the effortful process of continuously discovering our potential and fulfilling our purpose in life as long as we live (Slabbert, 1997:64).

Lifelong learning in turn is achieved through facilitating learning. Slabbert (1997:64-65) explains it as follows:

Since maximising human potential is a consequence of effortful lifelong learning, it is the latter which has to be facilitated. [The nature of facilitating lifelong learning is:] creating such a challenging environment which compels the learner to become engaged in a totally absorbing spontaneous learning activity which will force the dormant potential of the unconscious into the living world of reality.

Slabbert (1997:65) continues by explaining facilitating learning further:

Facilitating learning is a deliberate, conscious intervention in the life of a human being caused by activating learning through challenging obstacles

which necessitates exploration into the unknown, and by ensuring the continuation of that learning which results in the maximising of the potential of the human being through conquering the obstacles.

The concept of “challenging obstacles” needs to be clarified at this stage. It refers to challenging and compelling learning tasks that have to be designed by the teacher. The role of the learning task is clarified in the following paragraphs.

3.2.1 THE ROLE OF THE LEARNING TASK

Slabbert (1997:98-127) discusses important aspects of the learning task that are fundamental to the process of constructing meaning and ultimately maximising human potential. In the first place, the learning task should contain a problem setting, which refers to the incentive for constructing meaning. All relevant material should be studied about a topic by making an inventory. This is important when designing a learning task. Resources such as the following should be studied:

- ❑ Authoritative learning area resources such as textbooks, journals and electronic multimedia software on the topic.
- ❑ Popular learning resources, such as periodicals and electronic multimedia.
- ❑ General resources, for example papers and magazines as well as electronic network resources.
- ❑ Institutional, prescribed textbooks, as well as other electronic media software.

When considering the above types of resources that should be studied, it becomes necessary to take the following aspects into consideration when compiling learning tasks for English second language readers in order to facilitate the process of learning to read:

- ❑ The latest authoritative and expert resources about how learners learn to read in general, and suggested learning tasks that assist learners to become skilful readers should be studied and incorporated in the reading programme which includes learning tasks.

- As far as the level of competence of the learners is concerned, it should be kept in mind that learners who are totally illiterate in English should start with learning tasks that are on their level, even though it might seem to be very elementary. It should be realised that these “elementary” learning tasks help learners to acquire the skills necessary to become independent readers. These skills should be seen as necessary building blocks in the process of becoming skilful in reading. The level of competence required by the learning tasks is an important aspect that is addressed in the next paragraphs.

3.2.1.1 The level of competence required by the learning tasks

The construction of meaning (content) requires competence on different levels and dimensions. Three different dimensions of competence have been identified by Slabbert (1997:104-105):

- a The level of abstraction is described as the:
cognitive distance between the real objects or events and the required competencies to be implemented for the construction of meaning.
- b The level of complexity is described as being:
determined by the quality and/or quantity of the units of information (content) on which the learning task has a bearing.
- c The level of effectiveness includes the time, accuracy and input that are required to complete the learning task:
The effective use of sources is a necessity and the focus is primarily on the learning process and not so much on the product of learning (Slabbert, 1997:105).

Regarding the level of competence of learning tasks for reading in English second language, the following should be kept in mind. The quantity and quality of learning tasks for reading will differ in accordance with the level of competence of each individual reader. The levels of complexity will therefore also differ. While the beginner reader will have to get to know the basic sounds in English, for

example a more advanced reader can be exposed to more complex reading material.

The focus which is on the process of reading and not so much on the product, is highly significant as far as learning tasks for reading are concerned as products are impossible without successfully engaging in the process of reading. It is significant to find that the process of executing a learning task has different phases.

Slabbert (1997:105) points out that relationships have to be established with that which constitutes the problem in order to implement the required competencies.

The following three main phases in any learning task execution have been identified by Slabbert (1997:105-106):

i *The reception phase*

A reception of stimuli from the environment will be necessary to construct meaning. The relationship is a subject–object relationship.

ii *The processing phase*

During this phase observations are processed. The relationship is intra-subjective and involves interplay between the short-term and long-term memories.

iii *The expression phase*

The outcome of the construction of meaning is exhibited and any person can observe it. The relationship is inter-subjective.

The implications of the three main phases of task execution for the execution of a reading task are the following:

The reception, processing and expression phases are all present in the process of reading. During the reception phase, the reader becomes aware of the material that is presented. The stimuli are visual.

The processing phase involves the selection of different strategies to reconstruct meaning. The long-term and short-term memory play an important role in the process and there is a continuous interaction between the two.

During the expression phase the meaning that was reconstructed from print becomes evident. The meaning is first shared with the self; thereafter it can be shared with others. It is significant that Slabbert (1997:103) shows that the code in which the content of the learning task is formulated can be very specific for a particular discipline. The codes can be figural, pictorial, numerical, symbolic, and verbal or a combination of any two or more codes.

When learners are confronted with the task of finding specific information in a magazine for example, all the mentioned codes can be present.

Slabbert (1997:110) points out that the problem setting or learning task plays a major role when learning is to be optimised. The purpose of the learning task is to initiate learning or the construction of meaning. Learning is initiated through:

- Creating a desire to know.
- Heightening expectations.
- Getting attention.
- Arousing curiosity.
- Tickling the imagination.
- Giving purpose and motivation.

Apart from the purpose of the learning task, it has to adhere to certain criteria.

3.2.1.2 Criteria for the learning task or problem setting

The following criteria for the learning task or problem setting have been listed by Slabbert (1997:112-118):

- It should be new, original and creative
- It must compel the learner to exceed him/herself in every way

- ❑ It has to claim complete personal involvement of the learner
- ❑ It has to compel learners to learn spontaneously
- ❑ It must be a problem in the life context
- ❑ It has to repeal the barrier between institution and reality
- ❑ It must be credible
- ❑ It has to be a problem for the learner
- ❑ It has to challenge, elicit and evoke learners into a peak experience

The above criteria for the learning task have certain implications for designing learning tasks to initiate the process of learning to read and to improve reading. The criteria will be discussed one-by-one by referring to their implications for designing learning tasks for reading in English as a second language.

3.2.1.3 The implications of the criteria for designing learning tasks in English second language reading

- a It has to be new, original and creative

In order to stimulate the curiosity of the learner the learning task should be different from the ordinary. It also needs to stimulate creativity in the learner. As many learners experience reading as a boring activity, the challenge that the teacher has is to create new, original and creative learning tasks that are more exciting. The material that the learner is exposed to, should allow learning tasks to be new, original and creative. Old readers, which are of no interest to the reader, will fail to meet this criterion. DRUM, which was used in the reading programme, was an excellent vehicle to stimulate the learners' curiosity, and to attain their active involvement, which was a necessary prerequisite to maximise their human potential.

- b The learning task has to compel the learner to exceed him/herself in every way

The learner should exceed him/herself in every way, by doing the learning task, in order for human potential to be maximised. The learner has to be

challenged above his/her current capabilities in order to achieve excellence as a result (Slabbert, 1997:113). As far as learning tasks in reading are concerned, the illiterate learner who has after some time acquired knowledge of the basic sounds in English, is compelled to reconstruct meaning from the letters on the pages of a magazine, and because of the compelling nature of the learning task the learner has to use the strategies which had already been acquired to open the door to a world of new information and enjoyment. It is a process that is difficult to the struggling reader, but “stretches” him/her to achieve beyond that which was ever thought possible.

c It has to claim complete personal involvement of the learner

The learner who is trying to reconstruct meaning from print, has to be totally involved in the process. The problem that needs to be solved should be of such interest to the learner that the whole human being is involved in reconstructing meaning. All competencies that are needed, ... *in all three domains of human existence*, as Slabbert (1997:113) puts it, namely cognitive, affective and psychomotor competencies, are used to solve the problem. In this regard reading is an activity that does not only speak to a person’s eyes, but it speaks to the mind and heart - involving the total person.

d It has to compel learners to learn spontaneously

The learner, who is engaged in the process of finding information to solve a specific problem, has to read to find the necessary information. The teacher cannot take over the process of reconstructing meaning on behalf of the learner. In order to encourage the learners to read spontaneously without being forced, the problem which is set and the material that the learner is exposed to, should compel the learner to want to do it spontaneously on his/her own. Fortunately reading interesting material automatically brings about an urge to read on.

- e It must be a problem in the real life context

One of the best ways of exposing learners to problems in real life situations is through magazines. Learners who identify with information in magazines experience that their humanness is being addressed. Automatically these learners become more open to the information which is presented. The task of reading, to find information to solve a problem, becomes an adventure in which the learner finds that his/her own existence is portrayed as if through a mirror. Almost any aspect of daily living can be found in magazines and reading magazines is a source of great enjoyment for learners.

- f It has to repeal the barrier between institution and reality

Learners need to experience real life situations in the classroom without realising that they are in a classroom. Magazines have wonderful potential for transferring the learner from the here and now to other situations, time and space. The learning tasks that are constructed should help learners to experience real life and be able to solve problems in real life situations.

- g It must be credible

Problems that are based on real life situations are more credible than fictional problems. Magazines with photographs of reality make it easier for the facilitator to compile credible learning tasks.

- h It must be a problem for the learner

Many of the problems that learners experience in their day-to-day existence are portrayed in magazines. One problem that almost all adolescents struggle with for example, is acne. The learners would definitely find an article about pimples highly relevant. Finding out how to have a healthy skin would be a matter of urgency, rather than just another activity.

- i It has to challenge, elicit and evoke learners into a peak experience

Slabbert (1997:116) says the following with regard to a peak experience:

Self-fulfilment or self-actualisation is achieved through creating a new order of consciousness. This can only happen through a peak experience from which flows happiness and self-fulfilment... It is the nature and quality of the learning task that produces a peak experience of happiness and self-fulfilment.

A peak experience for a learner who is totally illiterate in English, would be the moment that he/she realises that he/she can reconstruct meaning from the letters of a page in a magazine, for example. A more advanced reader would for example have a peak experience when a problem is solved by applying information that was found through reading. Happiness and self-fulfilment flow from this experience.

The essential elements that create the peak experience of happiness and self-fulfilment (Slabbert, 1997:116) that were identified by Csikszentmihalyi (1991) also apply to designing learning tasks for English reading. The elements are discussed below:

3.2.1.4 Essential elements for creating the peak experience of happiness and self-fulfilment, with regard to designing learning tasks for English second language reading

- a A challenging activity that requires the unique implementation of existing competencies (skills) or the appeal to acquire new ones

This element is highly significant when designing learning tasks for English reading. Reading is a very complex skill, which requires that many different competencies be used, such as sensory-motor skills, cognitive skills, the skill to understand language (English) and many more. The total person is compelled to use various existing competencies. It is sometimes necessary to acquire more

competencies to be able to solve the problem. The learner who cannot read a word in English for example, first has to grasp the basic sounds in English. Thereafter the letters of short words have to be put together to reconstruct meaning. Longer words with different blends in sentences can be tackled next. When the learner has mastered different strategies to reconstruct meaning, a lot of exposure to written material is necessary. The learner who realises that he/she is able to understand a piece of information in the magazine would want to read more. The topics that interest the learner most will be read first. The learner will also need additional skills such as interpreting other visual information like pictures maps, diagrams, etc. What is important is to realise that these skills are built upon each other and sometimes mastering one skill is a prerequisite for acquiring another. Reading can be seen as a process of simultaneously using different competencies and acquiring additional ones when necessary, such as the skill to use a dictionary. It can therefore be said that reading can be a challenging activity in itself provided that the problem the learner has to solve and the material the reader is confronted with, are compelling enough.

b The merging of action and awareness

The learner who becomes actively involved in the process of solving the problem through reading, is absorbed in the activity. The learner's full attention is directed to solving the problem, making very little room for distractions from outside. The learner becomes involved in the activity to such an extent that he/she forgets about him/herself. Because the learning task is compelling for the learner the outside world may fade away, while the learner is busy constructing meaning (reconstructing meaning in the case of reading). Incidences where one gets totally cut off from the outside world through the process of reading, is a well-known experience to many of us.

c Clear goals and feedback

The learner who is able to become completely involved in the learning task, has clear set goals. The learning task has to contain a measure whereby the learner is informed when errors have been made. A reader uses such measures by constantly

monitoring the reading process through metacognition. When the reader has read words that do not make sense in the context viewed in the light of the learner's prior knowledge and the accuracy of predictions that were made, the reader knows that he/she has to go back and re-read the phrase in order to correct the error. A learning task based on reading should also contain clear goals, which will guide the learner towards successfully solving the problem. The focus, as with reading itself, should be on the process, rather than the product. If the process is executed successfully, the product, which is the ultimate goal, will be achieved.

d Self-control

The learner who is able to set goals and decide on specific actions that will be followed, is in control of the situation. In the peak experience of happiness, self-control is a key element. The learner who is engaged in the process of reading, continuously has to exercise control over the reading process. The reader has to be in control by using different strategies to reconstruct meaning, depending on what strategy is needed. A reader who is not in control of his/her own reading will not be able to reconstruct meaning from print.

e The loss of self-consciousness and transformation of time

It has already been pointed out that the learner who is totally involved in a compelling learning task forgets about him/herself to such an extent that no energy is left to spend on anything else. The learner's energy is also not fixed on time. Time is measured and determined by the activity itself. The above is quite true regarding learning tasks for reading in English. A compelling learning task in reading totally absorbs the learner with a loss of self-consciousness as a result.

The requirements of designing learning tasks in English as a second language have been clarified. It is however necessary to point out the relationship between paired reading, which forms part of the reading programme, that is described in detail in later paragraphs, and the requirements for learning task design in English as a second language. Its purpose is to view the learning task of the reading

programme in perspective when it is presented. The next paragraphs will clarify this aspect.

3.2.1.5 The connection between requirements for learning task design in English as a second language and paired reading

Paired reading, which is described in more detail elsewhere, involves more than one reader, mostly a tutor and tutee, who read a specific piece of writing together with the aim of equipping the tutee to read on his/her own and to solve a problem (both tutor and tutee). Paired reading has three phases: pre-reading, reading together and reading alone. A compelling learning task can be given to the tutor and tutee. The passage with the information to solve the problem is firstly read by the tutor to the tutee. This first step is very necessary as far as mainly two aspects are concerned:

- It is important for an English second language learner to hear the correct pronunciation of the words.
- The reader who is still struggling to read in English is given a head start.

The second phase of paired reading, which is reading together, gives the tutee the opportunity to read with the tutor, while he/she could not have done it alone. The aim of reading, which is the reconstruction of meaning (to solve a problem of a specific learning task), should constantly be kept in mind.

During the last phase the tutee reads alone. The information that was gained in the process can be shared with the tutor or with other learners in a group.

Through the use of cooperative paired reading (where a more advanced reader reads with a weak reader) and the posing of a compelling learning task to both learners, the information that is obtained from reading is used to solve the problem. The learners first share the constructed meaning of how to solve the problem with themselves, whereafter it is shared with each other or in a group. In this process metalearning takes place, where mega life skills, such as self-confidence and motivation are acquired. Through sharing meaning with others cooperative life skills such as communication and leadership are acquired, which are the consequences of cooperative learning. The obtaining of mega and

cooperative life skills are indicators of human potential that has been maximised. As already pointed out, during paired reading some learning tasks are on a low level, depending on the level of competence of the learner. This aspect needs to be clarified specifically in connection with paired reading.

3.2.1.6 Perspective on learning tasks on a very low level

It is important to realise that the average learner in this particular study was totally illiterate in English (one of the first entries of the facilitator's diary - Chapter six - strongly supports this statement). These learners had to learn to read in English from scratch. The whole phonetic system in English had to be acquired. It is therefore obvious that some of the learning tasks they were exposed to would seem to be on a very low level with not much of a compelling character.

It should be kept in mind that the skills that are acquired from the lowest level (where learners had to become acquainted with the basic sounds in English) are building blocks for more complex skills which would be acquired later. Throughout the whole process however the aim was to compel the learners to start reading and to want to read more. As soon as the learners were able to reconstruct meaning from print, the process of posing compelling learning tasks which required more extensive reading, was focused on per se. Learning tasks that are given to learners at the lowest levels of literacy, such as looking for a word with a specific ending, have been compiled in accordance with the most recent and most authoritative resources about how learners learn to read. It should be realised that each task (how small and insignificant it might seem) has a specific purpose and forms part of a whole range of skills that a skilful reader uses.

It is necessary to understand the above background information about the Cooperative Paired Reading Programme, which is presented later in the chapter, in order to place in context the learning tasks that will be introduced later.

At this stage it is clear that learners need to be exposed to compelling learning tasks to be able to maximise their potential. Metalearning is a process that is highly significant when maximising human potential takes place, and needs to be dealt with in more detail.

3.2.2 MAXIMISING HUMAN POTENTIAL THROUGH METALEARNING

According to Slabbert (1997:142) maximising human potential requires that metalearning takes place. Maximising human potential implies that the learner constructs meaning and shares the constructed meaning with him/herself. The learner controls his/her own learning. Slabbert (1997:142) thus defines metalearning as follows:

The control activities of learning, where the learner plans, executes, monitors and evaluates his/her own learning, is called metalearning (Slabbert, 1988).

When metalearning takes place the learner takes responsibility for his/her own learning to maximise his/her own potential (Slabbert 1997:155-158). Other responsibilities that the learner takes upon him/herself are that the learner controls his/her own learning through the use of a vast repertoire of learning strategies. The learner's learning strategies should contain metalearning activities, which include planning, execution, monitoring and evaluation enabling the learner to become an active, effective, independent, and lifelong autonomous learner. When the learner needs additional information to solve the problem, he/she has to find the relevant resources required and to acquire the knowledge.

Slabbert (1997:191) mentions that creativity should not be overlooked in the process of maximising human potential. The least that the teacher can do in this regard is to plan creative learning tasks. The issue of creativity will however not be discussed further, due to a lack of space.

It has already been mentioned that the human potential of learners is maximised when metalearning takes place, where the learner controls his/her own learning by planning, executing, monitoring and evaluating the learning. The consequence of metalearning is mega life skills or competencies. These competencies, according to Slabbert (1997:224) are *acquired through a highly conscious lived experience becoming an inseparable part of the human being*. The mega life skills (Slabbert, 1997:224-226) are discussed in more detail elsewhere and will therefore not be

elaborated upon at this stage. What has already been mentioned and which needs to be emphasised once more, is the fact that learning tasks should be designed in such a way that learners are compelled explicitly or implicitly to metalearn which means that they will plan, execute, monitor and evaluate their own learning (Slabbert, 1997:227). Apart from sharing constructed meaning with oneself, learners can also share it with others in groups. In this way learners also have access to the vast resources and potential of others (Slabbert, 1997:232). There are certain requirements for cooperative learning to take place. When cooperative learning has taken place the inevitable consequence thereof will be the acquisition of cooperative life skills. As these life skills are discussed in detail elsewhere, the topic will be concluded with a few important remarks by Slabbert (1997:243) about cooperative learning and maximising human potential:

.... unless learners first learn to cooperate, they will never efficiently cooperate to learn. ... [H]ave learners realise that the only way they will be able to maximize their full potential, is if they fully explore all the resources available – their own and those of others, emphasizing that cooperation is the only way to be able to achieve both individual and group visions or goals.

When considering the relationship between cooperative learning and maximising human potential, it has to be realised that cooperative learning provides the vehicle through which metalearning takes place where the learner reflects on his/her learning and shares the constructed meaning with him/herself to maximise his/her potential.

It is however important to consider the link between metalearning and reading as the cooperative paired reading programme that is presented later focuses on reading. An explanation of this issue will follow.

3.2.2.1 The connection between metalearning and reading

As already pointed out, metalearning implies that the learner is in control of his/her own learning and continuously plans, executes, monitors and evaluates

his/her learning. When one considers the process of reading it implies that the reader will also plan, execute, monitor and evaluate his/her reading. The skilful reader utilises these phases without specifically being aware of it. The following example can be given to illustrate the statement:

The reader who is confronted with the text has to plan which strategies will be used to reconstruct meaning. The reader may use the strategy of scanning through a newspaper article to determine who was involved in an accident, for example. The specific strategy is executed and its effectiveness is monitored. If the desired information was found, the task could be evaluated as successful. It might also have happened that the strategy of scanning was executed, whereafter the reader found that while monitoring him/herself the desired outcome (information) had not been achieved. Another strategy could then have been selected from a vast repertoire of strategies (planning), whereby the desired outcome could have been achieved after its execution. The process could then have been evaluated as successful.

During the Cooperative Paired Reading Programme, learners are exposed to different learning tasks. During the process of metalearning learners have to plan, execute, monitor and evaluate their own learning processes. The learning tasks are a key in the process of metalearning (and maximising human potential). These learning tasks will be discussed later when dealing with the different stages of paired reading.

With an understanding of what the process of maximising human potential involves, and the place of reading in the process, it needs to be considered how learners can maximise their potential in education settings which include inclusive education, where learners with different levels of competence have to be catered for.

One of the problems that many teachers experience is the fact that they have to teach in large classes. The problem of large classes will be discussed in the next paragraphs, after which a possible solution to the problem is considered.

3.2.3 TEACHING IN LARGE CLASSES

One difficulty that many teachers in South Africa have to face is the problem of teaching in large classes. In the Northern Province teaching in large classes has become the norm and is not viewed as an exception anymore. Many large classes also include learners with special needs, which implies that the levels of competency of the learners vary, especially regarding English as a second language and literacy. These learners have to be catered for and ways have to be found to produce learners who are literate in English, especially as far as reading is concerned.

The problem of teaching in large classes is investigated in the next paragraphs. The South African situation is presented with a reflection upon some views of overseas researchers that are applicable to the South African context. The aim is to analyse the problem in detail to be able to find a solution. The issue of what exactly the term “large class” means, is dealt with after a discussion of the problems in order to avoid confusion, as many perceptions exist about what a large class is.

The fact that teaching in large classes can be problematic is expressed in the following way by the Curriculum 2005 Orientation Programme (1997:Session 3, Resource 3):

Many teachers in South Africa work in overcrowded classrooms. When there are large numbers of learners in a classroom, teaching can become difficult. Often teachers do not even notice that some learners are not developing any skills, or are absent. Large classes also mean that noisy learners are paid a lot more attention, while the quieter ones are ignored.

Teaching in overcrowded classrooms is in fact not only a problem in South Africa. Coleman (1989a) as documented by Meyer (1996:132) has found that the phenomenon of teaching in large classes is a global concern. The outcome of a survey in which 46 language educators from Britain, Brazil, Jordan, Palestine and Burkina Faso completed an open-ended questionnaire, was the following:

*... the findings of this questionnaire settled the doubts which we intended to tackle in the first cluster of research questions: that is to say (a) large classes **are** perceived by teachers to be troublesome, difficult, problematic ...*

Hayes (1997:106) comments that the situation in Thailand for example, does in fact not differ from the situation in the rest of the world as far as large classes are concerned. The issues raised by teaching in large classes do not seem to be addressed in teacher training courses and many teachers, who have to teach more than fifty learners in a class, often do not have the necessary skills to take control of the situation. General problems are encountered when teaching in large classes and these need to be scrutinised.

3.2.3.1 General problems encountered when teaching in large classes

Different researchers have succeeded in documenting various problems which are associated with teaching in large classes.

Prodromou (1994:41) emphasises the fact that when a teacher has to deal with learners of different ability levels in one class, it can be difficult. When Pomplun (1996:2) addresses the issue of including learners “with disabilities” in state assessments one realises that teaching large classes with different ability levels can be a nightmare. Prodromou (1994:3) provides a very vivid picture of what can actually go wrong in a large mixed-ability class when he says:

Because of the diversity of learners and learning styles, a mixed-ability class easily falls apart: a large mixed-ability class falls apart even more easily, and a badly managed large mixed-ability class not only falls apart very easily, but will probably find it difficult to come together again.

Any persons considering a career in teaching might quickly decide to change their ideas about careers when considering the facts of what other aspects might also go wrong in a large mixed-ability class. Prodromou (1994:41) continues to point out the difficulties in a large mixed-ability class by saying:

Because of the different levels in the class, it is difficult to keep the attention of the pupils: what's interesting and challenging for one learner is boring and too easy for another. So, while the teacher's attention is fixed on one side of the class, the other side begins to slip away, switches off, gets increasingly noisy, and, before long the class is in fragments.

Apart from mixed ability classes, multicultural classes have become quite common in South Africa during the past few years. Slabbert (1992:441) warns that problems such as low self-esteem, poor language proficiency and prejudice can confront the teacher. It is obvious that if such classes are large the teacher will find it more difficult to cope without having been equipped with the necessary skills.

So far general problems that occur when teaching in large classes have been looked at but it is necessary to probe deeper into the issue of teaching in large classes by considering some of the more specific problems that are encountered, especially in connection with language teaching.

3.2.3.2 Specific problems encountered when teaching in large classes where English is taught

Meyer (1996b: 132-133) documented a study by McLeod (1989), which grouped the difficulties facing language teachers of large classes into three categories: affective factors, effort required from the teacher and effective teaching.

Regarding affective factors the following problems were listed:

- Rapport cannot easily be established with individual students.
- It is impossible to get to know the names of individual students, or to get to know them individually.
- Large classes make it difficult to make eye contact. Eye contact is highly important when people interact (Prodromou, 1994:45).
- When too much pair and group work has to be done it becomes boring.

Effort required from the teacher was the term used to group the second set of reasons for finding teaching in large classes difficult. These reasons included the following:

- ❑ In a large class the teacher has to speak with a louder voice, which can be hard work.
- ❑ It is difficult to do oral work. Pretorius (1999:1) reports that teachers also find it difficult to teach reading in large classes.
- ❑ Teachers would prefer to give tests on a regular basis and be able to mark the tests as soon as possible, which would enable them to hand them back quickly.
- ❑ The correction of homework takes long.
- ❑ Classroom management is a problem, including discipline and avoiding a lot of noise.

- ❑ *In some schools it is a joy to teach 44 students but in others it's absolute hell and demands so much mental and physical effort to 'police' the class (Prodromou, 1994:45).*

The third category of effective teaching included the following difficulties:

- ❑ It is impossible to evaluate the performance of each student.
- ❑ In a large class, the teacher can't move around, while having to face the pupils. Class management is a problem.
- ❑ Poor results in the teaching/learning process
- ❑ *I tend to avoid complicated but potentially exciting stuff because of the horrendous task of setting it up with a large class (Meyer, 1996:133).*
- ❑ The learners speak to each other and don't pay attention.

McLeod (1989) in Meyer (1996:133) documented a very appropriate conclusion of one teacher who remarked: *"I don't think I actually teach the largest class anything"*. McLeod (1989) mentions that the fact that teachers view teaching in large classes negatively, and the notion that some teachers have that it is their task

to teach (without being aware of the learners' responsibility to learn), prevent some of them from realising that:

... learners can take some of the responsibility for their own learning or become more autonomous, more reliant on other learners and less on the teacher in a large class (Meyer, 1996:133).

Hayes (1997:108-110) interpreted the problems associated with large classes in the following way:

Five areas were identified in which the problems were categorised: discomfort, control, individual attention, evaluation and learning effectiveness. Teachers in northeast Thailand, who made certain comments that are significant as far as each of the above areas are concerned, support the classification. (From the grammar of these comments it is clear that English is not the first language of these teachers).

a *Discomfort*

Many teachers felt that they could not easily move around to help their students to interact with each other because there was not enough room:

The students can't move easily and some students don't do the activities. I must speak very loud and make me sore throat. There's not enough room (space) to do the activity – overcrowded. Large size of class makes me very frustrated and tired and I feel hopeless to manage the class successfully.

b *Control*

Discipline worries teachers. They experience that they are not in control and that the classes become too noisy:

If the students are too many, the teacher can't control them. When students do activity, they make a loud noise. Then the teacher can't control the class. It is noisy, some students who aren't interested in class will disturb the others ... when we have the activities in class, it will be difficult to control or solve their problems.

c *Individual attention*

The concern of many teachers is that the needs of individual students are neglected:

I don't have time to help all students but only some. If it is a small class, I can give the attention to them well.

d *Evaluation*

Because teachers feel responsible for checking all of their students' work, they feel unhappy when they can't:

Often I didn't have enough opportunity to listen to them all, for example when I want to practise speaking. I don't know whether their pronunciation is right or wrong. It takes a long time to check all of the students' exercises.

In this regard Meyer (1996:144) also mentions that:

...the effect of large classes places enormous pressures on the assessment process ...

e *Learning effectiveness*

The common goal of these teachers is that they want their students to learn English. If they can't determine who is learning what, it worries them:

I'm not sure that my students get what I've taught exactly. It [is] difficult to control the students and I don't know what they have learnt because there are a lot of students. Some maybe understand – but some maybe not understand and the teacher don't know what.

With some clarity about the problems that can be caused by teaching in large classes in the words of many teachers themselves, it will be necessary to try and find a common understanding of what a large class is.

3.2.3.3 Clarifying the term “large class”

Meyer (1996:133-135) documented the research of Coleman (1989b) in which he tried to define the term “large class” from the perspective of some teachers. A questionnaire was submitted to 201 respondents from twelve different countries in Europe, Africa, the Middle East and South East Asia. The following had to be indicated by the teachers:

- The size of the largest and smallest classes they teach.
- Their usual class size and their ideal class size.
- The point at which class size (both large and small) begins to become a problem.
- The point at which classes become intolerably large or small (Meyer, 1996:134).

Coleman (1989b:12) concluded the following after the survey:

..... it is beginning to look as though it may be difficult to define large in terms of a single number.

(According to the survey usual class size varied from 13 to 90 and the perception of the largest class from 15 to 140.) He continued by saying:

Thus, large classes, as the teachers themselves define them, are well within their experience. On the other hand, small classes, as the teachers define them, appear to be well outside their experience (Coleman, 1989b:16-17 in Meyer, 1996:134).

The following points were emphasized by Coleman (1989) in Meyer (1996:135):

- *Large classes are problematic.*
- *The term large classes is interpreted in ways other than numbers involved.*
- *Class sizes vary from country to country.*

- *Perceptions of ideal, large and small classes vary considerably, and there is no universal conception of the **ideal, large and small** class.*
- *There is a positive correlation between their largest class and their perception of what constitutes a large class; and there is a positive correlation between their **largest** class and their perception of the **ideal** class size.*

3.2.3.4 Achieving quality in large classes

It seems clear that large classes in whatever way they are defined can cause many problems for both teachers and learners. On the other hand, education cannot be stopped because of these problems. Hayes (1997:106) comments in this regard that as:

...class size is most unlikely to be reduced in the foreseeable future, teachers need to be helped to come to terms with their problems.

In fact, in spite of this education still has to be characterised by quality in order to achieve the maximising of the learners' potential. Slabbert (1992:439) mentions that learning quality is a topic that educationists have been struggling with for many decades, and lately with more and more schools becoming multicultural in South Africa, quality is still a concern amongst those involved in education.

Slabbert (1992:439) argues that in order to improve learning quality there should be a shift from learning 'what' to learning 'how' and from learning 'content' to learning 'competencies' (Slabbert, 1990b:70-71) in multicultural settings. This shift in emphasis is important, since the challenge that we face in education is to prepare learners for an unknown future, regarding content and structure. The competencies that Slabbert (1992:439) refers to include the following:

- Learners allowing themselves to be better equipped to compete effectively for jobs and recognition.
- Making themselves better citizens within societal demands.
- Improving their psychological well-being.

- Making effective decisions because free-market economies require decentralised decision-making, which is increasingly in demand from the average worker.
- Forming part of a workforce composed of autonomous learners, people who are capable of mastering new science and technology as it develops.
- Becoming ‘entrepreneurs’ who have finely developed critical thinking abilities because economic prosperity will increasingly depend on a country’s capacity to develop and exploit new opportunities, products and services (Clark & Palm, 1990).

Slabbert (1992:439) continues by pointing out that the above competencies constitute learning quality and that students who want to obtain these competencies will have to become effective, independent, autonomous, life-long learners, who take responsibility for, and control over their own learning. Metalearning in which the metalearner plans, executes and continuously monitors the process and eventually evaluates the products of his or her own learning (Slabbert, 1988:107; 1989), serves as a solution to the problem of learning quality. Cooperative learning is suggested as a means to achieve the goal of learning quality.

Within a multicultural class one usually also finds a multilingual situation where the learners have different first, second and third languages. In many instances the language classes can also be large and the problems that are associated with large classes as having been identified above have a high probability of being part of large multi-lingual classes.

When one examines the outcome of a study by Senior (1997:3) in which the perceptions of a sample of experienced English language teachers, regarding the nature of “good” English language classes were documented, one tends to agree with Slabbert’s (1988:107, 1989) solution for learning quality. The reason can be found if one scrutinises the following characteristics of good English language classes:

Surprisingly, the teachers in the study seldom identified classes of quiet, compliant, hardworking students as good classes. Rather, they judged the quality of their classes according to how far the students co-operated with each other to form single, unified classroom groups. They clearly perceived that any class with a positive whole-group atmosphere was 'good', whereas any class which lacked a spirit of group cohesion was unsatisfactory even if it was composed of high-achieving students.

Classes with such characteristics will definitely have learners who are effective, independent, autonomous and in control of, and responsible for their own learning, which point in the direction of learning quality. With the realisation of the role that cooperative learning can play in establishing these qualities, the next question that needs to be answered, is: What is cooperative learning?

3.2.4 COOPERATIVE LEARNING: A VEHICLE THROUGH WHICH HUMAN POTENTIAL CAN BE MAXIMISED

Slabbert (1997:231-233) discusses man's interdependence in life and that the efforts of two persons working together can achieve much more than that of one person alone. Boughey (1997:133) reported that according to a study, this statement is true:

Many students commented on the amount of research the group had carried out, saying that, as individuals, they would not have been able to consult so many resources.

We discover who we are through others and have opportunities to maximise our potential through interdependent efforts. According to Taylor (1991:244) cooperative learning as a form of compensatory education will indeed be necessary to fight negative consequences of modern technology, such as the isolation of man which may in turn cause serious socialisation crises.

Cooperative learning has a specific history and the concept has certain connotations. These issues are dealt with next.

3.2.4.1 The history of cooperative learning

Antil, Jenkins, Wayne, and Vadasy (1998:420) mention that the origins of cooperative learning can be found in the works of social scientists. Scientific work, including theoretical and applied research in the fields of social relationships, group dynamics, learning and instruction over thirty years, gave birth to the concept of cooperative learning. Meyer and Steyn (1989:782-783) agree with this statement and also emphasise the important role that motivation plays as a component of research.

In 1992 it was reported by Johnson & Johnson (in Antil, Jenkins, Wayne and Vadasy, 1998:420) that more than 550 experimental studies and 100 correlational studies had been done on cooperative learning by that time. The fact that textbooks on instructional methods, college and in-service offerings, teachers' journals, and instructional materials frequently refer to cooperative learning, shows that cooperative learning as an instructional approach is well established in the educational mainstream (Antil, Jenkins, Wayne & Vadasy, 1998:420). According to Coleman, Gallagher and Nelson (1993:23) the use of cooperative learning has rapidly increased.

Before cooperative learning will be discussed in more detail, it is necessary to explain the perception of learning in relation to cooperative learning. Hodgson and McConnell (1995:211) view learning as a social phenomenon, which does not only occur on one's own. It involves the following elements:

- ❑ *an understanding of our ontological position – this involves an awareness of our values and beliefs in relation to the nature of learning;*
- ❑ *the posing of a problem or issue which we would like to 'learn' about – this problem or issue may be related to our professional, personal or relational life;*
- ❑ *the possibility to work (communicate cooperatively) with others in a social context in order to address the problem or issue.*

Where the history of cooperative learning is now better understood, it will be necessary to probe deeper into the specific meaning of cooperative learning and what it involves.

3.2.4.2 The concept of cooperative learning clarified

Hodgson and McConnell (1995:211) describe cooperative learning as process-driven. Each member is involved in a social process and attention should be paid to the process to enable him or her to reach the desired goals. At least two people, but usually more than two, work together in groups. Learners can work towards group 'products'. Through cooperative learning 'products' can be achieved that will not be easy for individuals to reach on their own. Other products can be individual products where members of the group help each other with their own individual learning. Cooperative learning tends to be enjoyable and developmental, due to the large social dimension involved in it. Therefore it leads to outcomes such as increased competence in working with others, self-assurance and personal insight, which are not usually considered to be academic, as well as academic outcomes.

Cooperative learning and traditional, curriculum-based learning can be contrasted in many ways, for example in traditional curriculum-based learning the learner works for him/herself and does not share his learning with others. The learner works in isolation while the learners who work cooperatively in a group, think about what they want to achieve through their learning. Learners in the group help others with their learning while they are also being helped by others.

Cooperative learning has many possibilities for achieving multiple educational goals. While academic learning goals are more prominent in most schooling efforts, the social and personal development of learners is also important to teachers. Teachers find the idea of cooperative learning appealing because it focuses on academic and interpersonal skills (Johnson & Johnson, 1991) in a single approach (Antil, Jenkins, Wayne & Vadasy, 1998:420).

Jacobs and Ball (1996:99) describe cooperative learning as a subset of group work methods, while Taylor (1991:247) describes cooperative learning by saying that:

Cooperative learning requires that the learning situation be structured so that the member of a group can only achieve his/her objectives if the others do likewise. Pupils in a group are therefore dependent on each other for the completion of the task.

Slabbert (1997:233) provides a clear understanding of cooperative learning by explaining it in relation to metalearning:

In cooperative learning, small groups of learners share their constructed meanings with one another. They challenge each other's constructed meanings and negotiate one another back into the relationship for constructing meaning until meaning has optimally been constructed by each one in the group. It must be emphasised that the prerequisite for cooperative learning is that the learner must have constructed meaning available – which might have been constructed through metalearning – to share, if cooperative learning is to have any effect. ... In this way learners cooperate to learn by sharing their meanings with their peers to maximise their potential.

Where the concept of cooperative learning is now better understood, some of its advantages need to be considered next.

3.2.4.3 The advantages of cooperative learning

From the description of Slabbert (1997:233) it seems that cooperative learning certainly has valuable benefits in the class situation. Hodgson and McConnell (1995:214) seem to agree with this statement when they point out further benefits of cooperative learning:

- Through discussion it helps to clarify ideas and concepts.

- It develops critical thinking.
- It provides opportunities for learners to share information and ideas.
- Communication skills are developed.
- Opportunities are provided for learners to take control of their own learning in a social context.
- It provides the validation of the ideas of individuals and ways to think through conversation (verbalising), argument conceptual conflict resolution), and multiple perspectives (cognitive restructuring) (McConnell, 1994).

Concerning written communication and writing in groups, Boughey (1997:133) reported the following comments by students:

In being able to interact in the group, your opinions and the way you interpret certain information is brought forward. Your fellow students then get the opportunity to see the issue from a different perspective, or to rectify you if you have misinterpreted the information.

Wylie, Roberts and Botha (1999:64-65) listed some advantages of working in groups when implementing a literacy programme for the Foundation Phase. The advantages, (which are also significant when dealing with the Senior Phase) include the following:

- Group work provides an opportunity to concentrate on learners who need individual attention, while the rest of the class is working.
- Groups can accommodate learners with different abilities and their needs. Learners can work at their own pace and they do not have to be disrupted by each other.
- During the process of arriving at common conclusions, learners are trained in negotiation and conflict resolution, as well as leadership qualities.
- More learners can participate in a small group as compared to a whole class situation, where learners passively wait to receive information. In a group they take responsibility for their own learning.

- Peer learning can take place in groups where learners learn from each other, which is many times more successful than learning from an adult.
- In situations where resources are scarce, groups tend to use these resources more effectively.
- When learners are completing a task cooperatively, it is enjoyable and satisfying when everybody uses his/her talents and energy to achieve a common goal. They also learn the advantages of teamwork.
- Critical thinking is developed when learners have to give an opinion about their own work and the work of others. Objectivity must be learned in order to provide useful feedback to others and to edit and improve their own work.
- Assessment of individual group members is easier when the teacher can observe their skills and attitudes while they are working in groups.

It seems that cooperative learning has many benefits, which can also be experienced in inclusive education settings. The learning tasks that learners are exposed to when cooperative learning is taking place have to meet certain requirements. Those requirements implicitly seem to be in agreement with requirements for learning task design to enable learners to maximise their potential, which have been discussed earlier. The issue of learning tasks for cooperative learning to take place is discussed next.

3.2.4.4 Learning tasks for cooperative learning to be successful

The type of task, which the group has to execute, is important. Cohen (1994) in Pomplun (1996:3) suggested that when group members participate inconsistently, the type of task could be a problem. Participation by all group members is minimised when tasks with obvious answers and routine solution procedures are used. In order to maximise participation by all students, group members need to exchange ideas and information to successfully complete the task. Cohen (1994) recommended tasks with open-ended and non-routine solutions (Pomplun, 1996:3). It is interesting to find that, as far as the language classroom is concerned, Long (1990) proposed three types of tasks for groups: planned or unplanned, closed or open, and one-way or two-way (Jacobs & Ball, 1996:100). Planned tasks give learners the opportunity to prepare the language that they are

going to use, before they interact with other members of the group. The quality and quantity of the language generated by the learners can be improved by planned tasks. On the other hand, unplanned tasks do not give learners an opportunity to prepare before they interact with the group. Closed tasks are tasks that, as learners know, have one predetermined correct answer or small set of answers. In contrast, open tasks have no one correct answer. Long (1990), in contrast to Cohen (1994) believes that in a language class closed tasks lead to better negotiation of meaning (actions taken to be sure that communication has been successful) among group members. In these cases interaction would be stimulated when group members would try to find the best possible answer, rather than accepting a weaker alternative (Jacobs & Ball, 1996:100).

Jacobs & Ball (1996:100) do however comment that the artificiality of most classroom tasks is reflected by the distinction between closed and open tasks, and that learners who are allowed to choose topics or projects themselves, might be doing open tasks. What seems to be important to Cohen (1994) and Long (1990) is that tasks should stimulate maximum and equal participation. Slabbert (1997: 237) agrees with this statement and puts it in the following way:

*However, a basic principle in designing learning tasks is that there should always be an opportunity for four individuals to participate **equally** – however subtle or explicit it may occur in the learning task itself.*

Long (1990) in (Jacobs and Ball, 1996:100) explains one-way and two-way tasks as tasks that involve an information gap. It is necessary that information flows between group members for the task to be completed. One-way and two-way tasks can be distinguished from each other when it has been identified whether each group member needs to send as well as receive information. It is hypothesised by Long (1990) that two-way tasks *are* better promoters of negotiating meaning (Jacobs & Ball, 1996:100). Effective participation by learners requires that “bonding” take place. It is specifically true in the case of language classes. An overview of this process is discussed next.

3.2.4.5 Effective participation through “bonding”

Senior (1997:3-4) uses the term “bonded class” when a language class has been identified by its teacher as functioning cohesively. The term “bonding” reflects an emotional attachment in the class and “bonding” refers to bonds of friendship, as learners in some classes relate to each other as friends. In the research of Senior (1997:4) it was documented that teachers constantly tried to establish a positive group feeling in their classes, and to maintain it. The reason for this general group development objective can be found in the following words of Senior (1997:4):

It seemed that the teachers had made the prior assumption that an atmosphere of classroom cohesion was a necessary precondition for the development of linguistic proficiency through oral practice.

It is therefore important to realise that a feeling of mutual support and security is necessary, especially when opportunities are created where learners have to participate equally in a language, which is sometimes not their first language. Senior (1997:6-10) has identified eight facets of the bonding process specifically for language classes. They include the following:

a *Breaking down barriers*

Opportunities should be created where learners can get to know each other. Each member should be able to share information which he/she is proud of. When shared group knowledge is created the potential value of every learner to the group is acknowledged and each learner will feel fully integrated in the class.

b *Creating the climate*

Language teachers in particular should try to create an atmosphere of relaxation and safety. Learners should feel free to make mistakes and laugh about it. They should not feel ashamed or cringe when making mistakes.

c *Convincing the customers*

The competence of the teacher can easily be questioned by language learners in a newly formed group. The teacher will have to be able to

demonstrate a high level of professional competence, while at the same time modelling relaxed behaviour.

d *Defining directions*

For groups to function as a whole, each group member should strive towards a common goal. Language classes with different language levels, but having a common goal, will have a better chance of bonding than a class of learners with the same levels of English, but with different goals.

e *Harnessing the headstrong*

The functional approach to leadership claims that it is possible for every group member to either have a group-building, a group-maintenance, or a group-task role. Strong-willed students who do not act in ways that foster cohesion of the group, can be given roles that will direct their valuable energy towards positive group building.

f *Establishing expectations*

It is important that learners of language classes understand the expectations of teachers as far as classroom behaviour is concerned. For example, the feeling of relaxation that teachers might wish to create in their language classes can be confused by learners, causing them to think that high standards are not expected. The teacher has to demonstrate to the class what kinds of behaviour are acceptable and what not. Discipline will not be a problem once group norms for the whole class have been established, as learners will be inclined to regulate their peers' behaviour.

g *Recognising roles*

In a large language class learners who tend to be shy to speak because they might make mistakes, can easily be overlooked by the teacher. To solve this problem each member of the class should have a specific role which will help to maintain the class group. Learners who still seem to be quiet and shy after a few weeks, should with special effort be drawn into the group.

h *Maintaining momentum*

Most language teachers can easily identify a class that has reached a state of bonded equilibrium. The learners in such classes will tend to quickly form appropriate groups and start working on new tasks. They will productively work together to achieve the goals. A class that has bonded will not necessarily remain bonded. The teacher may realise that it has *gone off the boil*. Various strategies can be followed to rectify the situation. Goals can be renegotiated through asking learners to suggest new topics, themes or activities, to provide a new language focus. The roles of learners can also change in order to positively contribute to the functioning of the group as a whole.

Important suggestions have been made about how to facilitate better cooperation. As it has already been pointed out, cooperative learning involves more than only putting learners into groups. Specific requirements exist for cooperative learning to be successful. It will be necessary to discuss these requirements. The next section deals with this issue.

3.2.4.6 Requirements for cooperative learning to be successful

Although cooperative learning can be quite successful there are certain requirements for cooperative learning to be effective. Nevertheless, some teachers use the name of cooperative learning without making sure that certain elements are present.

Antil, Jenkins, Wayne and Vadasy (1998:446) refer to elements that have to be present when cooperative learning is used as an approach by a teacher. Taylor (1991:244) has also pointed out these basic elements. Teachers who do what Cohen (1994) calls “collaborative seat work” (i.e., tasks which are done in groups, while individuals could also have accomplished it by working alone, and call it cooperative learning, need to take note of the following necessities for effective cooperative learning):

a *Positive interdependence*

According to Johnson, Johnson & Smith (1991), in Jacobs & Ball (1996: 100-101) positive interdependence exists when:

... students perceive that they are linked with groupmates so that they cannot succeed unless their groupmates do (and vice versa) and/or that they must co-ordinate their efforts with the efforts of their groupmates to complete a task.

An activity where learners work alone and then tell their group mates or show the product to them would not encourage positive interdependence (Jacobs & Ball, 1996:100-101).

b *Individual accountability*

Johnson, Johnson and Smith (1991) explain that individual accountability exists when:

... the performance of each individual student is assessed, the results given back to the individual and the group, and the student is held responsible by groupmates for contributing his or her fair share to the group's success (Jacobs & Ball, 1996:101).

The importance of avoiding a process where individuals discourage others from participating by doing nothing or everything is emphasised by Jacobs & Ball (1996:101).

Senior (1997:5) comments on the role that goals play in working together as a group, by saying:

.... if any small group is to develop into a mature work group capable of functioning productively, all group members must share the same broad group goal.

Although the broad goal in an English language class is to develop proficiency in English, time will however have to be spent to establish other broad goals for groups as well.

c *Promoting face-to-face interaction*

Learners should be placed with each other in order to complete the tasks assigned to them (Van der Merwe et al., 1999:37). Slabbert (1992:439) goes a step further when describing face-to-face interaction as follows:

...students must engage in helping, assisting, supporting and encouraging each other's efforts.

d *Cooperative skills*

Slabbert (1992:439) mentions the following with regard to cooperative skills:

...students must learn to frequently use required interpersonal and small-group skills such as leadership, decision-making, trust-building, communication, respect, conflict-management, recognition, etc.

e *Group processing/evaluation*

Slabbert (1992:439) provides more clarity about evaluation when referring to the perceptions of Johnson & Johnson (1990:103-106) and Sharan & Sharan (1987:22):

...periodic and regular evaluation of how the group functions should be done by describing which member actions are helpful and which are not and which behavior should continue and which should not.

Senior (1997:5) points out that the development of norms of behaviour in small groups is important. Teachers should realise that learners have their own peer group norms and that problems can arise when the norms small groups adhere to, differ from the norms of behaviour that the teacher wishes to establish.

Hodgson and McConnell (1995:213) have interpreted the requirements necessary for cooperative learning to be successful in formal learning situations as follows:

- *a willingness by learners to participate in cooperative learning;*
- *an understanding by learners and tutors of the benefits of this form of learning;*

- *if the learning is accredited, then an assessment system that supports and rewards cooperation has to be in place. This also has to be one in which the learner is actively involved in assessing their own work and that of their peers, in association with the tutor or trainer;*
- *there has to be a distribution of power between tutor/trainer and learner, so that learners do actually have the power to control their own learning.*

The requirements for cooperative learning to take place do not imply that cooperative learning is a rigid process. On the contrary, cooperative learning can take many forms, as the next paragraphs will tell.

3.2.4.7 Cooperative learning methods

There are many cooperative learning methods. The methods that are chosen should however accommodate all the requirements for successful cooperative learning. Slabbert (1997:245) selected the most prominent cooperative learning methods, as described by Davidson and O’leary (1990:31) and Slavin (1981:655-656). These methods are the following:

i *Think-Pair-Share*

The facilitator asks a question whereafter the learners have to think of an answer on their own. They then form pairs with a partner and discuss the question and finalise the answer. The answer is then shared with the rest of the learners.

ii *Co-op*

The following elements are part of the method:

- Learner-centred class discussion.
- Selection of learning teams.
- Team building.
- Team-topic selection.
- Mini-topic selection, preparation and presentation.

- Preparation of team presentations.
 - Team presentations.
 - Evaluation.
- iii *Jigsaw*
- A passage of text material or a task is divided into different components or topics.
 - A specific topic is assigned to each group member who has to become an expert on the topic.
 - Learners who share topics meet in expert groups. They discuss the topics, gain mastery over them and plan how it will be taught.
 - When learners return to their original groups, they teach what has been learnt to their group members.
 - An individual test or quiz is administered.
 - Recognition is given to the team.

(Taylor, 1991:247) describes the Jigsaw as being developed during a time of racial crisis in Austin, Texas).

iv *Team learning*

After the facilitator has presented material to the learners, they join their teams where they try to master a set of worksheets. Individual quizzes on the material are taken by each member. Learners' scores represent the degree of improvement over the learners' own past average. Recognition is given to the team.

v *Learning together*

A single worksheet is completed in small groups whereafter praise and recognition are given to the group.

vi *Group investigation*

Learners from small groups make responsible decisions about what they will learn, how they will organise themselves to learn it and how the things that have been learned will be communicated to the members of the class.

The formation of groups is another aspect that was briefly mentioned and needs clarification.

3.2.4.8 The formation of groups

i Group size

Prodromou (1994:42) recommends that between four and six learners work together in a group. Slabbert (1997:234) adds that the size of groups may vary from two to six learners, but that it depends on the type of learning task and the method of cooperative learning which is used. Antil, Jenkins, Wayne & Vadasy (1998:432) found in their research that group sizes do indeed vary. In their study 57% of teachers reported that they sometimes facilitated the forming of pairs and sometimes small groups consisting of 4 learners. Jacobs & Ball (1996:99) point out that it is beneficial to work in pairs and in groups of three or four students:

This approach enhances the opportunities for each member to participate actively, and reduces the complexity of group management.

They also point out that small groups are favoured, but that larger groups can produce more varied contributions from its members.

The Curriculum 2005 Orientation Programme for teachers (National Department of Education, 1997:Session 3, Resource 3) supports the idea of 4-6 learners working together: 4-6 learners can sit closely together, which makes participation and communication easier. A group consisting of too many learners, on the other hand, might have negative consequences, such as inputs given by a limited number of learners only while the rest of the group do not say anything and eventually lose interest.

Meyer and Steyn (1989:782) refer to the works of Slavin (1980a:252) to describe the formation of a group of 4-6 learners who worked together and are rewarded as

a group. The interdependence of the group members can clearly be noticed in such a situation.

3.2.4.9 The composition of groups

Heterogeneous, teacher-formed teams seem to be preferred by some researchers and others have referred to the heterogeneity of teams as a basic principle of cooperative learning. When forming heterogeneous groups, one high achiever, two middle achievers and a low achiever should be included. Each team should include males and females and be diverse as far as ethnicity is concerned. Reasons for preferring heterogeneous groups include the following:

- ❑ Opportunities for peer tutoring and support are greater.
- ❑ Cross-race relations and integration are improved.
- ❑ Classroom management becomes easier when having one high achiever, who can assist the teacher, in every group.

Antil, Jenkins, Wayne and Vadasy (1998:431) inquired about teachers' grouping strategies in a study. A variety of approaches were reported for forming cooperative learning groups:

- ❑ 62% of the teachers in their study described multiple strategies. Heterogeneous grouping was a favourite.
- ❑ 40% of the teachers allowed students to select their team-mates.
- ❑ 43% of teachers reported using random assignment and groups of convenience, e.g. students who sat near each other were reported as having been used by 23% of the teachers.
- ❑ 23% reported that they always structured learning groups to be heterogeneous.
- ❑ No teachers mentioned ability groups.
- ❑ A majority of teachers indicated that some of the time heterogeneous groups were deliberately formed, while at other times strategies that might not necessarily end up in heterogeneous groups were used (e.g. Random assignment, self-selected teammates, groups of convenience).

The Curriculum 2005 Orientation Programme for teachers, (National Department of Education, 1997:Session 3, Resource 3) provides the following suggestions for handling groups of learners:

A *Younger learners (up to age 9)*

- a The class can be divided into small groups and each group can be given a different name. The learners can help the teacher to choose their group's name. The names of groups can be connected to different flowers, animals or birds.
- b A wall chart for each group can be put up in the classroom. The wall chart, which would serve the purpose of profiling each group, can record the group's achievements and developments during a specific period of time.
- c Each group should be allowed to have only one day in the week, which is their special day. On that specific day this group should receive special attention from the teacher. The learners in the group can wear something, for instance a ribbon, to identify them.
- d The group that is having a special day should report the activities that they will be doing for the whole day at the beginning of their special day. They may also record their achievements at the end of the day.
- e Different learners will have an opportunity to spend a little extra time with the teacher, when working in groups, for at least one day per week. Teachers are, however, cautioned not to neglect the other groups while giving special attention to one group.

B *Older learners (age 9 upwards)*

- a Working in groups can be done in many ways. Learners can turn their desks to enable four of them to work together on a task or, without turning their desks, two learners can face each other and work together.
- b Working in groups will cause some noise, as they will discuss what they are doing. The teacher should not be upset about this, as long as they do not disturb the rest of the school. While the groups are busy

with their activities, the teacher should be active by encouraging learners, asking questions or listening to what they are discussing.

Other researchers, however, such as Boughey (1997:128) tried to avoid a situation where groups were dominated by stronger members, by dividing the class into homogeneous groups, but the researcher did not make mention of the use of cooperative learning. The group members had different roles. One person was the chairman, who coordinated writing sessions and facilitated discussion. A gatekeeper checked that the group did not deviate from the specific schedule for each session, while the secretary acted as a scribe. The remaining two group members played the role of participants.

Slabbert (1997:236) also suggests that different roles and functions can manifest in cooperative learning groups. As far as learning task skills are concerned, the following roles and functions are identified:

- ❑ The problem restater analyses the learning task (problem) and represents it to the group.
- ❑ The relater/evaluator relates the problem to something familiar.
- ❑ The strategy suggester seeks and suggests alternative strategies to solve the problem.
- ❑ The function of the approximator is to determine the range, scope and quality of the expected answer.
- ❑ The reviewer or mistake manager manages mistakes and the execution of strategies with the aim of determining what can be learned in the process.

With cooperative learning skills in mind, the roles and functions are as follows:

- ❑ The encourager encourages all members.
- ❑ The praiser praises others for their efforts.
- ❑ The celebrator celebrates accomplishments.
- ❑ The gatekeeper equalises participation.
- ❑ The helper helps others.
- ❑ The help seeker asks for help.

- ❑ The checker checks for understanding.
- ❑ The taskmaster checks for staying on the task.
- ❑ The recorder records ideas.
- ❑ The reflector reflects on group progress.
- ❑ The silencer prevents the group from disturbing others.
- ❑ The materials monitor effectively distributes and collects materials.
- ❑ The mediator mediates conflicts.

Slabbert (1997:234-235) recommends a method of Kagan (1992:3-4) to easily assign groups if one is not very familiar with all the learners:

- i All the learners in a particular group have to be ranked from highest to lowest ability.
- ii In order to select the first group, the top, bottom and two middle ability learners have to be selected, forming the first group. It is important to note that these learners should not all be of the same sex or culture and that they should not be worst enemies or best friends. If a learner falls in this last category, the facilitator should go further down the list until a learner is found who is an appropriate candidate.
- iii Step ii has to be repeated in order to select the second group and all the other groups that will follow, by using the reduced list each time.

Cooperative learning has already been found to be a solution for teaching in large classes. As pointed out earlier, cooperative learning is part of the process of maximising human potential. It must be remembered that in order to maximise a learner's potential, metalearning should take place. The consequence of metalearning is the acquiring of mega life skills, and an indication that cooperative learning has taken place is the presence of cooperative life skills. These life skills are discussed in the next section.

3.2.5 COOPERATIVE LIFE SKILLS

The following cooperative life skills are described by Slabbert (1997:239-243) as the “inevitable consequence” of cooperative learning. This requirement is seen as the most fundamental one in education and its rightful place needs to be restored. In fulfilling this requirement, as Slabbert (1997:239) puts it, *...learners are prepared for life in the most profound way, being confronted with experiencing real interdependent life.*

The cooperative life skills will be discussed in the next paragraphs. It should be pointed out that cooperative life skills are built upon mega life skills, which are discussed hereafter.

3.2.5.1 Democratisation and humanisation - How do I see you?

The way in which individual learners see each other is an important prerequisite for cooperation. The realisation of the fact that all human beings contain the same basic biological and physical components is brought about by cooperative learning. Everybody has strengths and weaknesses and can grow into what we are supposed to become. All human beings are unique as far as our biological makeup is concerned and the potential God invested in us. When I come to know myself through sharing meaning with myself in metalearning and the potential invested in me, I very highly view you and your potential, uniqueness and purpose. And I then realise that it is impossible to fulfil my potential without you.

3.2.5.2 Communication - How do I interact with you?

Interaction makes cooperative learning possible, but without verbal or non-verbal communication it is impossible to have interaction. When *recognising* the other person as a human being, *respecting* one another correspondingly, and *appreciating* what we can learn from one another through *listening* while *sharing*, interaction takes place. When *decision-making* is eminent through negotiation, where *conflict-management* and *conflict resolving* might become inevitable, interaction takes place.

The levels of communication are fundamentally important. Interaction requires that a person gets to know the real other. The following are the four levels of communication:

a *The level of acquaintance and trivialities*

This level is the lowest level of becoming acquainted. Interaction exists, but can easily be stopped. There is no personal involvement.

b *The level of sharing information*

In this level of communication involvement is for personal gain only and one can stop sharing at any moment as no personal risk is involved.

c *The level of personal interest and involvement*

At this level a real interest in the other person as a human being manifests. This is a risky level. Openness, with the corresponding vulnerability is prerequisite. This is the first step towards possible growth and maximising potential.

d *The level of sharing feelings*

At this level, the highest level of communication, the only way to penetrate understanding of interactive behaviour can be found. It is necessary to know the other person's feelings before there can be a real understanding of one another as well as of oneself, with maximising of potential as a consequence. Slabbert (1997:241) concludes his explanation in the following way:

Real interactive communication to maximise human potential as a nodal point of relationships in interdependence, needs communication to progress throughout to the highest level of communicating feelings always giving 'I' messages.

3.2.5.3 Dealing with feelings - How do I react to you?

Communication always has to do with feelings. Our interrelatedness and interdependence is determined by the reaction towards feelings. Every person is responsible for how he/she will react towards feelings. The first important step in

dealing with feelings, before reacting to them, is to *analyse* the feelings to determine what he/she feels. The *source* of the feelings has to be reflected upon. The cause of the feeling and the justification thereof need to be verified. If the feeling is justified, a number of possible reactions and their consequences can be considered. In the end the choice, which has been made, should create a win-solution. We all have choices regarding the handling of feelings and we should never be victims thereof.

3.2.5.4 Justice and forgiveness - How do I want you to react to me?

Justice does not imply that I do to you what you do to me, but that I should unconditionally forgive you, keeping in mind how all of us want to be treated in certain circumstances. This unconditional forgiveness is applicable to everybody. The outcome of this will be the manifestation of qualities such as *honesty, truthfulness, sincerity, obedience, virtuousness, generousness, trustworthiness and candidness*.

3.2.5.5 Love - How do I ultimately care for you?

If we are interdependent and if I cannot fulfil my purpose without you - which is the case in cooperative learning - I have to ultimately care for you. This is manifested in being *available, courteous, tactful, flexible, humble, meek, gentle*, but also *concerned, considerate and compassionate*.

3.2.5.6 Leadership - How effectively can I lead you to maximise your potential?

Leadership should be earned when the character of the person reflects the competencies mentioned in the previous paragraphs. When one is determined to fulfil one's purpose and to fully express oneself through the character which is revealed in its potential glory - then leadership is born. The purpose of a leader (who has a sphere of influence which is awarded to him) is to produce leaders (Munroe, 1993 in Slabbert, 1997:242).

Concerning leadership Senior (1997:5) adds that various researchers have changed their perceptions about leadership during the past few years. The view that leadership is the prerogative of the group leader has been traded in for a perception that sees leadership wider, including the roles of individual group members.

In the language classroom it will be of particular importance to encourage learners to be leaders, even though the language that they have to use is not their first language, and might cause some learners who can contribute a lot regarding leadership, to be afraid of making mistakes while giving inputs. The learner should know that everybody makes mistakes from time to time and that by making mistakes, we grow.

In the classroom situation Slabbert (1997:242) suggests that a list of cooperative skills be made by the teacher and learners and that these skills should be dealt with individually until all of them have been mastered.

3.2.5.7 Evaluation

Evaluation should take place frequently and regularly to identify individual learners' behaviour that promotes cooperation and behaviour that does not promote cooperation. The non-conducive behaviour should be eliminated (Johnson and Johnson, 1992:103-106; Sharan and Sharan, 1987:10 in Slabbert, 1997:242).

Clear ground rules, which are conducive to cooperative learning, will have to be laid down. These ground rules will have to include the learners' expectations and teacher expectations. The rules will describe the preferred kind of learning environment. It is important that each learner should feel safe. Mutual respect should form the basis of the ground rules. Learners should also evaluate their cooperative behaviour at least once a week. A regular meeting may be held with the whole group in which any common problems can be discussed or ground rules can be changed (Slabbert, 1997:343).

3.2.6 MEGA LIFE SKILLS: THE INEVITABLE CONSEQUENCE OF METALEARNING

Slabbert (1997:224-227) explains life skills as "*lived skills*" and that these cannot be taught through an isolated crash course, but should be acquired by living. Mega life skills become the consequence of metalearning, which was discussed earlier,

when the learner constructs meaning, in other words, he learns. This happens when the learner is confronted by a problem, which has to challenge, evoke and elicit him/her into peak experiences, causing a new order of consciousness in the learner (happiness and self-fulfilment). The learner will be empowered to be in control of his/her life, to explore the wealth of his/her potential and to creatively maximise it. The mega life skills which follow have been compiled by Slabbert (1997:224-227) by combining the work of Rich (1992) with the fruit of the Spirit (Gal 5:22,23).

3.2.6.1 Self-confidence - Feeling able to do it

Confidence implies that a person feels able to do. When metalearning takes place, the learner feels in control and becomes confident that he/she can do something him/herself. There is a very close connection between self-esteem, self-image and confidence. The manifestations of confidence are being decisive, fearless and courageous as well as the willingness to take risks. Confidence may also be seen as a manifestation of faith.

3.2.6.2 Motivation - Wanting to do it

The first motivator is the challenge of the learning task. When the learner has achieved success and after the result has been assessed, the learner will want to do more. Intrinsic motivation is acquired by a learner who has gone through a peak experience and has benefited from it. Such a learner knows that he/she can control the events and the outcome to learn more about him/herself.

3.2.6.3 Initiative - Moving into action

The metalearner who knows he/she is in control does not wait for another person to prompt him/her into taking action. A learner who realises that today is part of a new adventure in his/her life will not want to wait to take that action through which results are accomplished. Planning and organising are closely linked to initiative. Energy, viability, interest and activity are also closely associated with initiative.

3.2.6.4 Effort - Willing to work hard

Effort is required to maximise human potential. Metalearning requires control over effort and continuous correction, adjustment, modification and improvement

to get the best results. The metalearner knows that the harder he/she works, the deeper and more rewarding the outcome will be. Therefore the learner wants to work hard.

3.2.6.5 Perseverance - Completing what you started

The metalearner knows that he/she is in control and that he/she cannot expect someone else to complete the learning task on his/her behalf. He/she knows that there will be no rewards if the task is not completed. The learner is able to continue with the task because of the peak experience. Manifestations of perseverance are: not to be distracted from what one is doing and not giving in to temptations. Further manifestations of perseverance are tolerance and diligence.

3.2.6.6 Common sense - Making good judgments

Being in control implies that the metalearner has to make choices. The possibilities of making a good judgment of choice have to be assessed. In order to do this, it is necessary for the metalearner to be as versatile as possible, which implies that a vast array of information will have to be available. The metalearner will have to be able to find the required information and situations should be viewed from many different perspectives. The learner will then be able to be wise when making judgments.

3.2.6.7 Responsibility - Doing what is right

Responsibility forms an integral part of metalearning. The learner has to accept responsibility for learning and has to realise that it is no one else's responsibility. The metalearner who responds with the best possible action to specific judgement and justifies it, is able to make good judgements. That is a reason for the metalearner's relentless search for the right, the best and the ultimate. Extraordinary self-discipline and self-control which are produced by all the previous competencies (self-confidence, motivation, initiative effort, perseverance and common sense) are therefore necessary. Such a metalearner is consistent, dependable, thorough, punctual and reliable.

3.2.6.8 Independence - Doing it yourself

The metalearner who has accepted the responsibility through the level of self-discipline and self-control becomes independent. The learner knows not to look

for someone else to do the task for him/her. What needs to be done is therefore done by the learner him/herself. The metalearner who knows that someone else will not monitor his/her actions and that he/she has to do the tasks him/herself, becomes independent. Independence implies that the learner is independent to maximise his/her potential.

3.2.6.9 Peacefulness - To be content

The independent metalearner has realised that he/she is in control of his/her destiny. Such a realisation or knowledge enables the learner to come in touch with his/her potential. Being content and at peace with oneself flows from an awareness of being in control and, therefore, being able to maximise one's own potential. A peak experience is the reason for such a new order of consciousness and self-fulfilment that results from it. The realisation of the vast untapped and unfulfilled potential that is still remaining is also associated with self-fulfilment. It results in an appreciation of life in its fullness, uniqueness and abundance. The learner therefore, acknowledges that the journey has only started and, realising that he/she is in control of it, he/she is content, at peace and excited about tomorrow.

3.2.6.10 Joy - To be happy

A new order of consciousness resulting from a peak experience is the consequence of conquering an obstacle, such as completing a challenging learning task. The happiness flowing from such an experience cannot be equalled. The durable quality, which fills a life with joy, is happiness. Metalearning is the vehicle through which the learner realises that there is much more to be discovered in the challenging, adventurous journey of life that lies ahead, and this leads to becoming a joyful human being.

3.2.6.11 Love - To ultimately care for myself and everything around me

The metalearner who discovers that he/she is continuously growing and that every moment is developed into an unexpected fullness of power, peacefulness and joy, realises that the value of what is experienced becomes tangible. The result of this is that such an asset is respected and valued above all as a gift from God. The metalearner becomes eternally committed to maximise it and to ultimately care for it. An appreciation of all of creation, which also results in the ultimate care for it,

as a gift from God, flows from a discovery of everything around him/her in its broadest and deepest sense.

According to Slabbert (1997:227) the list of mega life skills is of fundamental importance but can still be expanded. It is emphasised that these competencies are the inevitable consequence of metalearning.

3.3 CONCLUSION

An overview of the chapter indicates that it has contributed to educational research by providing a theoretical educational background about a number of theoretical aspects related to maximising human potential. In the following paragraphs a summary is provided of the aspects that were addressed in order to answer the research questions that were stated at the beginning of the chapter.

Within this chapter the concept of maximising human potential has been described. The important role of the learning task was highlighted and the significance thereof with regard to learning task design for English Second Language reading was discussed. An account was given of how human potential can be maximised through reading. For this purpose the reader was briefly introduced to the concept of paired reading. The connection between metalearning (a vehicle through which human potential can be maximised) and reading was indicated. The concept of cooperative learning, which can also lead to the maximisation of human potential, has also been clarified. The chapter ends with a discussion of the consequences of cooperative learning (acquiring cooperative life skills) and of metalearning (acquiring mega life skills). The need for more theory about reading is met by the unfolding of the next chapter that deals with the issue.

CHAPTER 4

A research background to reading

4.1 INTRODUCTION

The overall aim of the study, which is to achieve growth in the realisation of the human potential of learners through reading, should continuously be kept in mind. Before a programme can be presented to achieve the aim, it will be necessary to devote some time to review recent educational theories that are significant for planning interventions to assist learners with reading. For this purpose the following sub-research questions have been identified, that will be focused on during this chapter:

- What educational theory about teaching/learning in general can be applied when teaching reading in English?
- What theory about the teaching of English as a second language is important when attempting to assist learners?
- How can the concept of reading be clarified?
- What main approaches to the teaching of reading can be identified?
- What is the relation between the different approaches to teach reading and maximising human potential in inclusive education settings?
- What effective method can be used to assist struggling readers?

In the next section the first question will be focused on.

4.2 EDUCATIONAL THEORY ABOUT TEACHING/LEARNING IN GENERAL THAT CAN BE APPLIED WHEN TEACHING READING IN ENGLISH

Within the previous chapter, the concept of maximising human potential was dealt with in detail. When planning interventions to assist learners with reading, it should be kept in mind that the potential or intelligences of learners differ. By recognising the diversity of learners in this regard, teachers should adapt their teaching to target as many of the different forms of intelligence as possible.

4.2.1 Teaching in an intelligence-friendly classroom

Fogarty (1998:665) defines the environment where the intelligences of learners are maximised as the *intelligence-friendly classroom*, which is further explained as follows:

An intelligence-friendly classroom is a classroom in which the teaching/learning process is governed by what is known about developing the intellectual potential of human beings. Literally, intelligence-friendly means 'friendly to intelligence', which can be translated into friendly to the growth patterns of human intellect and friendly to the learner in fostering intelligent behavior for problem solving, decision making, and creative thinking.

In order to make suggestions about how to teach in an intelligence-friendly classroom, Fogarty (1998:656) mentions that the various theories of intelligence of the most prominent figures in the field should be used as a basis for teaching in an intelligence-friendly classroom.

These theories are very briefly reviewed within the next paragraphs. It should be realised that these theories of intelligence specifically relate to teaching in an intelligence-friendly classroom. These theories are the following (Fogarty, 1998:656):

a Theories of intelligence related to teaching in an intelligence-friendly classroom

▪ *The traditional theory of general intelligence:*

Intelligence is believed to be inherited and unchanging.

▪ *Piaget's theory of developmental psychology:*

The learner developmentally constructs intelligence in the mind and understanding involves different stages that move from the concrete to the abstract.

▪ *Vygotsky's theory of social mediation:*

Intelligence is viewed as a function of activity. The activity is mediated through

material tools, psychological tools, and other human beings.

▪ *Feuerstein's theory of structural cognitive modifiability:*

Intelligence, which is a function of experience, can be changed through guided mediation.

▪ *Gardner's theory of multiple intelligences:*

Intelligence is constituted by eight realms of knowing (verbal, visual, mathematical, musical, bodily, interpersonal, intrapersonal and naturalistic) to solve problems and create products that are valued in a culture.

▪ *Sternberg's theory of successful intelligence:*

Intelligence has a triarchic nature. It has analytic, creative and practical components that must be balanced.

▪ *Perkins' theory of learnable intelligence:*

The neural, experiential and reflective components that intelligence is made up of help us knowing our way around the good use of our minds.

▪ *Costa's theory of intelligence behaviours:*

Intelligence is made up of acquired habits or states of mind. It is evident in behaviours such as persistence, flexibility, decreased impulsiveness, enjoyment of thinking and reflectiveness.

▪ *Goleman's theory of emotional intelligence:*

Intelligence is viewed as cognitive and emotional. The emotional (self-awareness, self-regulation, motivation, empathy and social skill) rules over the cognitive.

▪ *Coles' theory of moral intelligence:*

Intelligence is made up of cognitive, psychological or emotional, and moral realms.

With different theories of intelligence as a basis, Fogarty (1998:656-657) provides the following guidelines for teaching in an intelligence-friendly classroom, the guidelines serving as a bridge between theory and practice:

b Guidelines for teaching in an intelligence-friendly classroom

Set a safe emotional climate

The intelligence-friendly classroom should be a safe and caring place for all learners. A climate for thinking and taking risks is set and learners understand that learning involves making mistakes but also experiencing success. Strategies such as the establishment of classroom rules, an awareness of the verbal and non-verbal teaching behaviours, organising diverse small groups who feel safe, tapping into emotional and moral intelligences, organising the classroom to facilitate learner-to-learner interactions, as well as learner-to-teacher interactions, and incorporating learner-centred structures, such as multi-age groupings, which enhance the creation of intelligence-friendly learning communities, can be used.

Create a rich learning environment

Creating a rich learning environment involves the physical aspects of the intelligence-friendly classroom. Learners should be invited to interact with the learning environment. Print-rich materials are also important (especially as far as encouraging reading is concerned).

Teach the mind-tools and skills of life

These skills involve mind and body “tools”. The skills range from communication and social skills to the micro skills of thinking and reflecting, to technological skills that are needed for the Information Age. In a more specific way the skills might include the following:

- *Critical thinking skills (for example: prioritising, comparing and judging).
- *Creative thinking skills (for example: inferring, predicting and generalising).
- *Social skills (for example: communicating, team building, leading and resolving conflicts).
- *Technological skills (for example: keyboarding and taking virtual field trips).

- *Visual skills (for example: painting, sculpting and drawing).
- *Skills in the performing arts (for example: dancing, acting and playing a musical instrument).
- *Skills of the elite athlete (for example: diving, skiing and swimming).

Skilfulness is achieved through mediation, practice, coaching and rehearsal. Skills can be developed in the following ways:

- *Through formal teaching/learning structures, such as direct instruction models that demonstrate the skill to learners.
- *Through independent readings and research and through the dialogue, discussion and articulation of peer coaching, mentoring or internships.
- *Through experiences in which the skill is embedded in application.

Challenge through the experience of doing

Learning is a function of experience. Internal processes that construct ideas in the mind and external processes of social interaction shape learning. In the intelligence-friendly classroom the learner has to be actively involved in the process of teaching/learning.

Strategies that can be used in the intelligence-friendly classroom include the following:

- *Hands-on learning with a lot of manipulation and lab-like situations.
- *Small-group, cooperative tasks.
- *The frequent use and unique application of graphic organisers, for example concept maps.
- *Authentic experimental curriculum models, for example problem-based learning, case studies, project and service learning, performance tasks, and the use of relevant overarching themes.

Target multiple dimensions of intelligence

The theory of multiple intelligences (MI) is concerned with stimulating the unique profile of intelligences of each learner:

MI approaches to curriculum instruction and assessment target a full spectrum of teaching/learning strategies that encompass the many ways of knowing and of expressing what we know (Fogarty, 1998:657).

The eight intelligences are given enough time in the curriculum to be developed through authentic, relevant opportunities. Learning should be structured naturally and in integrated ways where various intelligences are touched. The following example serves as a practical explanation: Learners who have to create a school newspaper also interview (interpersonal intelligence), write (verbal), design and layout (visual), and critique (logical) during the process.

Transfer learning through reflection

An important pillar in the intelligence-friendly classroom is the reflective use of learning, which encourages personal application and the transfer of learning. The fact that learning becomes personal, purposeful, meaningful and relevant, and that the brain has reason to pay attention, understand and remember, are positive aspects, which are associated with learning through reflection. Collaborations and discussions in class should include reflection, introspection and mindfulness because when reflection takes place, learning is internalised. The following strategies enhance reflection:

- *The use of reading-response journals in which the learner writes a personal, immediate response to what has been read.
- *Comments and questions prior to, or following a learning experience.
- *Lab reports, personal diaries, sketchbooks, writers' notebooks, portfolios, partner dialogues and conversations with a mentor.
- *Mediation interventions.
- *Metacognitive strategies of planning, monitoring and evaluating through self-regulation.

Sternberg, Torff and Grigorenko (1998:667) point out that intervention based on the theory of successful intelligence improves school achievement, especially the analytical, creative and practical dimensions. They maintain:

... when material is taught in a variety of pedagogically sound ways - in this case, for memory as well as analytically, creatively, and practically - students have more opportunities to learn and understand the material being taught.

The theory of successful intelligence can, in terms of instruction and assessment, easily be applied in a classroom situation.

Bellanca (1998:659) agrees with the fact that the teacher's teaching should match the needs of learners and that teaching should aim at teaching for intelligence. In order to change old teaching practices and develop new ones which target the learners' intelligences the following basic assumptions have to be considered:

- c Basic assumptions about teaching practices aimed at teaching for intelligence

The traditional method is not wrong.

This aspect can best be explained in the words of Bellanca (1998:659) himself:

There are many high-achieving students who thrive with the traditional approach to teaching. However, the traditional method is inadequate for many students who are less achievement-driven. If all students are to learn the curriculum, then all need the opportunity to be taught in ways that enrich their learning. This means that the teacher, when faced with less-motivated students, needs to develop a greater repertoire of methods...

The importance of using a variety of teaching methods to fit the needs of a variety of learners is highlighted by the above statement.

Teaching is a strategic act of engagement.

The idea of learners being actively involved in the process of learning is emphasised once again. The active engagement of learners' minds is considered to be a prerequisite to learning by the new theories about

intelligence. Teachers have to plan activities where all learners will be engaged. A repertoire of proven engagement strategies and the skill to integrate these strategies with the content will be necessary from the teacher.

Learning to change one's teaching style is as difficult as learning to change one's learning style

Change in classroom practice can be brought about by a multitude of individual approaches. All components of the intelligence-rich change models should be included to ascertain that each learner's basic learning style is catered for. It is possible that the more traditional information-centred model of instruction has been dominating many teachers' lives ever since they themselves were at school. This model can be changed to incorporate models about teaching for intelligence. The experiences of teachers in learning how to teach for intelligence need to balance the what, how and why of the new models. The "what" refers to descriptions of best practices, followed by live or video demonstrations that show how these best practices can be used in grade-specific contexts. Investigations of supporting research are covered under "why". The "how" includes the following: the provision of mediated role-playing sessions with enough time for solving problems, reflecting on application opportunities, collaborative planning for use, a structured assignment for implementing the plan, and a collegial assessment of the results of the application.

Bellanca (1998:660) summarises his ideas about the importance of teaching for intelligence as follows:

As new research provides us with new insights into how human minds work, we are assured that teaching for intelligence is a never-ending challenge as well as an infinite opportunity to help all children become active, engaged and successful learners. As schools take advantage of the best practices in professional development, the change process ensures more success for

teachers who seek to expand their repertoires with the best practices in teaching for intelligence.

Teaching to accommodate different intelligences also implies that the teacher has insight into the different learning styles and strategies that learners use. This topic is discussed next.

4.2.2 Accommodating Learning styles and learning strategies

One important aspect that the teacher has to take into consideration when teaching reading in English as a second or foreign language is the fact that learners have different styles through which they learn. The term “learning style” is interpreted in the following way by Kyriacou, Benmansour and Low (1996:22):

A pupil's learning style refers to their general approach towards using particular types of learning activities. It is evidenced in

- i the pupil's **attitudes** towards and **preferences** for particular learning activities,*
- ii the particular **choice** of activities they use for learning when they are given some degree of control over the method they may employ, and*
- iii the way in which they **approach** the use of particular types of learning tasks demanded of them.*

To the extent that a pupil adopts a fairly consistent approach to learning activities that incorporates those three elements, we can refer to that pupil as adopting a particular learning style.

The teacher should constantly be aware that learning styles differ and that teaching should make provision for this. Thomas (1996:204) agrees with this statement.

Kyriacou, Benmansour and Low (1996:23) make the following very important comments in this regard while viewing learning styles in the context of foreign language teaching:

- As learners differ in their learning styles, teachers should ensure that learners who have specific preferred learning styles are not constantly exposed to learning in an approach which is not preferred. The teacher should provide a variety of learning activities, which will ensure that all

learners will be able to learn through their preferred learning styles for at least part of the time.

- On the other hand, learners also need to expand their ways of learning. They should learn through a number of activities and not only through those that are preferred. For example,

... solitary learners need to be able to learn successfully from social tasks, and vice versa. Teachers are not doing pupils any favours by consistently giving them tasks which match their preferences. Again, use of a variety activities by the teacher coupled with appropriate support, can help develop pupils' versatility for learning (Kyriacou, Benmansour and Low, 1996:23).

From the above statements it is clear that learners need to be supported to develop their repertoire of effective approaches to learning (Kyriacou, Benmansour and Low, 1996:23).

Six major and influential descriptions of learning style, which have stood the test of research scrutiny, have been identified by Kyriacou, Benmansour and Low (1996:22-23). These descriptions play an important role when the characteristics of the approach of learners to learning are analysed. These different learning styles are discussed below:

a Six different learning styles

- *Deep Approach, Surface Approach and Strategic Approach (Marton and Entwistle, 1987)*

The learner who adopts a deep approach is trying to understand the specific topic. Adopting a surface approach implies that the learner tries to pick up bits and pieces or elements of the topic that are sufficient to meet the set tasks. The adopter of a strategic approach concentrates on those features of performance

which will gain the highest marks and his/her work is organised in a manner that will ensure the highest grades.

□ *Holist/Serialist (Pask, 1976)*

The holist learner tries to get an overall conceptual understanding of the topic area. He/she focuses on the topic's general features and ideas and how they inter-relate. Links are often made in an intuitive and personalised manner. The serialist, on the other hand, prefers to focus on details and on building up understanding through step-by-step sequencing and logical order.

□ *Converger/Diverger (Hudson, 1966)*

Learners who are convergers tend to think logically and in an orderly manner. They conceive problems in terms of one right answer and in order to find that answer they follow procedures which are well rehearsed and well understood. Divergers are open-ended learners who think creatively and enjoy coming up with imaginative ideas.

□ *Concrete/Abstract (Piaget and Inhelder, 1969)*

Concrete learners prefer concrete, real-life examples to illustrate specific ideas. They also show a preference for dealing with particular instances. Abstract learners would rather think in terms of generalities and abstract principles. They also look for overall patterns and integrating principles. Piaget's theory of cognitive development has made a distinction between concrete and abstract thinking forms and pointed out that concrete reasoning is part of the early stages of cognitive development, usually covering the primary school years.

□ *Reflective/Active*

Reflective learners tend to meditate on the topic in order to have more knowledge and a clear understanding. Sources of information that these

learners use, are watching, listening and reading. The preferred repertoire of active learners includes exploring and experimenting by making use of problem solving tasks, practical work and discovery methods.

□ *Solitary/Social*

Solitary learners prefer to work on their own, while social learners would rather work collaboratively in a social context.

b Links between styles

Kyriacou, Benmansour and Low (1996:23) explain that the above descriptions (except for the first one which is described as a typology) are often presented as bi-polar dimensions. Characteristics of both ends of each dimension are displayed by learners and the characteristics can move from one extreme to the other. It will however depend on the topic, its context and the specific demands made on the learner. For many tasks it is required that the learner makes use of both ends of each dimension, but some learners find it very difficult to change their preferences, and completing a task by using the characteristics at the other end of the dimension can be almost paralysing. Such learners need to be assisted in this regard.

c Learning strategies and English second/foreign language learning

Grenfell and Harris (1998:23-24) discuss the importance of being aware of learner strategies as far as foreign language learning is concerned. They point out that finding a definition for “learning strategies” can be problematic and that the terms “learner” and “learning” strategy are used synonymously in the literature. A distinction is made between learning strategies and communication strategies. Learning strategies refer to the habits and practices learners adopt to help them learn a language, while communication strategies arise within discourse itself. Communication strategies also involve discursive techniques that are used to understand a conversation and to keep it going, as well as a number of social-psychological attitudes present in speech.

The connection between reading in a second language and learning strategies is discussed next.

d Learning strategies in the context of reading a second language

Grenfell and Harris (1998:23) stress the importance of developing learner autonomy and point out that learners seem to lack the strategies they need to be able to work independently, such as strategies ranging from basic study skills like the use of a dictionary, to more complex strategies involved in making sense of a reading text.

O'Malley and Chamot (1985) in Grenfell and Harris (1998:24) stress the significance of making provision for cognitive theories in language learning and applying them to learning strategy research. They distinguish between cognitive and metacognitive strategies in the following way:

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed.

Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials.

Grenfell and Harris (1998:27) list the following concluding remarks about learning strategies and second language/foreign language learning.

- Learning strategies are developmental (Chesterfield and Chesterfield, 1985).
- Early learning strategies are mainly receptive and self-contained. Later learning strategies are more interactive and allow more reflection.
- A learner sometimes uses later learning strategies such as monitoring, inferencing and elaborating, while still using earlier strategies such as 'wild card guessing'. The beginner reader will not monitor as much as the skilled

reader, as stringing two words together takes a lot of effort, resulting in less space to focus on error correction.

- Strategy use does not only depend on the stage of learning, but also on individual differences between learners. Learners who prefer main ideas to details characteristically dislike grammatical details and avoid careful analysis.
- As the learner gains more proficiency in a specific strategy area, the learner becomes less conscious of what he/she is doing.

The importance of exposing learners to different learning strategies, as far as teaching reading to second- or foreign language learners are concerned, has the following implications for developing a reading programme. The reading programme will have to meet specific requirements.

- e Requirements for a reading programme, as far as exposing learners to different learning strategies is concerned
 - A reading programme should make provision for enhancing both declarative and procedural knowledge (Anderson, 1983, 1985). Declarative knowledge refers to knowledge of or about things. Grenfell and Harris (1998:24) explain it as follows:

Declarative knowledge is close to conscious, analytic knowledge, can be 'declared' explicitly, is held in short-term memory until it is 'known' when it passes to long-term memory where it is stored in propositional patterning. Procedural knowledge is temporal and productive in response to demands. These demands offer 'problems' to be solved. How they are solved may be explicitly declarable but mostly come from routine and practice.

Declarative knowledge implies that the teacher and learners should know what reading is (19 essential elements).

Procedural knowledge implies that the reader will know how to read by using different strategies. Opportunities should be provided where learners can practise reading.

- A reading programme should include a repertoire of different strategies that the learners can use to reconstruct meaning and understand the text.
- A reading programme should include strategies from both bottom-up and top-down models about reading and should reflect recent literature on the effective teaching of reading.
- The programme should be sensitive to the needs of learners, as Thomas (1996:201) mentions:

The needs of the learners are at the centre of our teaching, as the learner is the centre of everything.

A teacher who aims at achieving growth in the realisation of the human potential of learners should not only accommodate learners with different potentials and ways of learning, but a close monitoring of the teaching- learning process is necessary. Without continuous monitoring, valuable lessons learnt by the teacher and learners about ways of teaching that complement learning will be forgotten. Action research is an excellent way in which the teacher can continuously monitor the teaching- learning process in the classroom. The teacher who conducts action research in the classroom, not only improves his/her teaching practise on a daily basis, but also becomes sensitive to meet the needs of each individual. An overview of how the teacher can use action research to meet the needs of the learners in the classroom is discussed next.

4.2.3 Action Research as a means of enabling teachers to meet the needs of learners

It is important that teachers reflect on their teaching in order to determine if the needs of learners are being met. This is specifically true when English is taught as a second or foreign language. Thorne and Qiang (1996:254) point out that action research has a voluntary nature. Teachers voluntarily conduct action research in

response to their own specific problems and concerns in their classrooms. The following definition of action research in terms of teaching English as a second or foreign language is chosen by Thorne and Qiang (1996:255):

... trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning (Kemmis and Mc Taggart, 1982).

Thorne and Qiang (1996:261) have found that in research their trainee teachers, who did action research, undertook, became more aware of the teaching and learning processes and were more capable of improving their own practice. They were also more confident in their future professional development. Thorne and Qiang (1996:260) refer to an example where action research inspired student teachers to improve their teaching, in order to follow an integrated approach where all four language skills are covered, (as the widely accepted communicative approach to English second or foreign language teaching requires). It is interesting to find that the learners enjoyed these improved teaching practices more, leading to an improvement in their learning of English

Gnoinska (1998:12-15) searched for practical ways of making classes livelier and of helping learners acquire English vocabulary. They decided on using different colours to teach vocabulary, as colours can influence human health and the psyche.

Colour was used in the following activities to teach vocabulary (Gnoinska, 1998:14-15):

- a To practise spelling and pronunciation
 - Underline or colour difficult letter or sound clusters, such as double consonants in the word: accommodation or th sounds in thought
 - Mark stressed syllables in longer words, for example luxurious.
 - Underline words in a passage that look nice or ugly.
 - Draw a picture representing a word you cannot remember.
 - Decorate the initial or final sounds/letters that made it difficult.

b To remember the word's grammar

For example, mark different parts of speech (nouns, verbs, adjectives, adverbs, prepositions) with different colours.

c To teach semantic categories and word differences

- Underline all words in a text that are associated with a specific topic, for example health, food, travelling, etc. with a coloured pencil.
- Make colourful charts, semantic maps or idea sketches to practise vocabulary.

d To practise morphology

- Colour all prefixes and suffixes in a passage. Try to find out what they usually mean.
- Underline the stem of given words to see that they are related, for example: satisfaction, insatiable, unsatisfactory.
- Use different colours to make prefixes, stems, and suffixes of words on a list of derivations, for example:
 long, prolong, prolonged, prolongation, longitude, longish, longing
 etc.

e To draw learners' attention to words and to stimulate discussion

- The opinions and preferences of learners can be expressed creatively.
- Words that have happy/sad or pleasant/unpleasant associations can be underlined with different colours.
- Words that are easy or difficult can be marked.
- All attractive/boring or useful/uncommon words can be underlined in the passage.
- Certain lexical or grammatical categories can be associated with specific colours.

To conclude, Gnoinska (1998:15) points out that when learners use colour to study, they become much more creative. They feel they are in control and that they are responsible for their own learning. Learners also experience that studying can be enjoyable.

Any English second/foreign language teacher would feel quite happy if the learners have developed these attitudes and feelings about learning vocabulary. As the use of colour to teach vocabulary is one way to enhance these qualities, it will be worthwhile to try some of a multitude of easy ideas to bring about a more successful match between teaching and the ways in which learners prefer to learn.

It has briefly been mentioned that action research is a continuous process of monitoring. In order to monitor the success of teaching and learning, assessment is necessary. In the next section ideas are given for the assessment of reading in an inclusive classroom.

4.2.4 Ideas for assessing reading in an inclusive classroom

Assessment in an inclusive classroom where English is learnt as a second or foreign language is part of every action that is performed in the classroom. The true nature of assessment should be both motivating and supportive. The motivating purpose of assessment involves drawing the teacher and learners towards the direction that should be followed. The outcomes, which should be achieved at certain intervals during the learning process, are highlighted and the teacher's and learners' progress in terms thereof is stipulated. Through assessment the participants (teacher and learners) are motivated to achieve the next outcome, if they are ready, or to spend more time to perform the previous outcome successfully. During this process it will be necessary to determine the needs of the teacher and learners. As learners do not all learn in the same way and at the same pace, certain adjustments will be needed from time to time to make sure that each individual is showing progress.

In this regard Smith, Stevenson and Li (1998:215) point out that concerning assessment certain accommodations should be made for "disabled" learners and

learners with limited proficiency in English. They explain the statement as follows:

For disabled students, accommodations should include those specified in individualized education programs (IEPs): extended time, multiple testing sessions, one-on-one testing, small group sessions, available scribes, the use of computers, and large-print or braille versions. For students with limited proficiency in English, accommodations should include frequent breaks, the use of bilingual dictionaries, items read aloud in English, extended time, one-on-one testing, and small group sessions.

The importance of catering for the needs of each individual thus seems to be very important when thinking about assessment.

In order to provide an example of how reading can be assessed in an inclusive classroom, the following points will be discussed:

- Observing progress in literacy.
- Observing and assessing reading aloud.
- Recording reading strategies.
- Formal assessment of reading skills.
- Using checklists to determine the learner's position on the reading scale.

The first aspect that will be discussed, is observing progress in literacy. Thereafter the other aspects that have been listed above will be dealt with.

a *Observing progress in literacy*

Wylie, Roberts and Botha (1999:75) offer the following suggestions about observing progress in literacy:

- *A simple record should be kept of what is observed. Through observation the teacher gets to know the learners.
- *An observation diary can be used to record observations. One page of an exercise book can be allocated for each learner.
- *A quarter of the class can be observed each week during language lessons.
- *At the end of each day, think about each learner and jot down particular observations about reading specifically.
- *At the end of each term, use the observation diary to update the Language Literacy and Communication Assessment Record sheet of each learner.

b *Observing and assessing reading aloud* (Wylie, Roberts and Botha, 1999:76-7)

The teacher can listen to learners' reading while they are reading in a group. A few questions can be asked to determine a learner's understanding.

The following points can be written in the observation diary:

- The type of book, for example: storybook, non-fiction or a traditional tale.
- The teacher's overall impression, for example: fluency, confidence, expression and pronunciation.

The learner's response to the story:

- An understanding of the main points of the story.
- Identifying important details.
- Understanding the theme or moral of the story.

c *Recording reading strategies*

The following are some common reading strategies that can be observed (Wylie, Roberts and Botha, 1999:77-78):

- *One-to-one correspondence*

The learner checks that the number of words that he reads is the same as the words on the page. He can run his finger under each line. In this way he will make sure that no words are left out or are repeated.

□ *Self-correction*

The learner corrects him/herself when that which has been read does not make sense. In this event self-correction can indicate that the learner is reading for understanding.

□ *Dealing with unknown words using phonics*

The initial part of the main sound in the unknown word is sounded out. This is a useful strategy when reading new material.

□ *Dealing with unknown words using semantics*

When looking at the picture, learners use their knowledge of the story and prior knowledge to guess a specific word. This skill shows that learners read for meaning. If the word that has been guessed is incorrect, but the meaning is close, such an attempt should be praised.

□ *Dealing with unknown words using syntax*

Knowledge of the sentence structure and the language is used to guess a word. If this strategy is successful it shows that learners understand the structure of the language.

d Formal assessment of reading skills (Wylie, Roberts and Botha, 1999:79-80)

The teacher needs to observe and listen to the learner's competence at his/her level of learning. The following aspects can be considered:

- Reading-for-meaning skills: These skills can be assessed if the teacher asks questions about the text.
- Using reading strategies such as re-reading a sentence when something does not make sense.
- Using phonic reading cues such as sounding out unknown words.

- Using semantic reading cues: the learner continuously has to check whether what was read, makes sense. If it does not, re-reading must take place.
 - The use of syntactic reading cues: the learner who knows the language well enough should be able to guess specific words.
 - Fluent reading with few hesitations.
 - Observing and pausing at punctuation marks.
 - Understandable pronunciation.
 - Reading with appropriate expression.
 - Being able to tell what has been read.
- e *Using checklists to determine the learner's position on the reading scale*

Wylie, Roberts and Botha (1999:82) recommend that checklists should be based on the following reading scale:

TABLE 4.1 The Reading Scale on which all checklists are based

Stage A: Beginner reader	The beginner reader cannot read independently. She is still learning about print and the sounds that letters make.
Stage B: Early reader	The early reader can recognise familiar words, read simple repetitive books and knows most letters and sounds.
Stage C: Developing reader	The developing reader reads a wider range of books. She attempts new words and has a wide phonic knowledge. She looks for meaning in text and can answer straightforward questions about a book.
Stage D: Fluent reader	The fluent reader is a capable reader who approaches familiar text with confidence. She still needs support with unfamiliar texts but uses reading cues to work out unknown words. She can answer a range of questions about a book.
Stage E: Independent reader	The independent reader reads fluently and easily. She obtains information and draws conclusions from books. She can work independently.
Stage F: Effective reader	The effective reader is very experienced. She reads a variety of texts with ease and contrasts and compares books. Deeper meaning is appreciated. She gets information without difficulty and transfers this successfully in a variety of ways.

Information that is obtained from observations and formal assessment of reading skills can successfully be documented on a checklist. For an example of how a checklist that combines reading with mega and cooperative life skills can be used in practice, the reader is referred to Chapter six, where the research findings are discussed. The observations that had been documented by a specific teacher serve as an example. It should be pointed out that an observational checklist for assessing reading skills need not be complicated, where an expert in linguistics or phonetics has to come and render assistance each time that assessment takes place. An observational checklist to assess reading should be understandable to any person who might be interested in reading it, especially because the outcomes of assessment should be shared with a vast spectrum of individuals such as the principal, other teachers, parents, the learner, NGO's and others. The reader is referred to Appendix A: A98 and A99 for examples of other checklists to assess reading.

It is however of paramount importance that any person who embarks on the process of assessing the learners' reading should be knowledgeable of what reading is, how one learns to read, and which skills are involved in the process. It will also be important in this regard to have an understanding of how English should be taught as a second language as many second language learners struggle with reading in English. This aspect is discussed in the next section.

4.3 THEORY ABOUT THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

With an overview of broad educational theory that can be applied when teaching reading in English, it will at this stage be necessary to focus more specifically on theory about English Second Language teaching. Any teacher who attempts to assist with reading in English should know how English should be taught as a second language, as suggested by recent literature. The communicative approach to the teaching of English as a second language, for example, argues that the four language skills (listening, speaking, reading and writing) should not be taught in isolation. This view has definite implications for the teaching of reading and is in agreement with the view that reading should be taught through the use of top-down and bottom-up strategies (these are discussed later in the chapter), for reading to become a meaningful activity. The 19 essential elements that describe the concept of reading also support this view. The communicative approach to the teaching of English as a second language is discussed in the next paragraphs.

4.3.1 The Communicative approach to English Second Language teaching

Communicative language teaching is an approach that has developed extremely rapidly during the past fifteen years or so. It is accepted by many applied linguists and teachers as the approach that is the most effective in comparison to other approaches that are in general use. This approach is also regarded as the dominant theoretical model in English language teaching and is well established (Thompson, 1996:9).

Buyts and van der Walt (1996:84) refer to communicative language teaching as “natural” learning through communication.

Hirvela (1996:127) points out that the communicative movement became popular in the 1980's. Teachers were faced with the challenge of creating conditions which would represent real life situations in which learners could use the target language to communicate.

Thompson (1996:10-14) explains communicative language teaching (CLT) by clarifying some misconceptions. The following main points have been derived from Thompson's explanations.

Misconceptions about communicative language teaching

- CLT does not only focus on the functional while neglecting the structural elements. Structural aspects, such as grammar, should also feature and may not be left out. (The effectiveness of formal grammar teaching within a communicative approach has been proven by the research of Buys and van der Walt (1996:83-90) as both successful and necessary.)
- CLT does not only focus on speaking but includes all forms of communication, therefore also including the four basic language skills, namely, listening, speaking, reading and writing, which are taught in an integrated manner. Kasanga (1998:113) agrees with the significance of this statement.
- CLT does not only mean pair work and role-play. Teachers have to create real life opportunities in which learners can learn to use the language. Pair work and role-play are only means to establish this goal. One of the advantages of group work in this case is that learners can help each other. Ideas can be tried out in a relatively "safe" environment before they are launched in public. Learners develop more confidence and better ideas in the process. Their communication also becomes more effective. In groups, learners can come up with knowledge and skills that complement those of their partners. The possibilities of pair work are endless and effective pair work can indeed be very rewarding.
- The fourth misconception about CLT is that it expects too much from the teacher. Lessons will be less predictable and the teacher has to interact with learners as naturally as possible. A wider range of management skills is also necessary than in the traditional classroom where the teacher gives all the information to learners. What is true about CLT is that it challenges the teacher to reflect on his/her beliefs and practices and to develop his/her

skills. Teachers are encouraged to enjoy themselves when they teach and to avoid monotonous repetition (Thompson, 1996:14).

In spite of the above misconceptions and worries of some teachers, the communicative approach should be credited for the following positive aspects that are built into the approach.

b Positive aspects of CLT

- Learners learn the language by using it (communicating) within real life context by using real life materials.
- In general, learners enjoy this approach because it is lively and the materials are interesting.
- Fear to speak the language is minimised by increased opportunities to speak the language and a lessened focus on correctness.
- The pronunciation of learners can improve tremendously if the teacher sets the right example.
- The initiative of both teacher and learners is stimulated.
- Learners are actively involved in the learning process and they experience the dynamics of group work in a practical way. Kasanga (1998:109) points out that the two important principles of CLT are learner participation and their taking responsibility for their own learning.
- The choice of materials is unlimited as long as learners can relate to the material and it is not too difficult or uninteresting.
- As the teacher interacts with groups each day, opportunities for continuous assessment are numerous. Opportunities for improvement are also numerous, as feedback is given continuously.
- The integrated use of listening, speaking, reading and writing ensures that not one of those skills, which are necessary for effective language learning, is neglected.

In short, CLT can be described as a breath of fresh air in the language classroom.

Another aspect, which is closely linked to CLT, is literacy. One of the aims of CLT is to produce learners who are literate in English. These learners should be equipped to communicate in English (through speaking and listening to information, reading and writing) in the world outside the classroom. The concept of literacy, with important related issues is discussed in the paragraphs that follow.

4.3.2 Literacy as related to communicative language teaching

Literacy can be interpreted in many ways. It does not only imply that a person is able to read and write. Literacy involves a much wider spectrum, as Lankshear and O'Connor (1999:30-31) indicate:

Literacy consists of abilities, containing skill and content components in reading, writing and math that relate to contexts of human activity (notably, work) ... besides a focus on fluent acquisition of basic skills involved in more complex tasks, literacy learning activities should contain elements of a knowledge base required by particular subject areas (e.g. work, consumer practice, health and recreation, etc.) and focus on strategies for understanding and producing text types associated with different spheres of activity.

From this statement it is clear that literacy cannot be approached in a decontextualised manner that does not relate to the world of the learner. Literacy skills should be practised within real-life contexts. The communicative approach to the teaching of English as a second language does indeed show promise when embarking on the teaching of literacy.

a *Important aspects related to literacy*

The following important aspects about literacy have been pointed out by Lankshear and O'Connor (1999:32-36) and have been listed below:

- The individual who wants to become literate must be motivated. There should be incentives for the learner.

- ❑ Literacy programmes should address the needs of the learners across the spectrum of their social roles and identities.
- ❑ Becoming literate implies practice: Learning activities and instructional settings should be derived from real life situations.
- ❑ As Gardner (1995:200-209) distinguishes intelligences from each other, so do Lankshear and O'Connor (1999:33) show that there are many literacies which are embedded in concrete practices, for example, literacy practices in civic, domestic and social settings, as well as in the work place.

Wylie, Roberts and Botha (1999:2) distinguish between the following types of literacies:

- ❑ Language literacy: In the Foundation Phase, for example, it covers all the language skills and provides a framework for language development in the Foundation Phase.
- ❑ Communication literacy: The development of the learner's listening, speaking, reading and writing skills is the focus.
- ❑ Cultural literacy: It involves an awareness of the cultural, social and ideological values that influence the reading of texts.
- ❑ Critical literacy. The ability to respond to the messages in the text in a critical and thoughtful way.
- ❑ Visual literacy: The learner is able to interpret signs, pictures and non-verbal messages.
- ❑ Media literacy: An understanding of how messages are carried by different media like TV and films.

Computer literacy: Learners should be able to access and use information from computers.

- ❑ Literacies should be acquired within the specific settings in which they are embedded.

- Lankshear and O'Connor (1999:33) explain the significance of three dimensions of literacy that have been identified by Green (1998), Lankshear, Bigum et al (1997). These dimensions are:
- The operational dimension.
- The cultural dimension.
- The critical dimension.

They are highly significant when thinking about strategies and materials selected for improving literacy. The three dimensions of literacy are best described in the words of Lankshear and O'Connor (1999:33) themselves:

*The **operational** dimension involves being able to read and write within a range of contexts in an adequate and appropriate manner employing print and electronic media. The **cultural** dimension involves understanding texts and information in relation to the contexts - real-life practices - in which they are produced, received and used. Without the cultural dimension, language users are unable to understand what makes particular ways of reading and writing appropriate or inappropriate, adequate or inadequate in a given situation or setting. The **critical** dimension involves being able to innovate, transform, improve, and add value to social practices and the literacies associated with them. It marks the difference between merely being **socialized** into sets of skills, values, beliefs and procedures and being able to make **judgments** about them from a perspective that identifies them for what they are (and are not) and recognizes alternative possibilities.*

Literacy education should at least lead to a better critical understanding of the economic (and social), present and future.

- Classroom practices should not “teach about” but should incorporate “doing.” Being actively involved in situations related to real life, in which listening, speaking, reading and writing are introduced in an integrated manner, is relevant in this regard.
- Lankshear and O'Connor (1999:33) continue by pointing out that:

... literacy training programmes should not lead to experiences of adjudged failure, anxiety and a sense of remoteness from what is familiar, interesting or satisfying (Billet, 1993, Shuttleworth, Somerton and Vulliamy, 1994).

- Literacy education should educate in different contexts.

The above paragraphs provide a clearer picture of how learners can become literate, but it is disheartening to find that illiteracy is a big problem, which has become a global concern. In the next few paragraphs the problem is investigated.

b *Illiteracy in America*

Wagner and Venezky (1999:21) report that in America illiteracy is a big problem, which does not seem to be improving. They explain the situation as follows:

In 1993, the first report from the federally funded National Adult Literacy Survey (NALS), the most comprehensive study of this kind, was released. The good news was that nearly 95% of adult Americans could read at a fourth-grade level or better, showing that illiteracy in its most basic form was relatively low, but the bad news was that nearly half of all adult Americans scored in the lowest two levels of literacy, levels that the National Educational Goals Panel (1994) has stated are well below what American workers need to be competitive in an increasingly global economy.

c *Illiteracy in Australia and other countries*

Lankshear and O'Connor (1999:30) claim that it is not only America that has to deal with the problem of illiteracy. They refer to the Australian Bureau of Statistics (1997a, 1997b), which stated that recent surveys in the USA, Britain, Australia and other OECD nations revealed unacceptably high levels of illiteracy.

The problem with illiteracy, according to Wagner and Venezky (1999:21), is that its effects can clearly be seen when considering the economic well being of many people and the economy as a whole.

The South African situation is not much different and needs to be looked at.

d *Illiteracy in English and the need to provide training for English second language learners*

In the United States, South Africa and all over the world many learners and adults struggle with limited English proficiency. Literacy in English is necessary when preparing for and entering the world of work. Education Minister Kader Asmal describes the high rate of illiteracy in South Africa as causing “shame and concern”. The number of functionally illiterate persons in South Africa is estimated at about 12 million (Sapa: 2 000:2). Kasanga (1998:105) has pointed out that many university students experience difficulties with their studies, because they do not have the necessary skills required for their academic work, which is mainly conducted through the medium of English. The need for improving these skills of students was realised by the researcher and led to interventions that were necessary to support the students in this regard.

In South Africa the reality of our multi-lingual society cannot be overlooked. This situation has caused the number of English second language learners in our country to explode. Even the number of adults who are embarking on becoming literate in English is already considerable and it is still rising. The challenge that education has to face is to develop literacy programmes for these learners to meet their diverse needs in order to produce a generation which will not be categorised as illiterate.

When the problem of Limited English Proficiency is addressed, or in a situation where English as a second or foreign language is taught with the emphasis on reading, such as in an inclusive education classroom, it is important that the

teacher is knowledgeable about the needs of such learners. This aspect is discussed next.

4.3.3 The needs of learners in inclusive education settings as far as learning English is concerned

Learners in inclusive education settings have different needs, especially as far as becoming literate in English is concerned. Learners in inclusive education settings vary from learners with limited English proficiency to learners who are quite proficient in English as a second language. In a class situation where half of the learners speak limited English, each individual's needs have to be met and the progress of all readers has to be monitored (Charp, 1998:41) Teaching methods will therefore have to be varied as much as possible to meet the needs of all learners. Kasanga (1997:23) says in this regard:

... subject tutors should be sensitized to the language problems of their students by revising teaching methods and curricula ...

Sternberg, Torff and Grigorenko (1998:668) agree with this statement. They say:

When material is taught in a variety of pedagogically sound ways, students have more opportunities to learn and understand the material. If they do not comprehend the material when it is taught in one way, they might comprehend it when it is taught in another. Thus their achievement is likely to improve...

Thomas (1996:260) highlights the significance of the above statement for teaching English, by saying that the “strategy” of teaching should centre on the learner and the needs of the learners. The method and content that are chosen should also be interesting and stimulating. Even the level of instruction in English should be adapted to the learner's level of English (Baker, 1998:202).

Meeting the individual needs of English second- or foreign language learners has certain implications that are discussed below.

4.3.4 Implications of meeting the individual needs of English second or foreign language readers

As learners learn through multiple ways the teacher should have a repertoire of various teaching methods. If one method does not work, other methods can then be used. It is however necessary that the teaching of reading should always take place within a specific context. Individual words may be taken from the context to focus on a specific aspect of the word, but it should always be returned to its particular place in the context. Another aspect, which should be kept in mind, is the fact that both bottom-up and top-down approaches should be used to teach reading as they cannot lead to reading success when used in isolation.

The eight intelligences of Gardner can very easily be involved, as the materials used in the teaching of English are so wide. Materials and activities can be varied to incorporate each intelligence.

The teacher should realise that all learners do not learn at the same pace and that some will find reading more difficult than others. Gasken (1982) and Mercer (1987) point out in this regard that learners with learning disabilities *often experience difficulty with one or more of the skills involved in the reading process* (Rabren, Darch and Eaves, 1999:36).

Fink (1993:5) agrees with this statement, especially as far as learning to read is concerned and says:

... different children learn to read in different ways ... the ways successful dyslexics learned to read emphasize the importance of differences in learning pathways. We need to use knowledge of these differences to help children learn. Too often, we teachers give only lip service to the notions of individual differences and diversity. Too often, we mistakenly assume that a child who has not mastered word recognition is not 'ready' for higher-level reading/thinking materials.

A reading programme should make provision for the explicit teaching of the use of critical reading strategies, especially if they are reading texts with more complex structures (Rabren, Darch and Eaves, 1999:36).

Baker (1998:204) says in this regard:

... direct instruction is particularly interesting since it works well with both monolingual at-risk students and with LEP students.

Learners with limited English proficiency should not be discriminated against or stigmatised as having some kind of incurable illness when they are identified, but a reading programme should include this particular group of learners and their specific needs. What is important is that they need help with English - in this case English reading. Baker (1998:203) agrees with this statement and says:

The only valid information known about LEP students is that they need help with English. Therefore, teaching and helping them in English is indisputably correct ... Linguists and professors of second language learning and bilingual education overdramatize the difficulty that LEP students face in learning English. Humans are remarkably good at language learning.

Sparks, Ganschow, Artzer & Patton (1997:97) point out that when learning English as a foreign language, language learning occurs along *a continuum from very good to very poor* and that it is not wise to classify these learners as being “disabled”. Sparks Ganschow, Artzer & Patton (1997:97) express it as follows:

... a discrete entry such as 'foreign language learning disability' does not exist ...

The programme should not be teacher-centred, but should be learner-centred where learners have opportunities to work together collaboratively while learning. Kasanga (1998:109) has found that this approach also works better with older learners. Such an approach is also in line with the communicative approach to language teaching where learners learn by using the language. Kasanga

(1998:107) says in this regard that the principles of communicative language teaching (CLT) approach have inspired their ways of teaching. The principles are described as follows:

The principles ... as reflected in features such as: emphasis on learner participation and responsibility for his/her own learning, and 'co-operative learning' classroom practices, through the use of both task-based approaches and peer learning or collaborative learning principles.

Teaching methods should be innovative (Morgan, 1998:33). The materials that are used, especially regarding reading instruction, should allow innovative teaching methods.

Teachers should be dedicated and enthusiastic about what they do (Morgan, 1998:35). They should therefore also be enthusiastic about, and dedicated to teaching and improving learners' reading.

With an understanding of important theoretical aspects about the teaching of English as a second language, the focus in the next section shifts to a discussion of theory about the teaching of reading specifically. The concept of reading will be clarified first, before discussing different approaches to teach reading.

4.4 THE CONCEPT OF READING CLARIFIED

Kriegler (1990:63-64) Points out that a simple definition for reading does not exist. She describes the reading process in terms of 19 essential elements. Various strategies that readers need to acquire are described under each of the 19 essential elements. In some cases young learners are referred to, but it also involves older learners who are beginning to read.

The connection between these essential elements of reading and maximising human potential should constantly be kept in mind. As it has already been pointed out, maximising human potential requires that metalearning takes place.

Metalearning involves a continuous process of planning, execution, monitoring and evaluation. Some of these elements clearly reflect this process. The 19 essential elements of reading are also highly significant when teaching in inclusive settings where learners read on different levels. One of the essential elements, which states that reading is interesting and enjoyable, should be experienced by all readers especially struggling ones, whose experience of reading is probably just the opposite of enjoyment, owing to many years of experiencing failure. The 19 elements form the basis of the Cooperative Paired Reading Programme. As far as possible these elements should be present in any reading programme, either explicitly or implicitly, as it constitutes the whole reading process.

In short, persons who are interested in assisting learners with reading should have a thorough understanding of what reading entails. The following 19 essential elements give a thorough description of what reading involves.

4.4.1 THE 19 ESSENTIAL ELEMENTS OF READING

Kriegler (1990:64-93) lists the following 19 essential elements of reading:

- ❑ An intentional act
- ❑ An act in totality
- ❑ A language act
- ❑ The reconstruction of meaning
- ❑ Language awareness and knowledge
- ❑ To think
- ❑ To know what reading is
- ❑ Anticipation
- ❑ Remembering
- ❑ Flexible strategy use
- ❑ Self-monitoring
- ❑ Self-evaluation
- ❑ Practice
- ❑ Enjoyable and interesting
- ❑ Comprehension

- Appreciation
- Self-confirmation in conversation with reality
- Multi-sensory integration
- Paying attention

Each element will be discussed in the next paragraphs and the views of modern researchers who support each element will be described. Comments will not be made about the connection between each element and maximising human potential, as the introductory paragraph has already indicated the connection in general.

4.4.1.1 Reading is an intentional act

According to Turner (1998:9) there is general consensus about the fact that reading is an active process. Readers use previous knowledge to help them construct meaning from the words they are reading on the page. Hirvela (1996:128) calls the reader an “active participant” in the reading process.

Kriegler (1990:64-67) points out that when only bottom-up approaches to the teaching of reading are used, such as phonics approaches that lean heavily on visual aspects, the learner becomes a passive receiver of knowledge that comes from the outside. Top-down models for teaching reading are “conceptually driven”, which implies that the learner is busy with the reconstruction of meaning, using his/her experience and knowledge of the world.

4.4.1.2 Reading is an act in totality

According to Kriegler (1990:67) reading is more than the sum of the parts thereof. Because reading is a complex process with its components woven together and linked with the learner’s emotional, cognitive and language development, which also connect with the quality of the learner’s education, it is impossible to isolate one function as the culprit of a reading problem.

In this regard Townsend (1998:129) comments:

When it comes to reading, the nature of the individual, teaching style and the materials used are all key players... So many influences are at work interacting and contributing to children's reading problems. Whilst home background and early experiences are very important, an overemphasis on individual causes is not necessarily helpful in enabling teachers to "switch on" readers.

As we deal with complete human individuals, the best way of teaching reading will be by reading and treating the individual as someone special, while exploring the wonder of the world of written language.

Townsend (1998:132) cautions against traditional teaching where teachers imposed reading materials upon rows of obedient, submissive teenagers. He admits that teachers have often been insensitive to poor individuals by *injecting the wrong dose, getting the mix not quite right.*

4.4.1.3 Reading is a language act

Listening, speaking, reading and writing are all components of language and complement each other. Rivas (1999:13) argues that reading should be integrated with the other language skills:

This is of the utmost importance, for reading cannot be dealt with in isolation. The ultimate goal of teaching English ... is to enable learners to communicate effectively ... Reading is the use of language, hence the need for its integration with other language skills.

Turner (1998:12) says in this regard:

Moreover, reading does not stand in isolation from other skills. Reading is multi-purpose: it is a skill in its own right, it is an essential support skill for listening and speaking and a feeder skill for speaking and writing. It is also a rich source of input and practice.

Communicative language teaching is an approach, which is widely used in the teaching of English as a second language. The communicative approach assumes that all four language skills, listening, speaking, reading and writing, should be taught in an integrated way, as they are all part of language and all contribute to the language learning process. It therefore makes sense to deal with reading together with the other three skills. (The communicative approach towards the teaching of English as a second language is discussed in more detail elsewhere.).

4.4.1.4 Reading is the reconstruction of meaning

According to Hirvela (1996:129) a reader who reads a text interprets it in a specific way. The reader's interpretation does not describe the text itself, but how the reader recreated the text while reading.

Kriegler (1990:70-71) indicates that it is the surface structure of writing that functions as clues, which provide an entrance to the world of meaning of language. Reading implies that uncertainties about meaning are progressively eliminated.

Yeomans (1999:33) comments that readers use a variety of clues to reconstruct meaning. They predict meaning by using their knowledge of grammar and syntax:

For example, in the sentence 'I... to the shop', knowledge of grammar will enable a child to supply a verb for the missing word and therefore make sense of the sentence. A young child may not, of course, know that the word is a verb, but will simply supply an appropriate type of word based on his or her knowledge of language structures.

One problem readers have, is the fact that the English language has many inconsistencies (Hall, 1995:29) and that sounds and letters do not correspond on a one-to-one basis as Fuller (1993:3) explains:

Students are taught 'code approximation.' They are told the truth, that is, in the English language there is not a one-to-one correspondence between letters and sounds. Instead, the letters represent a sloppy code. And, the

only way to be sure of a letter sound is to see if it makes a word that makes sense in the sentence.

When the reader does not grasp the fact that reading implies a process of reconstructing meaning, the reader often thinks that reading is a passive activity in which some automatically succeed and others not. Moore and Wade (1998:22) point out in this regard that:

Restriction to reading materials that confine children to one strategy, such as 'look and say' or phonics, prevents children from accessing the meaning of text that is essential to reading development.

Readers with such views often think that one only has to pass one's eyes over the text and then one has finished (Metzger, 1998:240). These readers have to be guided towards a full understanding of reading as the reconstruction of meaning and how to achieve it. Flanagan (1999:2) agrees with the importance of realising that reading implies gaining meaning. This skill should form part of a learner's knowledge by the end of grade 1 and should be monitored.

4.4.1.5 Reading means language awareness and knowledge

Kriegler (1990:71) points out that in order to gain access via the surface structure of writing to the deep structure (meaning) of language, the reader has to bring along different important components, for example, motivation, comprehension, imagination and language awareness. Turner (1998:10) says in this regard that:

Reading is part of the language learning process, learners read because they are language learners.

Learning to read and write also involves the following aspects of language awareness experience and/or knowledge:

- Phonemic (phonological) awareness (Yeomans, 1999:35).
- Awareness of lexis (Turner, 1998:10).
- Syntactical awareness (Turner, 1998:10).

- Meta-language vocabulary.
- Knowledge of the conventions of written discourse.

Each of these components will be discussed in the paragraphs which follow.

a *Phonemic or phonological awareness*

According to Yeomans (1999:32) phonological skills imply that the reader understands that words are made up of individual sounds. He refers to Goswami (1995) who identified two skill levels: detection and manipulation. The ability to hear sounds can be seen as detection skills. An example of detection skills is where a child has to identify which of the following words have the same sound at the beginning: 'cat', 'cot', 'fin'. The sounds in the middle or at the end of words (Yopp, 1992) can also be detected by using similar skills. Van der Merwe (1999:2) suggests an activity where learners have to identify 3-letter words which are hidden inside other words for example, visitor.

Manipulation of sounds is described by Yeomans (1999:32) as follows:

Manipulation of sounds involves skills such as blending or syllable splitting (Adams, 1990), or substitution (Layton and Upton, 1992). An example of such skills might be where a child is asked to say a word with the first phoneme removed (for example, 'cat' without the c). A further development would be to substitute another phoneme (for example, substituting f for c would make the word 'fat').

Yeomans (1999:32) refers to the work of Bryant, Bradley, MacLaeane and Crossland (1989) who suggested that an increase in the knowledge of nursery rhymes leads to an increase in the success of phonological tasks and activities. Slamang (1999:2) supports the idea of focusing on words that rhyme. It is important to develop detection and manipulation skills as they provide a foundation for later reading development and progress. (Yeomans, 1999:32)

Yeomans (1999:34) also mentions that matching sounds and pictures is an activity, which might enhance phonemic or phonological awareness.

Brooks (1999:28) adds that poorly developed phonological skills have been thought to be one of the causes of reading difficulties. The Buckinghamshire Phonological Awareness Training Programme of Wilson (1993) has also made provision for commonly occurring rhymes to improve phonological skills in Great Britain.

Moss and Reason (1998:3) say in this regard that *Phonics refers to the phonological competencies involved in attending to sounds in words and developing word analysis skills* and that rhyme awareness can be used when practising phonological skills, referring to a Reading Recovery programme of Adams (1990) and Wasile and Slavin (1993).

b *An awareness of lexis*

Turner (1998:10) acknowledges the importance of knowledge about lexis amongst others skills when reading. He points out that:

To read fluently and accurately then, readers need to know the language, its lexis, its morphology, its syntax ... but reading is an excellent way of learning the language.

Kriegler (1990:74-76) claims that when a learner is exposed to a lot of written language, he/she will realise that words are put together in specific ways, for example, letter strings (such as “st” in last, blast and fast and “str” in stream, strip and strong) in words. When the learner can quickly identify different letter strings the letter strings can be perceived as whole parts which reduce the burden on the short term memory as the individual letters do not have to be taken in one by one.

c *An awareness of syntax*

Kriegler (1990:75) explains that reading implies that the reader will have to be aware (implicitly or explicitly) of the rules determining the actions and

combinations of words in sentences. The beginner reader who spends a lot of time on decoding words does not maximally utilise syntactic or semantic cues, especially when the reader has the perception that reading equals the decoding of letters. In such cases it is difficult to derive complete meaning from the text.

Zhenyu (1997:41) maintains that English foreign language teaching is an organic process which includes two transactions:

- Reading from words to sentences (reading at the syntactical level).
- Reading from sentences to whole texts (reading at the textual level).

Chinese learners of the English language, for example, seem to need a lot of assistance with syntactical awareness. The greatest difficulty between Chinese and English has been identified as being at the lexical and syntactical level rather than at the textual level. This problem poses the greatest difficulty for Chinese students of English. Zhenyu (1997:41) recommends the following:

Students need a course that will provide them with good and solid training in the basics of the language - its pronunciation, vocabulary, grammar, sentence structure, idiomatic usage, etc. Therefore, it is only proper and natural for the teacher to conduct IR (Intensive Reading) classes in a sentence centered approach and to focus on teaching the interrelationships between various sentence components.

This recommendation does not seem valuable only for teaching English for Chinese students but it can also be considered when other English second language learners are involved.

d *Meta-language vocabulary or knowledge of terminologies of language*

According to Kriegler (1990:77) to be able to read, it is necessary for the child to know what words such as the following mean: sentence, word, sound, letter, number, read, spell, write, page and line.

Children's understanding of the terminology of language is not always in agreement with what their teachers mean when they use these words. The

following example (Downing, 1984) is referred to by Kriegler (1990:77) to explain the problem:

...(This is how you write the word 'bite.' It is spelt with the letters bee, eye, tea, ee. The last letter is the silent ee. When you have a silent ee at the end of a word the eye says eye, not i like it does in the word 'bit')

Such misunderstandings cannot only be detrimental to the process of spelling but also to reading and the other two language skills, listening and speaking as they are closely linked to understanding. In fact, misunderstandings about the terminology of language will slow down the whole language learning process.

e *Knowledge of the conventions of written discourse*

Yeomans (1999:33) claims that when children start exploring books they soon realise that written language is not exactly the same as spoken language. The phrase “talking like a book” (Clay, 1985) describes children who will look at books telling the story in “book like” language. An example of the use of a written language convention which is rarely used as a spoken language convention is “once upon a time.”

Kriegler (1990:77-78) shows that two problems can be identified which are related to the fact that written and spoken language are not precisely comparable. The first problem is that if a child has had little exposure to written language in books, difficulties can be experienced in understanding the written language. Owing to the fact that ordinary library books will cover information which is much wider than the child’s daily experiences, a much wider and more differentiated knowledge base and vocabulary will be required than that which he/she possesses.

The second problem is that the complexity of different written texts require different and more complicated mental models to enable the reader to reach an understanding, especially when the text is an exposition of facts, or when the text refers to “they”, for example, which acts differently in spoken discourse. As the context is absent in written language, it is also much longer and more concentrated than spoken language, making it difficult for the reader who has had little exposure to written texts (Kriegler, 1990:77-78).

4.4.1.6 Reading is to think

Moore and Wade (1998:21) highlight the significance of solving problems when reading. When problems are being solved more than the recognition of a string of isolated words takes place. The semantic and syntactic relationship amongst words, phrases and sentences which construct a “coherent and meaningful representation of the text” has to be computed (Daneman, 1987).

In order to solve problems the reader continually has to ask questions concerning the text. The context will assist the reader in finding answers.

According to Kriegler (1990:89) the reader has to learn to read investigatively, creatively and thoughtfully, by posing questions, finding information, guessing and discussing implications. The learner, who, from an early age, has learnt to pose questions about thoughts, has already mastered an important study method.

Zhenyu (1997:42) shows that even before the reader starts reading, he/she can pose pre-reading questions about the text to be read:

Questions beginning with When, Where, Who and What prompt students to look for specific information from the reading material while those with Why and How help them to probe more deeply into the information they have gained from the text.

The fact that the reader has to think while reading is emphasised when Zhenyu (1997:42) continues discussing the process of how the reader finds answers to the questions. In order to answer the questions the reader has to “tackle the text as an organic whole, sorting out messages ...” Those messages which are thought to be most relevant and important to the questions which were posed, have to be selected and recognised. Reading is no longer a passive process of input, but becomes an active process of output.

According to Mabuza-Suttle (1999:1) there is a connection between reading and exercising the mind when she comments:

One way to sharpen the mind, I believe, is through reading. Knowledge is indeed power and only through reading do you retain information and become worldly Read in order to sharpen your mental capacity. Reading moves you beyond the mindset of powerlessness to one of power - from passive interaction to active involvement.

The important link between thought processes activated during reading and meta cognition, where the reader continuously monitors progress, such as understanding, cannot be overemphasised. Disorganised thoughts during the reading process, without self-monitoring, can be very destructive to successful reading. Therefore, young readers need training in the skills connected to reading as a process where thinking plays a major role. In this regard Hood (1996:18) encourages activities which will enhance the reader's thinking about the text, such as simple sequencing and problem solving.

Zhenyu (1997:41) emphasises the fact that reading has a specific purpose:

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

Considering these positive aspects about reading, it is positive to think that the nation can become more intelligent by reading more.

4.4.1.7 Reading is to know what reading is

Moore and Wade (1998:21) caution that when the emphasis on teaching reading is on phonics out of context the reader can be distracted from reading the word as a single unit "which encourages a hesitant and stilted approach to the reading of text." Readers might think that reading involves only the decoding of individual sounds and altogether miss the purpose of reading which is the reconstruction of

meaning. Moore and Wade (1998:22) describe the process of deriving meaning from the text as follows:

Careful and systematic use of a number of cues, using, for example, context, phonological awareness, re-reading for checking and confirming, is more likely to enable readers to read for meaning and for accuracy.

Kriegler (1990:78) shows that Downing (1984) identified three phases in reading: cognitive, mastering and automatising. All three phases are continuously repeated as the reader reaches more advanced reading levels.

During the cognitive phase it is important that the child has a clear understanding of what is expected of him. The perceptions learners have about reading sometimes equal a description of a meaningless activity. In order to learn to read the learner has to understand that writing has a communicative function and that spoken language can be analysed logically in consecutive elements (phonemes), which can be represented by letters.

Paran (1996:29) comments that it is indeed at the phase of automaticity where second language readers struggle (Segalowitz, Poulsen and Komoda, 1991).

4.4.1.8 Reading is anticipation

In order to read the child has to learn to perceive as economically as possible (Kriegler, 1990:82-83). He/she has to search for the most important characteristics of the most prominent letters. He/she has to select the most meaningful letter combinations, syllables and words, and therefore has to take in whole phrases and sentences at once. Because the reader can anticipate what will follow on the basis of minimal clues, he/she is able to read faster with time, while chunks of information are kept in the memory. Anticipation, which takes place with the help of a meaningful context, is an important strategy used by the skilled reader. Koopman (1999:3) agrees with the importance of being able to predict what comes next in a story.

Paran (1996:26-27) refers to Doff (1988) who describes the importance of taking in whole sentences, supported by background text in the following way:

When we read for meaning, we do not need to read every letter or every word, nor even every word in each sentence. (...) To see how this happens at the level of individual words, try reading this sentence:

Am -- was walk ---- d - n the s----t, c-r—ing a gr—n -----.

Even though more than half the letters were missing, you could probably read the sentence without difficulty, and even guess the last word without the help of any letters. You may have noticed that as soon as you guessed the second word, it helped you to guess the whole part of the sentence.

Anticipation on the basis of using different cues, supported by meaningful context, is a strategy that can be much more valuable than learning sight words out of context. Turner (1998:10) says in this regard that poor readers take wild guesses, while educated guesses based on the knowledge of language are characteristics of good readers.

Merrett (1998:60) supports the ideas of Clay (1979) who pointed out that making mistakes plays an important role in the process of anticipation:

... in learning to read, children develop a number of quite complex strategies for predicting and working out unknown vocabulary. Learning to read is seen as a process of making mistakes (often referred to as reading errors or miscues) and gradually developing more efficient strategies using contextual cues, which relate to meaning and syntax, and graphical cues, which relate to the visual pattern of letters and words

Young readers should be encouraged to use a variety of cues to anticipate what will follow. Anticipation can be viewed as an important ingredient in the reading process, as compared to baking powder as an ingredient of a cake mixture. The cake can still be baked without baking powder, but its structure will be quite different from that of a cake which was baked with baking powder. In the same way reading without anticipation is limited to word recognition, which is limited

to individual words, or even worse to the sounding out of individual sounds out of context.

4.4.1.9 Reading is remembering

Kriegler (1990:83-84) explains that when the attention is focused on a particular activity, the memory is activated and the deep structure of thought, meaning and language becomes available for encoding and decoding. Experience of the perceptual-motor activities needed, is also stored in the memory. On a further level strategies needed for effective remembering and retrieval of information are stored. To be able to understand what is being read, the reader has to hold word or groups of words in the short-term memory for a few seconds. The information has to be transferred to the long-term memory to make its later retrieval possible.

Paran (1996:26) expands on this process by referring to the work of Nuttal (1982):

We know that a good reader makes fewer eye movements than a poor one; his eye takes in several words at a time. Moreover, they are not random sequences of words: one characteristic of an efficient reader is his ability to chunk a text into sense units, each consisting of several words, and each taken in by one fixation of the eyes.

*So a good reader may chunk: **The good old man/ raised his hand/ in blessing.** He would certainly not chunk: **The good/ old man/ raised his/ hand in / blessing.***

Nor would he read word by word. ... the larger the sense groups a reader can take in, the more easily he will turn them into coherent messages. If we could get our students to recognize sense groups and take in longer groups with each eye fixation, it would obviously help ...

In order to master the above skills learners need a lot of exposure to reading real texts (not only concentrating on words or sounds taken from context), as we all read by reading and improve our reading by reading.

4.4.1.10 Reading is flexible strategy use

Kriegler (1990:86-87) refers to the work of Downing (1984:39) where it is mentioned that different types of reading (for example, silent reading or reading aloud) and different aims of reading (for example, relaxation, evaluation or study) require different reading techniques. Flexible variation of strategy and style is the *gear-shift-system of reading skill*. Turner (1998:11) agrees with the above statement by saying that when a teacher introduces a particular text its purpose will determine the type of activities which will accompany it.

Turner (1998:10) also adds that according to the *common language proficiency theory* of Cummins and Swain (1980), which underlies all language work, a learner will be able to transfer different skills (skimming and scanning) and strategies (ways of coping with unknown words) learned from mother tongue reading, to foreign language reading if the texts match the learner's general level of competence.

Kriegler (1990:86) also shows that reading with understanding requires *the appropriate interweaving of top-down, conceptually driven processes and bottom-up, text driven processes*. (Ryan and Ledger, 1984).

Rabren, Darch and Eaves (1999:36) say that:

The skilful reader is able to orchestrate a complex system of skills and knowledge.

Moore and Wade (1998:22) seem to agree with Kriegler (1990:86) in this regard and stress the fact that learners should be taught to read by using different approaches. Hood (1996:18) also agrees with this statement. This will enable learners to use more than one strategy when reading.

It is clear that the reader needs a repertoire of different strategies to cope with the demands of reading, as already pointed out. What is, however, of the utmost importance is that the reader has to arrive at the ultimate goal of reading, which is

the reconstruction of meaning. Strategies having the highest probability of getting the learner to this place should be used therefore - also depending on the individual's learning styles. (Learning styles and strategies are discussed in more detail elsewhere.)

4.4.1.11 Reading is self-monitoring

Kriegler (1990:84-85) maintains that in order to continue reading the reader has to get continuous feedback about the correctness of his/her guesses. Feedback on thought and memory provides verification or denial of the effectiveness of the strategies being used.

Merrett (1998:60) shows in this regard the significance of self-correction of mistakes:

... making mistakes is very important and is to be expected in the learning process. Children, like the rest of us, learn through making mistakes. Those learning to read quickly and successfully do this by themselves, because they soon become aware when what they read does not make sense ...

Merrett (1998:60) also highlights the fact that the skilled use of self-correction strategies is a characteristic of good, fluent reading (Clay, 1979) and that when readers are allowed to correct themselves, instead of being corrected by a tutor, more self corrections were produced and reading accuracy improved (McNaughton and Glynn, 1981)

Meta-cognition plays an important role in the process of self-monitoring. One way of describing meta-cognition is the following explanation by Mulcahy and Hanson (1993:13) which focuses on self-reflection:

The metacognitive implications ... are essentially those of providing the stimuli to move students from a sensory to a more intuitive and self-reflective mode of thinking.

The concept of metacognition will not be discussed further at this stage as it is explained in more detail elsewhere.

As the four language skills - listening, speaking, reading and writing - complement each other as they develop, learners should monitor the use of all these skills. In writing, for example, it is most important that a learner should monitor the correctness of his/her writing and make the required corrections. The same applies to listening and speaking. Self-monitoring is a skill learners have to learn from an early age, as it is in fact part of our wider daily lives - for example, following a recipe or driving a car.

Other important metacognitive strategies (Valtin, 1984), which need to be highlighted with regard to reading, are the following (Kriegler, 1990:85):

- Clarifying the purpose of reading.
- Identifying the essential aspects.
- Directing attention.
- Monitoring understanding.
- Evaluating success.
- Self-correction of mistakes and recovering after interruptions.

The use of the above strategies is supported by recent researchers and will be discussed in the paragraphs that follow.

a *Clarifying the purpose of reading*

The reader should clarify the purpose of reading which is the reconstruction of meaning. Some readers view reading as a mechanical process of decoding words out of context, which does not make much sense, as Ervin (1998:226) explains:

As long as a child spends most of her time enunciating t's and d's and decoding only synthetic, denatured texts, she will never ... begin to think and read for herself.

The reader can, in fact, only realise the purpose of reading and what is required by searching for meaning, using a number of cues embedded in a meaningful context.

b *Identifying the essential aspects*

The reader has to be able to identify what is important and what is not. In this regard Gaffield-Vile (1996:110) highlights the importance of differentiating between relevant and irrelevant information. Dreyer (1998:28) suggests that reading strategies such as scanning, where the reader quickly finds information he/she is interested in, can be useful, as well as the ability to distinguish topic sentences from supporting sentences so as to help the readers find the main idea of the text. Gaffield-Vile (1996:112) agrees with this statement. The reader also has to be able to identify important cues in the text, such as meaningful parts of words, in order to make predictions.

c *Directing attention*

The reader has to learn to focus his/her attention on what is important. Yeomans (1999:34) mentions in this regard that print awareness is important:

... which ranges from knowing that the marks on the page carry meaning, to understanding that a specific message is carried in the print which can only be obtained by attention to the words on the page.

It will, in fact also be easier for the reader to direct his/her attention to the words and the most important parts of the words if they appear in a meaningful context as Hood (1996:18) suggests. As far as reading in a second language is concerned, Paran (1996:29) emphasises that at first a large amount of contextual support is necessary.

d *Monitoring understanding*

Moore and Wade (1998:24) point out that when rereading of a previous phrase or sentence occurs to check the sense and accuracy of what has been read, the use of this strategy indicates that the reader is using the monitoring of understanding to make sense of the text.

The reader continually needs to monitor his understanding of what has been read in order to ensure that the reading process can continue effectively.

e *Evaluating success*

The reader periodically has to go back and ask himself if he is succeeding in his aim with his reading (Kriegler, 1990:85). Strategies that the reader can use to check understanding of words, for example, are re-reading or phonics strategies, such as sounding out or syllabification (Moore and Wade, 1998:24).

f *Self-correction of mistakes and recovering after interruptions*

This strategy implies that the reader realises that an error had been made during reading. He could have discovered that a word which was read was inappropriate to the context (Moore and Wade, 1998:24). Such an error is then corrected. The context can assist a learner to correct the error. Kriegler (1990:85) points out that before the learner can continue he first has to “pick up all the threads” again.

4.4.1.12 Reading is self-evaluation

The focus is on evaluation by the self and not waiting for the teacher to indicate success or failure.

Kriegler (1990:85-86) agrees with Lancaster (1988) who has the perception that reading as self-evaluation implies that cognitive participation will lead to meta-cognitive participation. The young reader has to be made aware of his own reading strategies and the criteria according to which he can evaluate his progress and results. Hood (1996:16) also finds the understanding of reading skills by

learners to be important. In this way the locus of control can shift from external (the teacher) to internal (the learner).

4.4.1.13 Reading is practice

Merrett (1998:61) argues that reading is a skill which is learnt and that it can be compared to riding a bicycle. On the other hand the view is expressed that children learn to read by reading (Merrett, 1998:60). Therefore, it is obvious that in the case of learning to read and learning to ride a bicycle, more practice will lead to an improvement in both skills.

The research of Fink (1993:1-4) about how successful dyslexics can learn to read, is quite interesting in this regard.

A study was undertaken in which dyslexic professionals were interviewed. They had a few things in common:

- They were all college graduates and although as children they struggled with reading many have authored major textbooks and scholarly articles.
- The individuals included professors in Gynaecology, Physics and Biochemistry, amongst other professionals.
- They had all contributed to the canon of new knowledge in their fields and despite their severe dyslexia as children they are today highly skilled readers who love reading.
- Each individual had been identified as dyslexic during childhood or later in their lives because of the following “symptoms”:
 - ... a gap or discrepancy between a person’s achievement in reading and his or her mental ability...according to the classic definition of Public Law 94-142 in America
 - Severe, unexpected childhood difficulties in learning to read
 - Persistent adult symptoms of the dyslexia syndrome, such as phonetic spelling as well as letter and word reversals

The question which needed to be answered was: How did these successful dyslexics learn to read? Fink (1993:3-4) provides the answer in her own words:

After suffering painful failures and humiliations, these dyslexics finally learned to read, albeit later than their peers. They developed basic fluency, or smoothness in reading connected text, between the ages of 10 and 12. On average it took them three to four years longer than normal children to become fluent; nevertheless, they developed into sophisticated readers by standard measures.

The theme common to all of their stories was that, as a child, each had a single passionate personal interest, a burning desire to learn more about a favorite discipline that required reading ... Each dyslexic described avid, almost voracious reading, usually exclusively in one specific discipline ... Testimonies of interest-driven reading were echoed repeatedly by these dyslexics. Their passion-driven reading about a high interest topic was critical to their literacy development. They seem to have used the repetition inherent in narrow, discipline-specific reading to promote their skill development. The redundant text material itself may have provided the requisite drill and practice that enhanced their reading development at optimal levels. Furthermore, the high interest value of their reading materials seems to have increased the amount of reading they engaged in. The sheer volume of reading they did apparently provided greater practice of skills.

From these examples it is clear that practice plays an important part in the reading process. As the readers practised more their reading improved. The importance of being motivated to read because of interests cannot be stressed enough. It made the difference between being “dyslexic” and being highly successful readers.

4.4.1.14 Reading is enjoyable and interesting

Turner (1998:11) shows that generally readers read for information, for personal interest and for enjoyment. In the case of reading in a foreign language readers should also be encouraged to read for the same reasons. Foreign language learners can find a lot of enjoyment and satisfy their personal interests when the reading material is pitched at the right linguistic level. The level of the reading material is

closely linked to enjoyment. Although this refers to reading in a foreign language it is equally applicable to reading in English as a second language. One example which Turner (1998:11), has taken from Roots (1995) illustrated that third year learners of the German language found the enjoyment of a specific book closely connected to being able to understand it. When learners struggle to make sense of the text, it leads to a lot of frustration, which negatively affects motivation to read. When the language of the text is too difficult and the content does not fit the knowledge and experience of the learners, (Ur, 1996) readers will struggle to read independently (Turner, 1998:11). “Comprehensibility” is highlighted in this regard by Olivier (1998:58) saying that *...input must be at a level which the learner can understand*. On the other hand, learners who struggle with reading are often expected to read materials intended for much younger learners, which do not interest them at all. The importance of connecting what is read with real life contexts is pointed out by Zhenghua (1998:32). The level of interest in reading is often lowered by the approach used by many “remedial teachers” to “remediate” reading. Approaches where words are taken from context to practise sight words, distorts the whole process of reading as enjoyment and understanding (of the story, not of the individual words) go hand in hand. In this regard Townsend (1998:129) warns against the over-emphasis on highly structured phonics teaching, which will negatively influence enjoying books for their own sake. Very often the first step to help such a struggling reader will be to “remediate” the ineffective methods used by previous teachers and help the learner to understand the purpose of reading and what strategies are needed to reach it.

Townsend (1998:130) explains that finding appropriate reading material for slow readers can indeed be problematic. He continues by saying:

Ask any special education needs co-ordinator what is in short supply, and high on that list will surely be good reading material with adult themes presented in a simple but appealing style. Schonell (1942) said the same, as did Luzner and Gardner (1979) and Martin (1988), whose observation was that books which could be managed alone were either written for

young children (and looked like it) or were part of a remedial reading scheme where the language was so simplified to be dull and sterile.

Magazines are excellent material to help learners who struggle to read. The context and the people in the magazines represent society and the language is graded in different levels, from relatively easy, such as “Handy Hints” in the Drum magazine, to longer stories with pictures which will suit the language level of a more advanced reader. Drum magazine can successfully be used in assisting second and foreign language learners of English. An account of this is given elsewhere.

The importance of creating a love for, and an interest in reading is demonstrated by Tumi Ndaba, SABC 1 presenter, when he explains how he and his daughter, Nthato, read together:

After a day of high-energy fun and games, I find that reading to my daughter before she goes to sleep helps calm her active mind. The rhythm of the words soothes her as she drifts off into a world of dreams. Catch them young, catch them fresh - read to your children! (Mofokeng, 1999:1)

It is interesting to find that stories have a universal character. Throughout the world in many different cultures, communities and languages, the tradition of storytelling can still be found. The Zulu word which means to “Bring me a story” is “ZANENDABA” (Patenza and Stein, 1999:1) and is quite significant.

Many children and even adults can recall moments where the warmth of sharing stories around the campfire or at bedtime opened up whole new worlds and dimensions of their human existence. Stories have a lot of potential especially as far as creating enjoyment and interest is concerned as indicated by the following points:

- Stories can provide enjoyment and relaxation.
- Children’s concentration can develop through stories and it can calm them.

- Values, models, new concepts and ideas can be taught through stories.
- They can help learners to see experiences in the right perspective and realise that they are not alone while going through certain experiences.
- Worlds which are both familiar and unfamiliar to children are described by stories.
- Stories can help to broaden children's understanding of other people and situations, as well as other cultures and languages.
- Children's imagination and creativity are developed through stories (Patenza & Stein, 1999:1).

Because of the positive influence of stories on children they should play a much more important role in their lives.

4.4.1.15 Reading is comprehension

Without comprehension reading is a mechanical task of decoding or vice versa; if reading is a mechanical task of decoding it is without comprehension. Once again the reader has to be aware of the aim of reading, which is the reconstruction of meaning. In order to reconstruct meaning a number of sources of information have to be used which will help the reader to clarify the meaning or to comprehend.

In the words of Moore and Wade (1998:22) the relation between reading and comprehension can be described as follows:

Comprehending a text is rather like completing a jigsaw puzzle, where all the information must be used and put into place to make sense. The sifting and analysing of all available information is an active process where readers make decisions in the light of their accumulating knowledge and experience. Careful and systematic use of a number of cues, using, for example, context, phonological awareness, re-reading for checking and confirming, is more likely to enable readers to read for meaning and for accuracy.

In this regard Turner (1998:10) shows, for example, that *ignorance of structure is a barrier to comprehension*. Reading for meaning therefore also implies that the reader should comprehend what is being read, and comprehension on the other hand, implies that the reader should read for meaning. The interest of the reader and motivation to stay actively involved in the task play important roles in the process of understanding the message.

Sequero (1998:30) agrees with this statement and refers to Tobias (1994) who suggested that:

...motivation and interest seem to go hand in hand, leading readers to engage in deeper cognitive processing.

Hood (1996:18) says in this regard the ability to understand a larger amount of unknown material and more confidence are closely linked.

4.4.1.16 Reading is appreciation

Kriegler (1990:90) explains that the first step towards evaluative and appreciative reading is when the child becomes totally absorbed when being read to him/her. Townsend (1998:132) says in this regard:

It is important for students to develop an interest in stories if they are to appreciate how books work.

The young reader has to realise that the amount of commitment and attention with which he reads will determine what he will gain from it. It is also important that the text should not only address the reader's eyes but should also speak to the heart (Kriegler, 1990:90). This should also be kept in mind when assisting struggling readers.

Merrett (1998:59) points out that in the United Kingdom one of the problems of slow readers is the following:

...large numbers of pupils who start their secondary courses without being able to read well enough to profit from the text given them by their specialist teachers.

In such cases the teachers should still find material that will be appealing to each individual so that they are guided to appreciate reading materials.

4.4.1.17 Reading is self-confirmation in conversation with reality

Kriegler (1990:92-93) maintains that when the teaching of reading is successful the reader experiences that reading and writing open up a whole new world to him/her and confirms his/her state of being human. The self and the world are expanded simultaneously and clothed with new meaningful possibilities.

On the other hand, a child with a reading problem might experience reading as an unpleasant task which does not mean much. What is supposed to be an enjoyable activity where the borders of the world of fantasy and knowledge are extended, becomes an activity where reading is seen as a confirmation of the learner's own powerlessness and worthlessness in the eyes of his educators.

Foster and Leibowitz (1998:88) add in this regard that learners of linguistic or cultural minority groups might feel isolated and powerless when they struggle to understand the English language, resulting in their leaving the context. The continuous failures they experience in reading will obviously influence their experience and perceptions of that activity, leading to an avoidance of reading as it is associated with failure.

Tyelele (1999:1) emphasises the important link between living and reading by stating the following:

Reading prepares you for the most important role of all - life. It doesn't matter whether you prefer fiction or non-fiction, newspapers or magazines - as long as you read you learn, and as long as you learn you keep growing. Talent is not enough. Through reading you educate yourself

and through education you empower yourself to be whoever you want to be.

The importance of this statement is realised when it is considered that reading confirms a person's humanness and being in the world, and that reading encourages human growth.

4.4.1.18 Reading is multi-sensory integration

Kriegler (1990:81-82) describes reading as a process of multi-sensory integration. Learning to listen, read, write and spell implies that the learner learns to perceive information and to interpret and integrate it. Reading and writing include multi-sensory integration because the visual, auditory and kinaesthetic modalities are always involved in it to a varied extent. It is impossible, for example, to teach a child how to read by using only auditory perception, as the graphic symbols need to be perceived visually. Information is not necessarily processed in the modality in which it is presented. In the long-term memory information is neither processed visually nor in an auditory manner, but as meaning which is organised through mental schemes in a meaningful way. Fuller (1993:1) agrees with this view about reading by adding that the human brain:

...has the capacity to create context, to impose a structure on the myriad stimuli that surround us to organize information in unique or what we call descriptive ways, of understanding complex wholes.

4.4.1.19 Reading is paying attention

Kriegler (1990:80) refers to Pidgeon (1984) to stress the importance of directing the learner's attention. The way, in which the reader experiences and understands the reading process, plays an important role regarding the maintenance of attention. Attention plays the role of manager. On the basis of general knowledge of the language, the attention decides which sensoric information is important and which patterns need to be searched for. Olivier (1998:58) points out that interest

and attention are linked by saying that: *Interesting, relevant material will hold learners' attention.*

With a better understanding of what reading is, different approaches to teaching reading need to be explored in order to find an approach that will be most suitable to maximise the human potential of LSEN in inclusive education settings.

4.5 APPROACHES TO THE TEACHING OF READING

At this stage it is necessary to review the best known approaches to the teaching of reading, as they provide background knowledge necessary for the understanding of the cooperative paired reading programme that is presented later.

It should be pointed out that, although the “teaching” of reading is referred to, it also includes the facilitation of learning. “Teaching”, however, is the term used in the literature and, owing to the need for uniformity and consistency the terms “teaching” and “teacher” will be used when dealing with the reading programme and related aspects.

When one pursues the question of what works for slow readers, one will inevitably come across a debate, which has been going on for many years. The advocates of bottom-up models, such as the phonics approach for teaching reading, are in many circles still involved in arguments with the advocates of approaches to the teaching of reading where the emphasis is more on top-down models such as whole language models. The advocates of these two main approaches are involved in a continuous battle to prove “who is right.” There are many different approaches to the teaching of reading and they can be categorised under bottom-up or top-down models. Wylie, Roberts and Botha (1999:27-29) point out that the following approaches are the most common:

- ❑ The phonics-based approach.
- ❑ The look-and -say approach.
- ❑ The whole language or apprenticeship approach.

These approaches, as interpreted by Wylie, Roberts and Botha (1999:27-29), are discussed in the next paragraphs. Each approach will also be grouped either under bottom-up or top-down models for teaching of reading.

4.5.1 BOTTOM-UP APPROACHES TO TEACHING READING

4.5.1.1 The phonics-based approach

According to this approach learners are believed to learn to read by sounding out words. They have to be able to systematically learn the sounds of each individual letter or group of letters. Individual letters are taught first followed by blends of two and three letters. Thereafter combinations of letters which make new sounds are taught. Word families which have common groups of letters are also introduced and have to be learned.

The phonics approach implies the following:

- Learners rely to a great extent on the auditory and visual memory.
- Learners will be able to determine what new words say, but it does not imply that they will know the meaning of these words.
- If all the sounds are not in context learners will not be able to memorise them.
- The reading books based on phonics, concentrate more on words with particular sounds than on the story.
- The rules are more difficult to apply in languages where the sounds are varied.
- Learners who are learning to read in a foreign language might find it difficult to learn sounds which do not occur in the vernacular.

An example of how the phonics approach can be used to teach reading, is the following:

- Learners are shown three pictures of objects beginning with the same sound, e.g. train, teacup and tree.

- The pictures are identified together with the learners. Learners and the teacher say the words.
- The initial sound of each word is identified.
- The teacher demonstrates what the written sounds look like, for example “t”.
- Three pictures are drawn by the learners and the letter is copied under each picture. When vowels are introduced learners have to build the words, for example, at, fat, rat etc.
- Learners search in newspapers, magazines or books for other words which start with this specific letter.
- A phonics chart which contains lists of the words that have been taught is compiled and displayed in the classroom.

4.5.1.2 The look-and-say approach

This approach concentrates on a procedure where the learner looks at a word and says it aloud. The shape of the word is remembered by the learner and is associated with a sound. The learner’s ability to remember the word is partly influenced by the shape of the word and the frequency of seeing and saying it.

The following points are inherent characteristics of the look-and-say approach:

- The learner is able to quickly acquire a reading vocabulary.
- The learner’s memory and memorisation skills play an important role.
- The frequent reinforcement of individual words is required.
- The isolation of words from context is not meaningful.
- If learners come across many new words in books etc., without having strategies for finding out what words mean, they might become frustrated.

The look-and-say approach can feature in a lesson in the following way:

- Learners look at a simple reading book.
- A list of all the words in the book is made on the chalkboard. Flash cards are made with the words written on them.
- The words are copied by the learners and then illustrated.
- The words are learned by the learners at school and at home.

- The learners now read the book in groups, pairs (or all together, in the case of a big book).

4.5.2 TOP-DOWN APPROACHES TO TEACHING READING

4.5.2.1 The whole language or apprenticeship approach

“Whole language” implies that all the learning takes place in context, which is usually an interesting text or story. It is a top-down approach because the enjoyment and understanding of the text are the starting point, and individual words and sounds are looked at next.

“Apprenticeship” means that a model of how to read is provided by the teacher by reading *to* the learners and *with* the learners. The next step is where the learner reads in groups with other learners and on his/her own. (The whole language approach is also discussed by Zemelman, Daniels and Bizar, 1999:513-517).

The whole language or apprenticeship approach implies the following:

- From the beginning learners know that they should read for meaning.
- The learners learn reading strategies by example.
- They are motivated to read and pursue the purpose of reading.
- Meaningful incorporation of the look-and-say and phonics methods is possible.
- All four language skills namely listening, speaking, reading and writing are incorporated in the learning process.

In a learning situation the whole language or apprenticeship approach can unfold as follows:

- Preferably a big book should be used. Alternatively the text of a small book can be copied onto the chalkboard.
- The cover of the book is discussed with the learners.
- The knowledge that the learners already have, i.e. their prior knowledge, about the topic of the book, is then determined.

- ❑ The title as well as some of the pictures in the book is discussed. The learners have to predict what the story is about.
- ❑ The text is read aloud to the learners while the teacher moves a pointer underneath the words, from left to right as he/she says the words.
- ❑ The text is read, for a second time together with the learners. Enjoyment and understanding should be the focus.
- ❑ The learners re-tell the story in their own words. Simple questions are asked to evaluate the learners' understanding of the story.
- ❑ The learners are required to express their opinions and ideas about the story.
- ❑ The learners' attention is drawn to some of the words (look-and-say method).
- ❑ Flash cards are prepared for the learners or a word bank chart can be compiled.
- ❑ An initial sound, which is repeated in at least two words in the book, is found (the phonics method). The learners' attention is drawn to the letter and it is identified. Other words with the same letter or sound are found and a phonics list is drawn up.
- ❑ Some language items, such as the use of capital letters at the beginning of sentences and punctuation (for example speech marks and exclamation marks) are focused on.

The whole language approach is a popular approach, which is recommended to be followed when helping beginner readers (Sunday Times: Read Right, 1999:4)

Which approach is to be followed, is the question that needs to be answered at this stage. Wylie, Roberts and Botha (1999:30-36) suggest that an eclectic approach should be followed as all learners have different learning styles.

4.5.2.2 Eclectic approaches to teaching reading

An eclectic approach is a combination of all the approaches that were mentioned and implies the following:

- Learners will quickly increase their reading vocabulary when using the look-and-say approach.
- The phonics approach will help learners to sound out unfamiliar words.
- The whole language approach, through which learners are exposed to real books and stories, will ensure that their reading skills are developed in meaningful contexts. In this way reading for meaning is ensured.
- Looking at illustrations and deriving meaning from the pictures is practised by the learners.
- When learners read real stories in context, they are motivated and the immediate purpose of reading, the reconstruction of meaning, becomes clear to them.
- The apprenticeship approach where learners read together with other learners, ensures that learners learn to read from left to right and that the spaces between words, punctuation and the words themselves are noticed. In this way reading strategies can be modelled by teachers.

According to Wylie, Roberts and Botha (1999:36) the theory behind the approach that should be followed is the work of Vygotsky. They point out that learners have to be supported from where the teacher models reading and reads to them, to the next step where they read with the teacher during shared reading. In the phase following this, the reader tries to read with support in group, guided and paired reading. Independent reading is the last phase, where there is very little teacher support.

The strategies used to guide the learner towards independence are:

- Reading aloud to the learner.
- Shared reading.
- Group, guided and paired reading.
- Independent reading.

In the next paragraphs a few other well-known models for teaching reading are described.

4.5.2.3 The psycholinguistic model

According to Paran (1996:25) the psycholinguistic model, the most popular and powerful view of teaching reading in English, regards reading as a “psycholinguistic guessing game” (Goodman, 1967). The process of reading implies that the reader intentionally does the following:

- Samples the text and makes hypotheses of what comes next.
- Samples the text again in order to test the hypotheses.
- Confirms or rejects the hypotheses.
- Makes new hypotheses etc.
- Anticipation, attention, long- and short term memory play an important part during the process of selecting meaningful cues (Kriegler, 1990:67).

Paran (1996:25) continues by explaining that the above process takes place on cognitive levels, including an optical cycle. This enables the learner to reconstruct the text without having to decode every letter or word. Graphic cues that have been sampled as well as knowledge of the language and its redundancy rules make the reconstruction of the text possible. Kriegler (1990:67) points out that cues can be any meaningful parts of words.

Paran (1996:25) mentions that the theory also claims to be applicable to reading in all languages. The model “has been built through the study of English reading, but it must be applicable to reading in all languages and orthographies” as described by Goodman (1975/1988).

Kriegler (1990:65-67) supports the view that neither a bottom-up nor a top-down model of teaching reading is useful on its own. Top-down and bottom-up views of teaching reading should be integrated. She points out the necessity of knowing what reading is before attempting to support a slow reader effectively, and describes reading in terms of 19 essential elements (Kriegler 1990:64-93) which incorporate bottom-up and top-down views about reading.

4.5.2.4 Interactive reading models

According to interactive models of reading, (Rumelhart 1997), there is a constant interaction between the bottom-up (phonics) and top-down (psycholinguistic) models. (Turner, 1998:9 and Rivas, 1999:13 agree with this statement.)

Rivas (1999:12) describes the interactive models of reading as follows:

It refers not just to the interaction between reader and text, but also to the interaction between the information that the reader obtains by decoding (bottom-up processing), and the information obtained by interpretation (top-down processing).

From these views it is clear that the reading process cannot be complete if either bottom-up or top-down processes are functioning alone. It is also important to realise that reading does not only involve visual knowledge, as Turner (1998:9) points out when sharing his understanding of interactive models of reading:

By reference to schematic knowledge (what s/he knows about specific contexts and the world in general) and systemic knowledge (what s/he knows about his or her own language - vocabulary, structure, syntax) (Widdowson, 1990), a skilled reader will 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. Whilst reading the actual words on the page, s/he will draw upon the same sources of knowledge to bring meaning to what is being read. Interactive refers to the interaction between the two sources of information, the visual and the non-visual.

The context in which the words are found is highly significant, as the context assists the learner in the process of reconstructing meaning.

The issue of context will be discussed elsewhere in more detail.

Rivas (1999:12) claims that when learners are assisted with reading, language development (i.e. vocabulary, syntax and so on) and reading strategy practice

should be emphasised, owing to the close relationship between the various aspects of reading. Specifically with regard to learners of English as a foreign language a balanced approach is necessary, where the focus will sometimes be on language and sometimes on reading skills (Williams, 1984).

The interactive models of reading seem to be the most promising approach to assist learners with reading as they incorporate all the elements previously considered to be important in the process of learning to read. The teacher who has a wide repertoire of skills will be more successful in assisting struggling readers with different learning styles. At this stage it can be concluded that both bottom-up and top-down models of reading are required to teach reading and effectively assist struggling readers. Townsend (1998:130) agrees with this statement and believes in “balance” as far as the teaching of reading is concerned.

4.5.3 THE RELATION BETWEEN THE DIFFERENT APPROACHES TO TEACH READING AND MAXIMISING HUMAN POTENTIAL IN INCLUSIVE EDUCATION SETTINGS

When the different approaches to the teaching of reading are considered, their relation to maximising human potential and teaching reading in inclusive education settings should be determined. The bottom-up approaches such as the phonics-based approach, for example, do not have much potential to facilitate a process whereby metalearning can take place, the outcome of which is maximising human potential. The phases of planning, executing, monitoring and evaluation are not present as the emphasis is not on reading for meaning in context. A combination of bottom-up and top-down approaches has much more potential to guide learners to maximise their own potential. All the approaches emphasise different strategies required by skilful readers. These different strategies form part of the vast repertoire of the strategies of the reader. The whole language approach, which includes reading to the learner and shared and paired reading, which leads to independent reading, incorporates the phases of continuous planning, executing of reading strategies, monitoring and valuation. These phases should be present when the ultimate aim of reading is pursued, namely the reconstruction of meaning. In an inclusive education setting where readers are reading on different levels, it will also be wiser to use a combination of bottom-up and top-down

approaches to meet the different needs of the learners. A combination of such approaches, like paired reading, is recommended.

The next section focuses on paired reading as an intervention strategy. In the first place paired reading is discussed as an effective method to assist struggling readers. An explanation of variations of paired reading is given thereafter. Reasons are presented why the paired reading approach of Young and Tyre (1983:147-148) has been selected as the most suitable method to assist learners. In the last instance the question of whether paired reading is effective, is addressed.

4.6 PAIRED READING AS AN EFFECTIVE METHOD TO ASSIST STRUGGLING READERS

When struggling readers need to be assisted it is preferable that the strategy to be used should be cheap, easy to implement and materials which are used should be easily available. This strategy should also be in line with the latest theories about the teaching of reading - incorporating both bottom-up and top-down approaches. The strategy should also make room for cooperative learning and meta-learning to take place. The different phases of meta-learning (planning, execution, monitoring and evaluation) should have opportunities for implementation. As the reading process, which is facilitated when learners learn by reading, is a continuous process of planning (which strategy to use), execution (implementation of the strategy), monitoring (if what was read makes sense) and evaluation (if the information that was searched for was found), a strategy should be used that involves reading in context. Therefore, the strategy should not be focused on words out of context. In an inclusive education setting such a technique should be able to address the different needs of the readers on different levels. Paired reading is a strategy that complies with all these requirements.

In the literature a number of variations of paired reading can be found. The next paragraphs will endeavour to explain some of the variations.

4.6.1 VARIATIONS OF PAIRED READING

There are different variations of paired reading, which have developed through the years. Topping (1995:14) refers to Wisner (1988) and Topping (1990) where the following methods are listed:

“Reading-While-Listening”, the “Lap Method”, “Shadow Reading”, “Duet Reading”, “Assisted Reading”, “Prime-O-Tec”, “Talking Books” and the “Neurological Impress Method”.

(It should be realised that even though the term “paired” reading is used it can involve more than a pair of readers. For the sake of uniformity the concept “paired reading” is used in this thesis as it is terminology consistently used in the literature.)

4.6.1.1 Paired reading, of Young and Tyre (1983)

It is emphasised that the child who has experienced failure in reading for years should never feel anxious or be subjected to failure during assistance. The following steps are followed:

- The tutor firstly reads the passage and discusses it with the tutee. Illustration, relevant concepts and the tutee’s own experiences form part of the discussion.
- The tutor reads the passage in a natural way and with feeling, and points with his/her finger at the words while the tutee looks and listens. Leaf (1999:1) suggests that a finger or pencil can be used to move from left to right under each line.
- The tutor and tutee together read the passage out loud.
- The passage is read for the second time but the adult keeps quiet now and then, which gives the tutee the opportunity to read words and sentences alone. Parts of the passage are selected in such a way that it is ensured that the tutee will achieve success.

- Use the books that are read to play, for example, “search for a word that starts with ..., or ends with ...” to enhance selective attention to patterns of writing.
- The last step is where the tutee reads alone while the tutor helps him/her with parts where he/she hesitates.
- The tutee should continuously be encouraged and praised. He/she receives recognition for words or sentences which were read correctly, for participating, progress and for paying attention. Confrontation should be avoided at all costs.
- Enjoyment during the whole process is important. Assistance should be given before the tutee becomes anxious. A little bit, on a regular basis is more desirable than a lot once in a while.

The fact the tutee receives praise for an activity previously associated with failure can cause a dramatic change in the child’s perception of reading (Kriegler, 1990:144-145).

Kriegler (1990:145-148) points out that Gearheart et al. (1986) have suggested that variations of multi-sensory techniques can successfully be used during the phase of reading together. These techniques have been documented in Kriegler (1990:145-148) and are discussed below.

4.6.1.2 Enhancing awareness of phonemes (Bryant and Bradley, 1985)

It is suggested that an awareness of phonemes can be enhanced during the phase of reading together as a multi-sensory technique, by playing with plastic or cardboard letters. Words can be built and changed by adding, shifting or taking away letters, for example:

- Start with a word that the tutee has chosen, for example, “hat”.
- Replace the last letter to make other words, for example, “has, ham”.
- Replace the first letter to make other words, for example, “rat, cat, mat”.
- Change the middle letter, for example, “hit, hot, hut”.
- Scramble the letters to make new words.

- Play with letter combinations, for example, “sw”: “swing, swim, swallow”. (Kriegler, 1990:147)

4.6.1.3 Simultaneous oral spelling as a mutli-sensory technique (Bryant and Bradley, 1985)

This technique can be used where reading and spelling go hand in hand. The following steps are part of the process:

- 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 verifies whether it has been spelled correctly by comparing his attempt with the example of the tutor.
- The steps are repeated.
- The tutee practises the word for a few days until he can write the word without looking at the example.
- Cardboard or plastic letters can be used to form similar words and to assure that has been learned will be generalised (Kriegler, 1990:147-148).

4.6.1.4 The Neurological-Impress method (Gearheart, 1986)

This method is a variant of reading together. Echo reading is aimed at fluent reading, and is recommended for the child who has already had a lot of help in reading but still does not read fluently. The method has the following steps:

- The tutee helps with the selection of reading material which he/she finds interesting and easy.
- The tutor and 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 louder and quicker than the tutee.

- The same passage is read again until a flowing rhythm and tempo are established. Repeats become fewer and fewer as the procedure continues.
- The tutor moves a finger under the lines as the words are being read. This task is later taken over by the tutee.
- Sometimes the tutor reads 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 which promotes fluent reading, while many opportunities for practice are supplied (Kriegler, 1990:148-149).

4.6.1.5 Repeated Choral Reading (a combination of “Repeated Readings” of Samuels and “Assisted Reading” of Hoskisson in Gearheart et al., 1986)

- The tutee selects a book out of which the tutor selects a short passage (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 gives assistance if the tutee gets stuck and asks the tutee to think of a word that would fit in the context. Difficult words are written down.
- The passage is discussed and is then linked to the tutee’s prior knowledge.
- The steps are repeated with the next passage in the book until the book has been read up to the end.
- Those words which the tutee still finds difficult are written on cards and their meanings are explained. The words are then searched for in the text again. These words can also be learnt according to cloze-technique, where the words that have been left out are filled in (Kriegler, 1990:149-150).

Kriegler (1990:151) points at the importance of the fact that any technique used should still focus on the purpose of reading which is the reconstruction of meaning. Techniques are selected and implemented in accordance with the

different needs of individual learners. The teacher who assists with reading will have to make sure that the tutee understands the text. The focus of reading together is to read a lot and across a broad spectrum. The most effective way in which reading achievement can be improved is exercise. Through exercise the child's sight vocabulary improves and he/she can pay more attention to the meaning of what is being read.

The following approaches also share some of the features of paired reading:

4.6.1.6 The Pause, Prompt and Praise procedure (Mcnaughton, Glynn and Robinson, 1985)

Merrett (1998:60-63) discusses a number of important aspects of the approach:

- The approach stresses that children learn to read by reading and not by learning a vast amount of separate words. These procedures are aimed at helping learners who have begun to read but who are not making any progress, or only slow progress.
- Tutoring needs to take place regularly on a daily basis. The rule is little and often.
- In peer tutoring the tutee as well as the tutor improve their reading skills.
- Making mistakes and developing more efficient reading strategies, such as using contextual cues, relating to meaning and syntax, as well as graphical cues, relating to the visual pattern of words are all part of the process of learning to read.
- The following three aspects are considered important:
 - *The reading level*
The reading material should be at the appropriate level. For the material to be at the appropriate level to allow reading pleasure, a learner should make fewer than four mistakes when reading a passage of fifty words.
 - *Monitoring progress*
The monitoring of the tutee's progress is important and any particular difficulties that the tutee has should be recorded. These

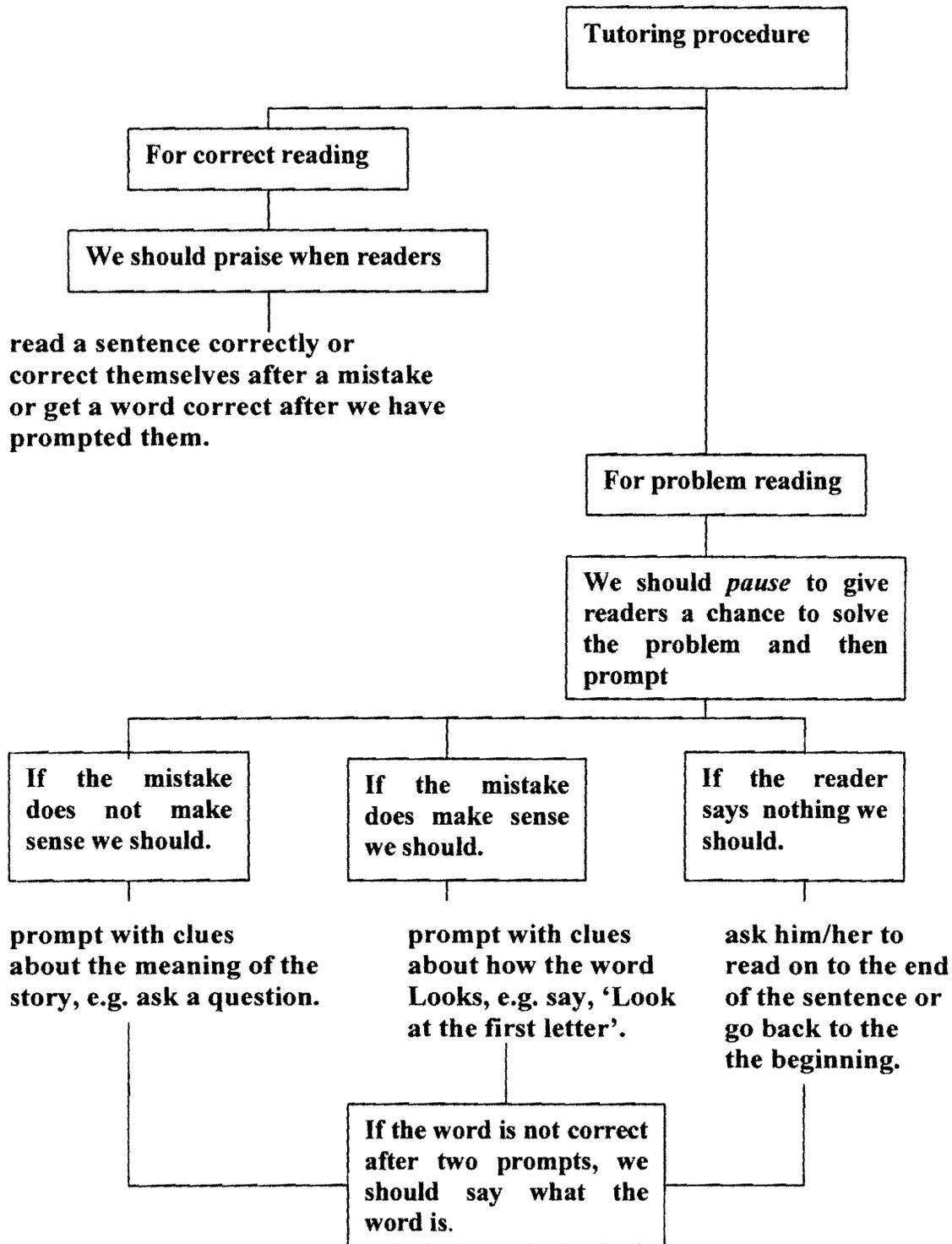
difficulties should be attended to and the specific strategies should be improved.

- *Giving feedback*

Appropriate feedback should be provided by tutors, stressing the fact that making mistakes should be seen in a positive way as errors are part of the process of learning.

The procedures for the Pause, Prompt and Praise approach (Merrett, 1994) are summarised in the following diagram (Merrett, 1998:6):

FIGURE 4.2 The Pause, Prompt and Praise procedures



Merrett (1998:61) recommends that the teacher and the tutee should sit side by side in a comfortable position, where both can see the text with ease. Before starting to read they should together look through the book. This will enable the tutor to identify any words which are especially long and difficult. Unusual or unfamiliar situations can be anticipated. If the tutor has a chance to see the book beforehand, this will be easier. The title and pictures can provide a lot of information about the content and they can be discussed together. A sheet of paper with the tutoring procedures written down can assist the tutor who has not had a lot of practice in this procedure.

Merrett (1998:62) suggests that a list of praise statements can be used if the tutor has run out of words. This idea is supported by Topping (1995:134-141) who advocates the idea of using a dictionary of praise containing lists of words related to praise.

4.6.1.7 The Reading Renaissance (TWI) procedure (Charp, 1998:41)

The TWI procedure refers to three stages:

- Reading **to** the learner (T);
- Reading **with** the learner (W) and
- Reading **independently** (I).

The Reading Renaissance programme is a comprehensive approach for improving comprehension through intensive reading practice. A variety of tools and techniques help teachers to motivate learners to read and monitor their own progress. Intervention takes place ensuring each learner's reading success. What is so interesting about this programme, is that it was devised to include assisting learners with Limited English Proficiency.

The principal of a school where it was used, Hector Giron, made the following significant comments about the programme:

The Spanish/English version of Accelerated Reader is helping our students - whose native language is Spanish - to become more fluent in English ... We have found that reading skills are transferable from language to language, and that improving reading ability in the native language means rapid growth of reading ability in a second language. (Charp, 1998:41).

Reading to, and with learners played a prominent role in the classroom but as they were progressing they were granted more independent reading time (Charp, 1998:41).

The above methods which reflect different elements of paired reading, are only a few of a multiplicity of reading methods or programmes, but what is important is that these methods can successfully be incorporated in a paradigm which includes both bottom-up and top-down processes of reading. It is significant that there are variations among paired reading approaches as learners and situations differ. It is, however, essential to motivate why the approach of Young and Tyre (1983) was selected for this project.

4.6.2 REASONS FOR SELECTING THE PAIRED READING APPROACH OF YOUNG AND TYRE (1983:147-148)

The paired reading approach that was thought to be the most successful to assist readers with Limited English Proficiency was the paired reading procedure of Young and Tyre (1983:147-148). Its selection was motivated by the following:

- The first phase where the tutor reads to the tutee (pre-reading) is highly significant. This phase is not present in all paired reading procedures, but as Topping (1995:14) points out:

Still greater improvements were found when the tutee commenced reading back at the start of the text, having had a 'preview' with adult modelling.

The “preview” which Topping (1995:14) refers to has many advantages:

- In the first place the tutees have an opportunity to hear how the words are pronounced in English, and they can later imitate the correct pronunciation. According to Wahba (1998:32) it can be very difficult for non-native speakers of English to learn the correct pronunciation. They need to be aware that:

English words have a stress pattern, that words can be pronounced in slightly different ways, and that the pitch of the voice can be used to convey meaning ...

The phase where the tutor reads to the tutee is an excellent opportunity to practise the correct pronunciation. It is however of the utmost importance that the pronunciation of the tutor should be free of mistakes because it will be imitated by the tutee.

- The second reason why a “preview” is so important can be traced back to the problems of the tutee who has experienced a lot of failure in reading. The tutee who first follows the part that is to be read, while the tutor reads it to him, also hears what it should sound like. He is immediately more relaxed when the tutor first models what is expected from him and anxiety about failing again is minimised. A tutor with a calm, relaxed attitude will have a far greater influence on the success of the reader, as too much stress can “paralyse” the learner.
 - The “preview” can also be an opportunity to motivate the tutee to read the rest of the passage or story. The tutor can convey the message that reading is interesting and enjoyable, while modelling it.
- The second reason why the paired reading procedure of Young and Tyre (1983:147-148) was chosen, is the fact that it does not interfere with the

way in which reading is taught in schools. In this connection Topping (1995:3) points out that their methods of paired reading *have been found to be entirely compatible with virtually every kind of professional teaching of literacy skills*. The most noticeable difference between the methods of Young and Tyre on the one hand and of Topping on the other hand, is that the phase where the tutor reads to the learner does not feature in Topping's methods. Therefore, it can be concluded that the procedure of Young and Tyre is not in opposition to the reading methods taught in schools.

- The paired reading procedure of Young and Tyre (1983) complements the communicative approach to teaching English as a second language, which is currently widely being used. The principles that the four language skills - listening, speaking, reading and writing - should be taught in an integrated manner and that the learner learns a second language by communicating, can be accommodated successfully within paired reading.
- Further motivating factors for the choice of paired reading of Young and Tyre (1983) arise from the advantages of paired reading in general (Topping, 1995:13):
 - Learners are more motivated to read when they can read material in which they are interested. Paired reading also provides enough support to read what has been chosen.
 - Learners have more control over the reading process. Magazines provide a variety of interesting material. They can choose where and what they want to read and after 10 to 15 minutes they can stop reading if they want to do.
 - The flexibility of paired reading is important. Learners can decide how much support they need. This decision will be influenced by the current level of interest, mood, degree of tiredness, amount of confidence, the difficulty of books, and so on.
 - The praise that the learner receives is positive and encouraging.

- The focus of paired reading on understanding is significant as the purpose of reading is to reconstruct meaning. The mechanical reading of words without understanding does not serve much of a purpose.
- Paired reading provides continuity - stopping to "break up" difficult words is kept to a minimum. Interruptions like these often cause learners to have forgotten the beginning of the sentence by the time they eventually reach the end. The use of contextual information, such as the meaning of surrounding words helps learners to make sensible guesses.
- Paired reading implies that the learners will get more attention on a one-to-one basis. Paying more attention to learners has been found to improve their reading.
- Paired reading ensures that learners get more reading practice. This implies that learners are exposed to more words, sentences, paragraphs and books. There is no doubt that more practice in reading leads to better reading, as it is a learned skill.

When having considered all the advantages of paired reading, the question which needs to be answered at this stage is: To what extent is paired reading successful? This aspect will be discussed in the next section.

4.6.3 THE EFFECTIVENESS OF PAIRED READING

A researcher in the United Kingdom, Brooks (1999:27-31) describes a project where he and other researchers wanted to determine which strategies worked best to improve the reading of slow readers. Strategies which work for slow readers, especially those with special educational needs, had to be found. A project by the National Foundation for Educational Research (NFER) had to come up with answers about the most effective strategies, as at that stage many children in the UK were struggling to read.

Brooks, Flanagan, Henkhuijzen and Hutchinson (1998) gathered information from local education authorities and from institutions for teacher education. They were looking for projects with different approaches of enhancing reading skills

among slow readers. The projects had been qualitatively evaluated in the UK in terms of two important measures, ratio gain and effect size:

- Ratio gain:
which is the average gain in reading age in months made by a group of children, divided by the number of months over which the gain was made and
- Effect size :
which is the average gain made by an experimental group less the average gain made by their control group, divided by the standard deviation of the control group's pretest scores. (Brooks, 1999:27)

Twenty studies were identified which met their criteria. As seven of the studies covered more than one approach, it was possible to make quantitative comparisons of thirty approaches in total. The best known of these was Reading Recovery, but the following approaches were also analysed:

- The 1984 version of DISTAR .
- An early (1994) version of THRASS.
- The Basic Skills Agency's Family Literacy Demonstration Programmes.
- The original Parental Involvement Project of Haringey.
- The Paired Reading approach in the version researched in the Kirklees district.
- The major conclusions of this project are listed in Topping (1995:45-49).
- Two Integrated Learning Systems initiatives (the Docklands Learning Acceleration Project) and the project funded by the National Council for Educational Technology (NCET), now the British Educational Communications Technology Association (BECTA)), plus a smaller computer-assisted project in Jersey. One of the seven schools in the NCET study was a special school.
- The Columbia/York Reading with Phonology Project

- The Buckinghamshire Phonological Awareness Training Scheme, plus several phonological approaches within larger projects
- Work on self-esteem and reading carried out in Somerset between 1970 and 1984
- Several other local authority initiatives (from Bradford, Dyfed, Leeds, Lewisham and Shropshire)
- An experimental study using inference training to improve comprehension
- The latest innovation for struggling readers in Year 3, Catch Up
- Just one study in which a school developed and researched its own approach; the school was St Lawrence School, Towcester, Northants
- ‘No treatment’ (normal schooling) control groups in about half the studies, containing about 1000 children

The largest study was the Kirklees Paired Reading study with 2372 children in experimental groups and 446 controls.

4.6.3.1 What works for slow readers?

After having analysed the result of the different approaches to assist slow readers, Brooks (1999:30-31) documented a number of findings. The outcomes of the different projects which were researched will not be discussed individually, as the general findings of Brooks (1999:30-31) are comprehensive enough and provide specific answers concerning what types of approaches work for slow readers and indicate approaches that should be avoided.

Overall, Brooks (1999:30-31) concluded that:

- Early intervention is very important as the process of normal schooling (no treatment) does not enable slow readers to catch up.
- Most approaches which strongly emphasised phonological aspects of reading made little impact. The fact that these approaches did not make much of a difference, is related to the lack of catering for comprehension which is the aim of reading. Brooks (1999:30) claims that phonological skills should be handled within a broad approach.
- If children’s comprehension is directly addressed it can be improved.

- Self-esteem and reading have to be worked on together. When only one aspect is concentrated on, by means of mainly phonological approaches it will not be very effective and, on the other hand, only working on self-esteem will not improve reading either.
- Approaches where computers are used should be specifically targeted to avoid a situation where the learner sits in front of the computer and has to find his own way through the computer packages.
- Partnership approaches such as paired reading can be very effective where reading partners are available and can be trained. It is required that partners be better readers than their tutees. Partners can be many different persons, such as children of the same age, or older ones, their parents or adult volunteers or their regular teachers. It is important that the partners have a clear model and approach which they will follow. The approach of paired reading was found to give structured guidance and to be effective.

Topping (1995:45-52) also points out that paired reading is indeed effective. Regarding the effectiveness of paired reading in a South African context Holmes (1993:63) used paired reading as an intervention strategy for black English second language learners and found a significant improvement in comprehension which prompted her to state that *there is ample evidence to justify Paired Reading as a form of intervention.*

At this stage it should be clear that paired reading as a strategy for improving reading makes provision for the inclusion of both bottom-up and top-down approaches towards the improvement of reading. It can however also be noted from the findings of the above research that bottom-up approaches, such as phonics approaches on their own are not very effective. The context is an important aspect of reading which cannot be ignored. Top-down approaches where the reader uses the context as an important source of information in the whole reading process should also be included in a strategy to improve reading. Paired reading has been found to meet these criteria and to be very effective.

4.7 CONCLUSION

In this chapter a contribution was made to educational research by generating theory from current research in the field of reading. In order to meet this aim, the sub-research questions that were stated at the beginning of the chapter were all addressed in much detail. The paragraphs below provide a summary of how the questions were addressed within the chapter.

The reader was introduced to educational theory about teaching/learning in general that can be applied when teaching reading in English. In this regard the importance of teaching in an intelligence-friendly classroom was highlighted and the significance of accommodating the learning styles and strategies of learners was pointed out. Action research was proposed as a means of enabling teachers to meet the diverse needs of learners. Assessment of reading in an inclusive classroom was discussed thereafter. Theory about the teaching of English as a second language was discussed in the section that followed. It was indicated that the communicative approach to the teaching of English as a second language is a very valuable approach, especially as it believes that the four language skills (listening, speaking, reading and writing) should not be taught in an isolated manner, but should be integrated. It was also shown that it is a very promising approach when it comes to the teaching of literacy

The concept of reading was clarified in terms of 19 essential elements. Various strategies that readers need to acquire were described under the 19 elements. An introduction to different approaches to teach reading was given thereafter. Approaches to the teaching of reading were grouped under bottom-up approaches, such as the phonics-based approach and look-and-say approach, and top-down approaches, where the context of the text is important, as opposed to the teaching of individual words. The whole language approach, eclectic approach, the psycholinguistic model and interactive reading models were identified under top-down approaches.

As far as the relation between the different approaches to teach reading and maximising human potential in inclusive settings is concerned, it was suggested that a combination of top-down and bottom-up approaches be used to cater for the needs of readers who read on different levels. When paired reading, for example makes provision for the phases of planning, executing, monitoring and evaluation, which are present during metalearning, the process of maximising human potential can take place.

A discussion of paired reading as an effective method to assist struggling readers followed. The reader was also briefed about different variations of paired reading. The chapter ended with a discussion of the effectiveness of paired reading.

A brief reflection on the last two chapters leads to the realisation of two very important points. Firstly, the reader has gained an understanding of how human potential can be maximised and in the second place, it has become clear that paired reading is an effective way of assisting struggling readers. The question that inevitably comes to mind at this stage, is how paired reading can be used to maximise human potential. This question is answered in the next chapter where a cooperative paired reading programme is presented.

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*

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 as 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.

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”:
<ul style="list-style-type: none"> <input type="checkbox"/> Chiba <input type="checkbox"/> Tokyo <input type="checkbox"/> Japan <input type="checkbox"/> Momotaro <input type="checkbox"/> Japanese 	<ul style="list-style-type: none"> <input type="checkbox"/> Pedalling <input type="checkbox"/> Jog <input type="checkbox"/> Cycle <input type="checkbox"/> Skateboarding 	<ul style="list-style-type: none"> <input type="checkbox"/> Excused <input type="checkbox"/> Tested <input type="checkbox"/> Imagined <input type="checkbox"/> amazed

ii *Differences*

Long and short words, for example:

Residents be
Thinking for
Bicycle to
Something on

Differences in the context, for example:

- Short and long sentences
- Different colours in the picture
- Types of letters or print

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 splash as the sheep carcass hit the surface of the aquarium tank. It was immediately surrounded by a school of small fish.”

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 has grey hair.

I have 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 _____

(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)

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 learner 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.

- 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: <ul style="list-style-type: none"> Identifies situations in their environment where numbers are used. 	<ul style="list-style-type: none"> The use of numbers in shopping and money: Learners read to find answers to the following questions: <ol style="list-style-type: none"> 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. Where can each item be bought? 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	<ul style="list-style-type: none"> • Identify situations in their environment where numbers are used • Write number symbols and number names 	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. What must your age be if you want to write to: <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>SO 3: 1. Evidence that mathematics is understood as a human activity</p> <p>SO 5: 1. Evidence of knowledge of the importance of measurements</p>	<p>1.1 Demonstrate counting and measurement of everyday life.</p> <p>1.1 Show knowledge of measurement from experience</p>	<ul style="list-style-type: none"> • Give examples of counting and measuring at home <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Measuring ingredients for cooking • Comparing of results of different units <p>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)</p> <p>Activity 2:</p> <ol style="list-style-type: none"> 1. How much sugar do you need for the following recipes? <ul style="list-style-type: none"> • 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? <p>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.)</p>	

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
<p>SO 4: 1. Evidence of knowledge of the use of mathematics in the economy</p> <p>SO 1: 1. Evidence of use of heuristics to understand number concept</p>	<p>1.1 Demonstrate understanding of the use of mathematics in shopping</p> <p>1.1 Use personal experiences to show the significance of numbers</p>	<p>This is evident when the learner:</p> <ul style="list-style-type: none"> • Compares prices • Calculates the total cost of items • Calculates change • Identifies situations in their environment where numbers are used 	<ul style="list-style-type: none"> • Use of newspaper/magazine advertisements • Calculation of total cost from a grocery list • Calculation of the change before and after buying <p>• Use of numbers in shopping:</p> <p>Activity no 1:</p> <p>⇒ What will it cost to buy the following items?</p> <ul style="list-style-type: none"> • 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 <p>⇒ What will the change be if you had R31?</p> <p>⇒ What are the least and the most articles you can buy with a certain amount of money?</p> <p>⇒ What can you buy for R35 that will be the best article for you?</p> <p>Activity no 2:</p> <p>⇒ How long is the GIANO I LUV YOU necklace? (45 cm)</p> <p>⇒ What type of a store is Clicks? (Health, Home and Beauty)</p> <ul style="list-style-type: none"> • 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
<p><u>SO 6:</u> 3. Organisation of data</p> <p><u>SO 9:</u> 4. Interpretation and analysis of models</p>	<p>3.2 Sort relevant data</p> <p>4.1 Read and explain models 4.2 Analyse models and give meaning</p>	<p>7. Interpret and extract relevant information from simple tables</p> <p>2. Explain verbally a table which represents a problem situation.</p>	<ul style="list-style-type: none"> • Graphs, tables • Statistics about Jo'burg, Durban, Pretoria and Cape Town <p><u>LEARNER ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Learners read to find answers to the following questions: <ul style="list-style-type: none"> ◆ 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 <p><u>Note to the teacher:</u> 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?</p>	

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 multiculturalism 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 meta 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.

CHAPTER 6

Qualitative and quantitative research to determine the effect of cooperative paired reading on the human potential of some senior phase learners in inclusive education settings

6.1 INTRODUCTION

In order to understand phenomena in the world, a researcher has to decide on a specific research paradigm. Research paradigms can be quantitative or qualitative. Schurink (1998:241) describes the main differences between the two paradigms in the following way:

The quantitative paradigm is based on positivism which takes scientific explanation to be nomothetic (i.e. based on universal laws). Its main aims are to objectively measure the social world, to test hypotheses and to predict and control human behaviour.

In contrast, the qualitative paradigm stems from an anti-positivistic, interpretative approach, is ideographic, thus holistic in nature, and the main aim is to understand social life and the meaning that people attach to everyday life.

Quantitative research therefore has a “measuring” character, while the character of qualitative research is “understanding”.

Problems that exist in the world can sometimes be very complicated which might force the researcher to make use of a combined quantitative and qualitative approach to arrive at a true understanding of the problem. In the case of this study the researcher had to make such a choice because determining whether the human potential of learners was being maximised is a very complex process – a process of

trial and error that requires continuous monitoring and adjustment of interventions to achieve the best results. Action research was selected as the type of research that was best suited to explore the problem. Before action research is explained in detail, it should be realised that action research involves both quantitative and qualitative research paradigms. In order to provide more clarity on these paradigms and the research that was utilised in this chapter, the following sub-research questions have been identified to guide the unfolding of the chapter:

- What data-collection methods are common to quantitative research paradigms?
- What data-collection methods are common to qualitative research paradigms?
- What is action research?
- How can action research be used to determine growth in the understanding of English as the medium of instruction and therefore also in the realisation of human potential?
- What are the findings of the quantitative and qualitative research?

The first sub-question is addressed within the next paragraphs.

6.2 QUANTITATIVE RESEARCH PARADIGMS: DATACOLLECTION METHODS

The following data collection methods are described by De Vos & Fouché (1998:89-90) as being common to quantitative research:

6.2.1 QUESTIONNAIRES

Questionnaires can take many forms, such as mailed or posted questionnaires, telephonic questionnaires or group questionnaires. Questionnaires have open or closed questions or statements. The respondent has to react to those questions.

6.2.2 CHECKLISTS

Checklists consist of a series of statements. The respondent has to indicate the items that are relevant to him/her by marking “yes” or “no” for each item. A checklist can also be viewed as a type of questionnaire.

6.2.3 INDEXES AND SCALES

Nominal scales, ordinal scales including summated rating, graphic rating, numerical scales, itemised rating, comparative rating, self-anchored rating scales and Likert scaling, interval-ratio scaling, such as Thurstone scales and the semantic differential are examples of indices and scales.

6.3 QUALITATIVE RESEARCH PARADIGMS: DATA COLLECTION METHODS

6.3.1 PARTICIPANT OBSERVATION

Denzin and Lincoln (1994:377) point out that observation is one of the earliest and most basic forms of research and that it is likely to be used in conjunction with others such as participant observation, experimental design and interviewing. Babbie (1992:9) describes participant observation as follows:

... the researcher actually joins in the events under study and examines the phenomenon from the inside.

Denzin and Lincoln (1994:379) do however indicate that observational research can differ, depending on the relationship of researchers to their subjects. The roles of researchers as far as their involvement in the setting is concerned can also differ. The following roles have been listed by Denzin and Lincoln (1994:379) according to Gold's (1958) classic typology of naturalistic research roles:

- The complete participant.
- The participant-as-observer.
- The observer-as-participant.
- The complete observer.

Schurink (1998:260) provides a comprehensive description of each role.

6.3.1.1 The full observer

These researchers are complete outsiders and strive to be objective. Becoming invisible is an important aim.

6.3.1.2 The observer-as-participant

In order to create a friendly atmosphere and to blend in with the setting while observing, the observer-as-participant would interact casually and non-directively with the research participants without becoming part of the setting.

6.3.1.3 The participant-as-observer

The interaction of the participant-as-observer with participants is close enough to obtain an insider view, but he/she does not participate in the activities that will make him/her a true member of the group.

6.3.1.4 The full participant

The full participant is part of the setting from the start or becomes involved in the central activities of the subjects under study during the course of the research.

6.3.2 INTERPRETATION OF DOCUMENTS AND RECORDS

De Vos & Fouché (1998:90) points out that according to Denzin and Lincoln (1994) the qualitative researcher is challenged distinctively by analysing and interpreting written material and this enables the researcher to collect data which would otherwise not have been available.

6.3.3 IN DEPTH, FACE-TO-FACE INTERVIEWING

Denzin and Lincoln (1994:361) explain that one of the most common and most powerful ways of trying to understand other human beings is through interviews. Individual face-to-face verbal interchange is the most common type of

interviewing, but it can take many forms such as face-to-face group interviewing, mailed or self-administered questionnaires and telephone surveys. Interviews can be used for many purposes such as marketing, gathering political opinions, for therapeutic reasons or to produce data that will be academically analysed. Interviews can be used to measure specific aspects or to understand a specific phenomenon. Denzin and Lincoln (1994:361) continue by explaining that interviews can be structured, semi-structured or unstructured. Structured and unstructured interviews will be explained in more detail in the paragraphs that follow.

6.3.3.1 Structured interviewing

Structured interviewing has the following characteristics (Denzin and Lincoln, 1994:361-362):

- The interviewer asks each respondent a series of pre-established questions with a limited set of response categories.
- Except for the use of an infrequent open-ended question, there is not much room for variation in response.
- The interviewer records responses according to a pre-established coding scheme.
- The same set of questions is asked to all respondents and questions are asked in the same order or sequence. The interviewer treats every interview situation in the same way.
- The structured interview setting implies that flexibility is limited as far as the way in which questions are asked or answered, is concerned. It also has a stimulus-response format.
- Examples of structured interviews are telephonic interviews, face-to-face interviews in households, intercept interviews in shopping malls or interviews for survey research.

6.3.3.2 Unstructured interviewing

Unstructured interviewing differs from structured interviewing in the following ways:

- Structured interviewing is aimed at obtaining precise data of a codable nature in order to explain behaviour within categories that have been pre-established, while unstructured interviewing is aimed at understanding the complex behaviour of members of society. During unstructured interviewing it is not acceptable to impose any previous categorisation, as it would limit the field of enquiry.
- The essence of unstructured interviewing is *the establishment of a human-to-human relation with the respondent and the desire to understand rather than to explain* (Denzin and Lincoln, 1994:366).

6.3.4 FOCUS GROUP INTERVIEWING

During focus group interviewing an open group discussion takes place between specifically chosen persons who are led by a group leader. The group leader should be trained and experienced in handling group dynamics (De Vos & Fouché 1998:90).

6.3.5 AUDIO-VISUAL MATERIAL

Analysing audio-visual material can be used in many ways to obtain information about a specific subject or phenomenon. As far as qualitative research is concerned, it can be very valuable.

With a better understanding of quantitative and qualitative research paradigms, an understanding of the term “action research” that was referred to previously, will be necessary at this stage and will be dealt with in the next paragraphs.

6.4 ACTION RESEARCH

6.4.1 DEFINING ACTION RESEARCH

Hodgkinson and Maree (1998:52-53) point out that it is difficult to provide an exact definition of what action research is but do however provide a few definitions that are sufficient for the purposes of this research. Some of these definitions are listed below:

Action research is ...

- ... *a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention* (Cohen and Manion, 1994).
- ... *collaborative, critical enquiry by the academics themselves (rather than expert educational researchers) into their own teaching practice, into problems of students' learning and into curriculum problems* (Zuber-Skerritt, 1992).

From the above definitions it is clear that action research is concerned with understanding a specific situation. The researcher becomes involved in the situation, intervenes and monitors the process. The researcher also works closely with the individuals that find themselves in the situation. The following definition of Brown and MacIntyre (1981) that is documented by Hodgkinson and Maree (1998:53) sheds more light on the process of action research:

The research questions arise from an analysis of the problems of the practitioners in the situation and the immediate aim then becomes that of understanding those problems. The researcher/actor, at an early stage, formulates speculative, tentative, general principles in relation to the problems that have been identified; from these principles, hypotheses may then be generated about what action is likely to lead to the desired improvements in practice.

Such action will then be tried out and data on its effects collected; these data are used to revise the earlier hypotheses and identify more

appropriate action that reflects a modification of the general principles. Collection of data on the effects of this new action may then generate further hypotheses and modified principles, and so on as we move towards a greater understanding of, and desirable change in, the practice that is achieved.

When considering the above definition a few important aspects need to be emphasised. The first is that action research aims to understand specific problems. The participatory nature of action research can clearly be identified, with the researcher entering the specific context and implementing some form of intervention, after having planned it. The important place of evaluation becomes clear when the effects of the interventions are evaluated. The cyclical nature of action research can be observed when the data obtained through evaluation lead to the planning of better ways of intervention and its implementation, followed by evaluation. The steps that are followed during action research need clarification at this stage.

6.4.2 STEPS OF ACTION RESEARCH

Throughout the research the following steps can be identified: planning, implementation, observation and evaluation. These steps have been identified by Hodgkinson and Maree (1998:58), who point out that the steps need not always start at the same point and that according to Stringer (1996) the researcher may move backwards and forwards. Some steps may be skipped and the direction of the process may be changed radically at certain stages. The steps that can be followed in action research, according to Hodgkinson and Maree (1998:61) are illustrated in the following table:

TABLE 6.1: STEPS OF ACTION RESEARCH

STAGE	ACTIVITIES
Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Identify general idea or vision <input type="checkbox"/> Formulate problem in context <input type="checkbox"/> State questions to be addressed <input type="checkbox"/> Review literature <input type="checkbox"/> Modify or refine questions/problems <input type="checkbox"/> Define strategy <input type="checkbox"/> Prioritise activities <input type="checkbox"/> List tasks
Implementation	<ul style="list-style-type: none"> <input type="checkbox"/> Identify performance criteria <input type="checkbox"/> Implement intervention
Observation	<ul style="list-style-type: none"> <input type="checkbox"/> Gather evidence <input type="checkbox"/> Classify and analyse data <input type="checkbox"/> Monitor effects <input type="checkbox"/> Note problems
Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Review outcomes <input type="checkbox"/> Judge effectiveness <input type="checkbox"/> Establish cost-benefit <input type="checkbox"/> Make recommendation <input type="checkbox"/> Revise plan

[Adapted from Hodgkinson and Maree (1998:61)]

The above steps in action research were used as a guideline for the project. The aim of the overview of basic research concepts such as quantitative and qualitative research as well as action research was to orientate the reader and to enable him/her to relate the whole process of the research project to a specific research context and therefore have a better understanding. The next section will describe the research that was undertaken to maximise human potential, through a cooperative paired reading programme. As mentioned in previous chapters, the term ‘achieving growth in the realisation of human potential’ will be used to

describe maximising human potential in practice. It was also indicated that the term ‘maximising human potential’ is used when dealing with theory. These terminologies will therefore be used interchangeably throughout the chapter depending on whether it refers to theory or practice. Before the phases of action research that were followed in this study will be discussed in detail, the reader will be briefed on two important aspects that will provide more background information to the study. In the first place more information is provided about the DRUM magazine, which was used as material for the study. In the second place the competency level of the learners who participated in the project will be reflected upon.

6.4.3 A BRIEF DESCRIPTION OF DRUM

DRUM was first published in the 1950’s. According to Nicol (1991:xi) the magazine has gained fame over the years:

*Certainly, no other magazine in the world has generated as much publicity so long after its heyday as the **DRUM**. In recent years its stories, both fact and fiction, have been anthologised in at least six books; and following the publication of Schadeberg’s photographic selections, its pictures continue to be used again and again throughout the world. And still more books are planned as are television series and a Hollywood movie. But then **DRUM** has already given rise to a play, *Sophiatown!* , which attracted good houses in South Africa and Britain; a photographic exhibition which toured Europe, Britain and the United States; and two popular documentaries. All this without counting the journalists’ or the editors’ own books inspired by working on **DRUM**, or the newspaper articles, academic studies, even a university course at one of South Africa’s oldest institutions, which have followed in its wake.*

Barron (2000:17) agrees with this statement by saying that DRUM, which was published in as many as 15 African countries during the ‘50s and ‘60s, was

... in its day arguably the most successful, certainly the most unpredictable, fearless and independent, magazine in Africa.

For an overview of the popularity of the magazine during recent years, the reader is referred to the appendix dealing with the readership update, at the end of the manuscript.

The interesting nature of the magazine is reflected in the following description of advertisements in the magazine by Nicol (1991:xii):

...advertises for Karroo nerve-pain tablets, Puritone blood-purifying mixture, Ipana toothpaste, Boxer tobacco, Bongo shoes, Battersby hats, Waverly blankets - or the boxing hero of the time, Jake Tuli, advertising Post Toasties, Blue Seal petroleum jelly, Coca-Cola or Commando Round cigarettes ...

The magazine is described by Nicol (1991:xii) as being a reflection of happenings in South Africa. The authors of various articles portrayed a lot of talent since the early days of the magazine. These ideas of Nicol (1991:xi) about the magazine are reflected in his own words:

*... it was also a vehicle, at least initially, for an imaginative writing which marked the beginning of the modern short story by blacks in South Africa. Among **Drum's** contributors were Peter Abrahams, Alex la Guma, Es'kia Mphahlele and Richard Rive, who all later reached international audiences. But perhaps more importantly, **Drum** attracted a coterie of young writing talent into its newsroom. They were highly literate, sophisticated men with an understanding and love of the English language ...They told a South African story full of the bathos and paradoxes which rule our lives as much now as then ...*

From the above descriptions it is clear that the roots of DRUM can be found in South African soil and that in many ways it reflects the daily living of millions of South Africans.

6.4.4 A REFLECTION ON THE GENERAL LEVEL OF COMPETENCE IN READING OF THE LEARNERS WHO PARTICIPATED IN THIS PROJECT

It is important at this stage to reflect on the reading level of the learners participating in this particular research project. As it was mentioned elsewhere, the learners' competence in English in general, was limited to mainly "yes" or "no" responses. The level of competence did however range from being illiterate to one learner whose competence in English was above average. The first concern was to find a way of assisting the illiterate learners. In order to provide learners with a basis in phonological awareness skills, which included becoming acquainted with the sounds in English, a literacy programme (Joubert and Kaderli, 1995) was introduced. The tasks that learners performed through the use of the programme were linked, as far as possible, to a specific context in different issues of DRUM, to ensure that words and sounds were not encountered outside a specific context.

As learners became familiar with the sounds in English and were able to read individual words, the procedure of paired reading was introduced. Paired reading is a vehicle through which the skills that have been identified by different researchers (as explained in the programme) could easily be addressed. It should also be indicated that the learner with the above average reading competency was continuously challenged to grow in the realisation of his potential by assigning compelling learning tasks to him. With this information given, the process of action research that was followed to determine the effect of the cooperative paired reading programme is discussed next.

6.5 ACTION RESEARCH TO DETERMINE THE EFFECT OF COOPERATIVE PAIRED READING ON THE HUMAN POTENTIAL OF LEARNERS WITH LIMITED ENGLISH PROFICIENCY

The cooperative paired reading programme model has already been discussed in detail in the previous chapter. The action research that took place to monitor the effectiveness of the programme to maximise human potential (including an improvement in reading) will be discussed in the next section. The action research consisted of two cycles with different phases, which are explained in more detail in the next paragraphs.

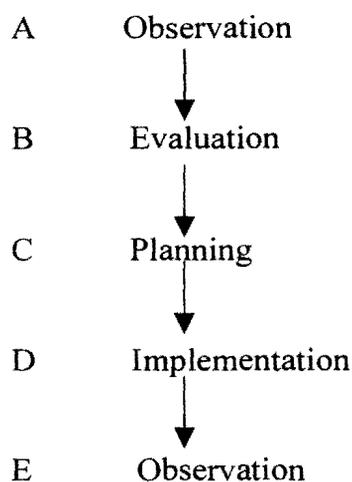
6.5.1 STEPS OF ACTION RESEARCH

The process of action research that took place is explained by the following diagram that illustrates the sequence of steps that were followed. The research process consisted of the following two cycles:

TABLE 6.2 STEPS OF ACTION RESEARCH IN THIS PROJECT

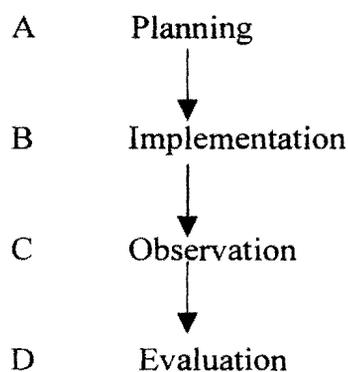
CYCLE 1

PHASE:



CYCLE 2

PHASE:



6.5.2 CYCLE 1 OF ACTION RESEARCH

6.5.2.1 Observation

a. *Identifying the problem*

Cycle one started with observation of the problem. During a routine visit to a special school a problem was observed in two specific classrooms. The learners had been referred to special education at the end of the previous year, mainly because of English language problems. Other reasons for referring the learners to special education were because of the learners having failed their grades repeatedly and the opinions of the principals of the previous schools that the learners would not show progress in mainstream education. The researcher was of the opinion that these learners were not special education candidates as language problems can never be a basis for excluding learners from mainstream education.

It could also not be said with any certainty that these learners had below average IQ's as the learners had been admitted to the school without any IQ tests being done. The focus was also not on specific IQ scores. The researcher believed that these two groups consisted of individuals whose unique compositions of human potential could be maximised. Even though they had been marginalized by a system that was beyond their control, the fact that they were humans with human potential qualified them to attend ordinary education/mainstream education. The group was therefore not viewed by the researcher as “special education learners” but as normal learners who should have been catered for in ordinary education. The group would therefore be treated as if they were in an inclusive education setting, as they were all different as far as age, gender, human potential, personalities, aptitudes, interests, language abilities and so forth are concerned. These differences are also found in inclusive education settings. (The issue of inclusive education has already been described in detail in Chapter two).

b *Observing the setting*

It was observed that the two groups of learners could in general, understand very little English and reading English was another problem. As the medium of instruction was mainly English (with a little Afrikaans), the problem that the learners experienced with English had to be solved. Learners had been grouped by the school in such a way that the one group had a concentration of older learners while the learners in the other class were younger. The average age of the one group was thirteen years and eight months, while the average age of the other group was twelve years and four months. One group was therefore on average one year and four months older than the other. The reason for this grouping by the school was mainly to improve the cooperation of learners within each group and that young learners would not be dominated by older learners. Although both facilitators seemed to be positive to solve the language problems of the learners, one facilitator seemed more enthusiastic than the other. Both facilitators were experienced teachers and it seemed that they were dedicated to their profession. (For the purposes of this specific project the term “facilitators” is used to refer to the teachers, as their task was to facilitate learning.)

When observing the learners, in January they appeared to be disorientated and it seemed as if they were still trying to find their way amongst all the school buildings and unfamiliar faces as they had only been in the school for a week or so. When communicating with the facilitators, they used only a few words, consisting of a mixture between their home language (Sotho), English and Afrikaans.

The setting was observed to be very promising to accommodate interventions aimed at solving the problem. The opinion of the principal was that any assistance would be welcome.

c *Learning programme*

Concerning the learning programme that was followed, it was observed that the school was following an English programme entitled: “Getting to know English” (Joubert and Kaderli, 1995). The programme was developed for immigrants to learn English in a South African context and had been used successfully for a number of years. It seemed to focus on phonics, learning new words and short sentences, while dealing with a number of basic topics. The programme mainly seemed to accommodate bottom-up approaches to learn English, such as the phonics approach and look-and-say approaches. After having interviewed the authors of the programme on numerous occasions, the researcher gained a clear understanding of how the programme was developed. The main approach (as far as teaching English as a second or foreign language is concerned) that was followed was Communicative Language teaching and the authors reported that the programme had a high success rate. The researcher realised that, according to a literature study, reading interventions should include both bottom-up and top-down approaches. A limitation in the above programme was that it lacked sufficient top-down approaches. It was decided to address this aspect in research. Another limitation that was observed was that the programme was only directed at learning English. It was believed that a programme to improve competency in English should also be aimed at maximising the human potential of each individual. With these ideas in mind, the extent of the problem had to be determined, which led to the next step in action research, which was evaluation.

6.5.2.2 Evaluation

i *Evaluation of the extent of the problem*

Evaluation was aimed at gaining information about the problem, which was discussed under the observation phase. Various aspects of the problem situation had to be evaluated. In the first phase it had to be determined if the learners were indeed experiencing problems with English and to what extent. It was decided to focus on one aspect, which was reading. Reading is one of the four language skills

through which each of the other skills - speaking, listening and - writing can be developed. Reading was therefore seen as the key skill and it would inevitably also involve the rest of the skills. The evaluation of the reading skills of the learners would be a quantitative evaluation to determine in terms of numbers what each learner's competency level was. The quantitative evaluation is discussed in more detail in the next paragraphs.

ii *Selecting a quantitative research design*

In order to obtain more information about the problem that learners experienced it was decided to plan an experiment that utilised the comparison group pre-test-post-test design. The reason for choosing this design was that it would give baseline information about the extent of the problem and, if the researcher would decide to implement an intervention programme, (which later proved to be the case) information could also be obtained through this specific design at the end of the intervention period.

a *Method of sampling*

The method of sampling that was planned for the experimental study was non-probability sampling where available samples were used. The two groups of learners that were selected to be studied were the only two groups that experienced the problem and the researcher therefore had to select what was available. The one group consisted of 16 learners, while the other group had 20. The total of the population was thus 36 learners. One classroom was assigned to be the experimental group and the other classroom would be the control group. The experimental group was on average one year and four months younger than the other group.

b *Measuring Instruments*

For the quantitative research design two instruments were used to collect the data (to determine the extent of the language problems regarding reading in English). These tests are described in the next paragraphs.

1 **Test of Basic Literacy in English**

The test was designed by the Human Sciences Research Council in 1992. The sub tests that were used, were the following:

Test 1: Reading Skills

Section 1: Practical knowledge and Section 2: Reading comprehension

The literacy test was used as a pre- and post-test to obtain quantitative figures about the levels of literacy of learners in reading (practical knowledge and comprehension) at the beginning of the year. Both experimental and control groups were assessed in this manner. (The same test would be used to obtain measures at the end of the year to determine whether any progress had been made). The selection of the test was made in consultation with staff of the HSRC. The researcher selected the test on the following grounds:

- 1 It was standardised on a population that was similar to the population on which it was conducted.
- 2 The multiple-choice character of the test would ensure that writing problems would not interfere with reading.
- 3 The test consists of two sections: Practical knowledge and reading comprehension. The researcher wanted to obtain information about the learners' skills to read a sentence, comprehend it and select the correct answer. The test was designed for this purpose.
- 4 The test was easy to conduct and administer.

A test was required that could accommodate the use of a translator (for explaining the instructions of the test only). At the beginning of the year when the pre-test

was conducted, the need did indeed arise for translating some of the instructions into the learners' first language. No part of the test itself was translated.

2 The One Minute Reading Test

The One Minute Reading Test was used to determine the number of words that a learner reads per minute. The number of words read is calculated and a reading age in months is supplied by the norm tables. The main purpose of using the One Minute Reading Test was to determine whether the reading speed of learners would improve during the year. The emphasis was not on the reading age that was obtained for each learner, but on the progress that was made in each case. The researcher therefore wanted to determine if the intervention caused learners to read faster. In the second place, another aim of using the One Minute Reading Test was to use it as a control measure for the multiple-choice character of the Literacy test. The possibility of obtaining an exceptionally high score on the Literacy Test by chance would be overruled by a very low score during the pre-test phase of the One Minute Reading Test. Although an increase in reading speed might be significant, it would be more significant if the score according to the Literacy Test had also improved. The two tests (Literacy and One Minute Reading) were thus used together to complement each other and in order to be more reliable.

It should be pointed out that even though the two tests were used as pre- and post-test measures, the evaluation phase of Cycle 1 is only concerned with the pre-test results as it clarifies the problem. The posttests are discussed in more detail in the evaluation phase of Cycle 2 of the action research. The use of the tests as post-tests was only mentioned to guide the reader towards the direction that the research would take.

c *Procedure*

Both tests that were mentioned in the previous paragraphs were administered and involved all the learners from the experimental and control groups. The Test of Basic Literacy in English is a multiple-choice test that each learner had to

complete. An interpreter was used to assist with explaining the overall instructions of the test. An overhead projector was also used to explain the instructions. Before learners started answering the questions, it was ascertained that all the participants understood what was expected of them. The practice examples helped to enforce the activity that was required. After learners had completed the Basic Literacy Test, the researcher conducted the One Minute Reading Test. Each individual of both groups completed the test.

d *Methods of data analysis*

The results of both tests were analysed quantitatively. The results of the Basic Literacy Test were calculated out of a total of 51. The totals that were achieved through the One Minute Reading Test were used to calculate a reading age for each individual, which meant that each learner's reading was on a specific level.

e *Results*

The results are discussed in more detail in the section: Quantitative Research: Data analysis and interpretation. It is however important to point out a few interesting findings:

- As far as the results of the One Minute Reading pre-test are concerned, the control group performed much better than the experimental group. The average score in months of the control group was 8 years and 8 months, while the experimental group had an average reading age of 8 years. The control group was therefore eight months ahead of the experimental group.
- The scores on the Literacy test showed that the control group had an average percentage of 55,51%, while the experimental group had scored only 43,29% on average. The fact that the experimental group started with a backlog was a tremendous challenge to the researcher.

iii *Selecting a Qualitative Research Design*

Another form of evaluation that had to be conducted examined the existence of cooperative and mega life skills qualitatively through interviews as these skills would be indicators of metalearning. As metalearning leads to the maximising of human potential, baseline information about these aspects was necessary. Metalearning, cooperative and mega life skills, as well as its relation to maximising human potential has already been discussed in Chapter 3. It will therefore not be discussed further at this stage.

a *Method of Sampling and Data Collection Method*

In order to select learners for the interviews the researcher used the method of purposive sampling, where learners were selected on the basis of the test scores on the Test of Basic Literacy in English (1992). In order to represent the weakest group of learners, two learners with the two lowest scores in each group (control and experimental group) were selected. The average group was represented by selecting two learners whose scores were directly in the middle of the norm table of the Basic literacy test. The group of learners with the above average scores was represented by selecting the two learners with the two top scores. Three learners were therefore selected from the control group and three from the experimental group. By following this method the researcher ensured that the whole population of the experimental and control groups was represented.

These learners were in general from poor socio economic backgrounds, except the one learner, whose mother was a teacher. All the learners were staying in the township and in general one could notice from their clothes that they were poor. Their home language was Sotho and, except for the above learner and another one they understood no or very little English. The one facilitator reported that they were in general very shy and were not willing to take risks. For a more detailed description of the population out of which the learners for the interviews (experimental group) were selected, the reader is referred to the facilitator's diary that is presented after the interviews. The learners in the control group did not

differ much, except for the fact that they were older and more proficient in English reading. The proficiency of the learners who had been selected for the interviews were however more or less the same, as the selection had been made on the basis of test scores that indicated proficiency.

The data collection method that was used, was interviewing. The questions that were used, were structured and the answers that were given would, after being analysed qualitatively according to specific categories, indicate whether cooperative and mega life skills existed or not. Learners were exposed to real life problem situations that contained elements of cooperative and mega life skills and had to explain how they would handle each situation. The same questions were presented to all six learners and these questions would be repeated to them at the end of the year, to determine whether progress had been made or not. In some cases it was necessary for the researcher to probe in order to gain a better understanding. This part of the research is discussed under Qualitative research: Data analysis and interpretation. As far as the evaluation phase of Cycle 1 is concerned, only the information obtained during the first round of interviews was used to plan intervention strategies. Another aspect that needs to be discussed briefly is the use of an interpreter to overcome the language problem during the interviews. The role of the interpreter will be discussed next.

b *The role of the interpreter*

Owing to the problem that most of the learners experienced to understand English, an interpreter was needed to assist with the interviews of learners. It was also believed that the true thoughts and feelings of the learners would be expressed to a richer extent in their first language. The interpreter was used for interviews with the six learners at the beginning and end of the project.

The interpreter was one of the learners who was exceedingly more proficient in English than the rest of the learners and had scored almost full marks in the Literacy test. The learner was selected in consultation with the facilitator of the

experimental group who believed beyond any doubt that the learner had the necessary skills to be trained for taking the role as interpreter. He was trained by the researcher to translate word-for-word and not to interpret any answers.

The researcher taped all the interviews. The questions were asked in English by the researcher. The interpreter put them to the learners in the mother tongue. The answers of learners were then translated by the interpreter from the mother tongue into English. The researcher probed until the answers were saturated and all uncertainties about what the learners meant were cleared. It proved to be a lengthy process, but in the end the researcher was confident that she had gained a clear understanding of each learner's responses.

The fact that the interpreter was not someone from outside the group ensured that the interviewing took place in a relaxed atmosphere.

c *Data analysis and Interpretation*

The methods of data analysis have already been mentioned briefly, but will be discussed in detail under Qualitative Research: Data analysis and interpretation. The information that was gathered during the phase of evaluation of Cycle 1, led to the next phase where the researcher planned the necessary interventions.

6.5.2.3 Planning (Cycle 1)

i *Introduction*

The information that was obtained during the observation and evaluation stages indicated that most of the learners could not read in English. Their understanding of the English language was in many cases limited to an understanding of "yes" and "no". The researcher had the formidable task of developing a programme that would not only enable the experimental group to become functionally literate in English (which means that as far as reading is concerned, they would be able to read and understand basic everyday English such as material in a magazine) but

also to maximise their human potential as a whole. This was a huge goal for learners who did not understand the language.

Before the planning of an intervention programme could take place it was necessary to undertake a literature study in order to have more clarity about the problem and ways to solve it.

ii *Undertaking a literature study*

According to De Vos (1998:65) it is very important to undertake a literature study when planning a research project. The literature study that was undertaken is described very briefly with the purpose of pointing out its outcomes, which are consistent with the functions of a literature study as described by Fouché and De Vos (1998:65).

The process of studying previous research revealed that paired reading was an accepted strategy to improve reading and it was realised that paired reading could be used as an intervention strategy for learners in special education or in inclusive settings. It was realised that reading interventions had to include bottom-up and top-down approaches. Paired reading could - if implemented cooperatively - be a means to obtain cooperative and mega life skills. A phonics programme alone for example, would not have much impact. A revision of the latest research on reading interventions indicated what directions would have to be followed to prepare intervention strategies later in the research process.

- The literature study provided better insight into the complexity of the problem. The needs, experiences and frustrations of learners with limited English proficiency as well as the necessary components within a teaching programme were realised. A better understanding of the different intellectual traditions when it comes to teaching and learning English as a second or foreign language was necessary to place the problem within the correct context.

When views in the literature about similar problems were better understood, the intervention programme itself could be planned. As the contents of the programme have already been described in Chapter five, a few important aspects about the intervention programme will be highlighted below.

iii *Planning the cooperative paired reading programme and materials*

It was already mentioned that the school that the learners attended was using a literacy programme that mainly focused on bottom-up strategies, such as phonics and look-and-say methods to teach reading. As indicated previously the latest literature suggested that for teaching or improving reading skills, both bottom-up and top-down strategies have to be incorporated in a reading programme. It was therefore necessary to plan intervention strategies that accommodated both approaches. Consequently it was decided that the experimental group would be exposed to a programme which accommodated both approaches. The specific approach that would be followed was cooperative paired reading, consisting of 3 phases: pre-reading, paired reading/reading together and reading alone. These phases have been discussed in detail in the previous chapter. A characteristic of paired reading which can be a very successful vehicle for bringing about metalearning is noteworthy. Metalearning strategies such as planning, executing, monitoring and evaluating a person's own learning, can be enhanced through paired reading. Sharing constructed meaning with the self and others has an important place. The responsibility that the reader has for his own reading and to control his own reading should also be emphasised. According to the literature the materials that are used to enhance reading skills should incorporate the specific culture as far as possible (unless the aim is to learn about other cultures). The world that is described by the reading material should therefore easily be linked to the worlds of the learners. A problem that faced the researcher was where to obtain such materials. On the grounds of motivations, which have already been discussed, it was decided that magazines would meet the needs of the required materials.

After studying a survey of the most popular magazines in the Northern Province and the age group as well as the culture(s) of the people who read the magazines, (See Appendix B:1,7,20,21) it was decided that DRUM would be used for the project. A Non-Governmental Organisation agreed to provide twenty magazines of the same issue per week. This enabled the facilitator, researcher and learners to have the same magazines on a weekly basis. The facilitator of the experimental group had to be trained in the proper use of the magazines. The training of the facilitator is an important aspect that is discussed under the next phase of implementation, as the training was implemented by the researcher.

6.5.2.4 Implementation

i Facilitator training, monitoring and support

As the facilitator was the person through whom the intended programme would be implemented, thorough training, continuous monitoring and support were of the utmost importance. The following aspects will be described within the context of facilitator training:

- a Aims of implementing the programme.
- b Training of the facilitator in the basics of cooperative learning, metalearning, maximising human potential and how it relates to reading.
- c Training to understand the concept of reading and approaches to teach reading.
- d Training in the use of paired reading.
- e Training to empower the facilitator to train the tutors. The selection of learning tasks and reading material as well as time factors.
- f Assessment:
 - 1 Formative assessment.
 - 1a The facilitator's diary.
 - 1b The observational instrument.
 - 1c Interviews with facilitators.
 - 1d Evaluating learning tasks during paired reading.

- 2 Summative assessment.
- 2a Conducting post-tests.
- 2b Interviews with learners of the experimental and control groups.
- g The role of the researcher.
- h An overview of the practical implementation of the cooperative paired reading programme with DRUM and the programme of Joubert and Kaderli (1995)
- a *Aims of implementing the programme*

The facilitator of the experimental group was informed about the overall aim of the programme, which was to maximise human potential. The process of maximising human potential was explained to the facilitator. The process involves creating appropriate learning tasks through which metalearning can take place. Mega life skills and cooperative life skills can be obtained as a result of metalearning. During the process the aim would also be to improve the reading skills of learners, as reading is the means through which the learning tasks will confront the learners.

- b *Training of the basics regarding cooperative learning, metalearning, maximising human potential and how it relates to reading*

As far as cooperative learning is concerned, it was important that the facilitator knew how to divide the learners into groups and what is required for cooperative learning to be successful. The teacher also had to have sound knowledge of the process of the acquiring of cooperative life skills, that is the consequence of cooperative learning. The process of metalearning also had to be understood. The similarities between the phases in metalearning: planning, executing, monitoring and evaluation and the process of reading, where the reader plans to use certain strategies to read the text, executes the strategies, monitors the process and evaluates if what has been read makes sense had to be realised. The mega life skills were also explained. It was also explained that metalearning and cooperative learning, if successful can lead to the acquiring of mega and cooperative life skills, which are indicators of maximised human potential – a process that can in practise

be described as achieving growth in the realisation of human potential. Learning tasks in reading should therefore make provision for the process of metalearning and cooperative learning to take place.

c *Training to understand the concept of reading and approaches to teach reading*

It was stressed that persons who intend to assist learners with reading should have a clear understanding of what reading is. The 19 essential elements of reading were explained and it was pointed out that these should always be kept in mind when assisting readers. In the second place it was indicated that knowledge about different approaches to teach reading are also necessary, as it forms part of a vast repertoire of strategies that a teacher needs when assisting readers. The reader's problem will determine to a great extent what type of approach will be needed, for example, a learner who needs to learn the phonetic system of English and who cannot read at all will need to be assisted with phonics (a bottom-up approach). When the readers can already read words, top-down approaches that place more emphasis on the role of the context can be introduced.

d *Training in the use of paired reading*

It was explained that paired reading is an approach that can accommodate cooperative learning and metalearning and that it can therefore be used to achieve growth in the realisation of the human potential of learners. The concept of paired reading was explained and variations thereof, such as Repeated Choral Reading for a large group of learners, were discussed. It was explained that the paired reading approach of Young and Tyre (1983) would be used and a few of its strengths were pointed out. It was stressed that this method was very simple and that it would not be difficult to introduce it in the class. The three main phases of paired reading (pre- reading, reading together and reading alone) was demonstrated by the researcher, using materials that were found in the classroom. It was pointed out that although paired reading has three main phases, certain researchers suggested that under each phase specific aspects can be concentrated on, depending on the

reader's needs. An example is the following: At the pre- reading phase the facilitator can pause for a while to facilitate an understanding of certain difficult concepts and words. Dictionary skills can be developed at this stage and learners can be asked to describe personal experiences that are related to the concept or word.

At the phase of reading together, it was also explained that the facilitator could select certain listed aspects in the programme to focus on during this phase. It will however depend on the needs of the learners. The phase of reading alone was indicated to be the last phase that is rather simple.

e *Training to empower the facilitator to train the tutors*

The facilitator was trained to select tutors for paired reading in each group. At the beginning of the project there were 16 learners in the experimental group. For cooperative learning to be successful, groups of between four and six learners has been recommended by the literature. Two groups of six learners and one group of four learners could be formed. Three tutors would be needed. The facilitator could be the tutor of one group and could rotate with the other two tutors. It was explained that the tutors would have to be more proficient than their peers. The results of the literacy test could be used as a guideline. The facilitator was asked to train the tutors in the use of the three basic phases of paired reading (pre- reading, reading together and reading alone). They would not have to focus on any other aspects of paired reading unless specifically instructed by the facilitator.

The tutors would have to be monitored continuously to make sure that the process was followed correctly. Certain basics regarding the behaviour of the tutors were explained, such as never laughing at mistakes being made and continuously encouraging the participants. It was also suggested that learners sometimes work in pairs, depending on the specific learning task.

f *The selection of learning tasks and materials, as well as time factors*

It was explained that paired reading would take place for at least fifteen minutes per day. The project would last for nine months. The cooperative paired reading

programme had to be implemented with the programme of Joubert and Kaderli (1995), as this was the curriculum followed by the school. It was explained that the facilitator had to select reading material from DRUM on a daily basis. The material had to address the same topic as the specific part of Joubert and Kaderli (1995) that the class would be doing at a specific time. An example is the part of Joubert and Kaderli that deals with numbers. Material from DRUM that addresses numbers in any way would then have to be selected for paired reading. The facilitator would then also have to select learning tasks for each group. Each group would perform the three phases of paired reading, keeping the learning task in mind. One group with a low proficiency level in reading could for example encircle all the numbers on a specific page. The answers to specific problems of learning tasks would then be shared in each group.

In order to differentiate, the learners who had advanced to such a level that they could read independently (at the beginning of the year it was only the tutors) could then work in a group of two and follow the process of paired reading. The outcomes based learning tasks that had been developed by the researcher could then be done by them. Once again they could discuss finding a solution to the problem, which would give an opportunity for metalearning and cooperative learning to take place. The facilitator was assured that she would receive one copy of the same issue of DRUM per week. This would eliminate the duplication of reading materials.

If the facilitator experienced any uncertainties about the procedure to be followed, she could refer to the written documents that were supplied to her by the researcher or could consult the researcher.

The facilitator of the experimental group was informed that observational and supportive visits would take place weekly to monitor the whole process and provide support. The procedures for assessing the learners also needed clear explanations.

g *Assessment*

The assessment of the whole process and the learners was explained to the facilitator of the experimental group. The facilitator of the control group was informed that a post-test would be conducted with both groups at the end of the year and that she would also be required to evaluate the process in her classroom, as well as the learners.

Assessment would consist of two forms: Formative assessment and summative assessment.

1 *Formative assessment*

1a The facilitator's diary

The facilitator of the experimental group was trained to record her experiences and observations of noteworthy aspects related to the learning process. Aspects that indicated that the overall aim of the interventions, which was to maximise human potential, was being addressed should also be noted. Incidental learning that took place and through which cooperative and mega life skills could implicitly be addressed, should also be recorded. Information that was come across in the magazines or learners' everyday experiences could lead to incidental learning.

1b The observational instrument

The facilitators of the experimental and control groups were both trained to observe whether metalearning was taking place or not. For the purpose of such observations the researcher developed an observational instrument, (See Appendix C:1-26) which would measure mega and cooperative life skills. The instrument was designed in the form of a checklist, with spaces where the facilitators could fill in their observations. The instrument was also designed to measure improvement or stagnation as far as reading is concerned. Examples of how the observational instrument was implemented can be found in the discussion of the Qualitative Research: Data analysis and interpretation.

In consultation with the facilitators it was decided that at least one recorded evaluation per learner per term would be sufficient to provide information about each learner's progress. Although one conclusive observation per learner per term would be given, learners had to be observed on a daily basis.

1c Interviews with facilitators

Unstructured interviews would be conducted with the facilitators of both groups, once per term in order to gain an understanding of how the facilitator experienced the specific programme she was facilitating, the effect that it had on the learners, and their progress in general. An account of the facilitator interviews is given in the section: Qualitative Research: Data analysis and interpretation.

1d Learning tasks during paired reading (Outcomes based paired reading learning tasks)

Specific tasks for the learners to complete were designed by the researcher. These learning tasks were designed to capture the learners' interest and to compel them to take responsibility for their own learning. Various strategies could be applied to solve each problem, for example looking for numbers in the text, studying a diagram or picture or reading the passage attentively. In order to solve the problem, a strategy for finding the answers where reading was inevitably involved had to be planned. The specific strategy had to be executed, monitored and the outcome had to be evaluated.

Although each step would not explicitly be concentrated on, metalearning would take place. The activities were designed according to the paradigm of Outcomes Based Education. The materials that were used were DRUM and TRUE LOVE magazines (issues during 1998) TRUE LOVE was only used during the first week. Thereafter the Non-Governmental Organisation only provided DRUM. DRUM was in fact found to serve the purposes of the project far better, than TRUE LOVE, as the latter was more suited for adults. (The Outcomes Based paired reading learning tasks were introduced in Chapter five). With an understanding of

the components of formative assessment, the process of summative assessment will be discussed next.

2 *Summative assessment*

2a Conducting post-tests

The researcher would conduct the summative assessment, which consisted of the test of Basic Literacy in English and the One Minute Reading Test in English. These tests were used as post-tests. The testing procedure has already been discussed in a previous section and more detail about test results are discussed in the section about Data analysis and interpretation.

2b Interviews with learners of the experimental and control groups

The interviews with six learners of the experimental and control groups as described would be repeated at the end of the year to determine whether mega and cooperative life skills had been obtained which would indicate that growth in the realisation of human potential had been achieved.

2g The role of the researcher

The researcher's role was the role of participant-as-observer. The researcher would conduct the pre- and post-tests, interviews with learners and interviews with facilitators. The implementation of the programmes in both groups would be monitored by the researcher through periodic unannounced visits and interviews with the facilitators, periodically studying the facilitator's diary and by studying information of the observational checklists filled in by the facilitators. The researcher aimed at continuously being in touch with the heartbeat of each classroom. The researcher would also support both facilitators morally and with questions about the implementation of both programmes without obstructing the flow of the research. The facilitator of the experimental group would receive the following support from the researcher:

- Supply learning materials – providing observational instruments and guidance to implement them.
- Supplying the reading programme and training.
- Supplying learning tasks, outcomes and assessment criteria and providing training to the facilitator to perform these activities in consultation with the researcher.
- Guidance as far as writing the diary is concerned.

The next aspect that should be discussed is the implementation of the cooperative paired reading model. It should be realised that the implementation of the programme had two phases in the action research process. The first phase mainly consisted of the implementation of paired reading according to the model that was set out in the previous chapter. The programme of Joubert and Kaderli (1995) was also integrated and DRUM was mainly used as material. The outcomes based learning tasks (as presented in chapter five) that had been developed by the researcher were introduced as learning tasks and as the facilitator had found that it was too difficult for the learners, the focus of the programme had to shift to the development of phonics and easier learning tasks during paired reading. In the second cycle of the action research the programme was followed as such. This phase is explained briefly in the discussion of cycle two of the action research. With a broad understanding of how the programme was introduced, it will be necessary to describe more practical aspects that happened in the classroom, as the facilitator was implementing the programme. In the next paragraphs the implementation of the programme is discussed as a whole and a distinction is not made between the two phases of action research where the programme was implemented, as the reader has already been briefed about this issue.

- 2h An overview of the practical implementation of the cooperative paired reading programme with DRUM and the programme of Joubert and Kaderli (1995)

After the facilitator training had taken place, the facilitator divided the class into groups. During numerous visits to the classroom, it was noted that the groups were not static. Sometimes the learners were working in groups of four to six and at other times they were working in pairs. Especially at the beginning of the year

when most of the learners still had to learn phonics, the smaller groups worked better. At first echo reading was used frequently, where she did the pre-reading and the learners followed as a group and reading together where the whole class responded. Thereafter, at the reading alone phase each learner in a group of two had an opportunity to read the part alone. More advanced learners were doing other more complicated learning tasks, such as the Outcomes Based learning tasks. In general, at the start of the project the learners were still struggling with foundation skills such as the following:

- The correct orientation of a book or magazine.
- Turning pages from the front to the back, knowing that the left hand page is read before the right hand page.
- Correspondence of finger movement.
- Identifying the first and last part of the story.
- Identifying the heading of the story or article.

This information that was supplied by the facilitator of the experimental group during an interview has been documented elsewhere. The cooperative paired reading programme was introduced with DRUM and the programme of Joubert and Kaderli (1995) in the following way:

In the first place the programme of Joubert and Kaderli (1995) had to be followed as it formed part of the school curriculum. This programme, as already indicated, mostly consisted of phonics, learning new words and completing sentences. In order to place the contents of the programme in a specific context, materials of DRUM were selected by the facilitator. The facilitator looked for material in DRUM that addressed the same topic as the specific topic in Joubert and Kaderli (1995) that was introduced on a specific day. The material of DRUM was used for paired reading. During paired reading (pre-reading, reading together and reading alone) the learners had to perform specific learning tasks that were selected by the facilitator. The facilitator had a list of important aspects that could be concentrated on during each phase of paired reading and compiled specific learning tasks to address these issues. The researcher monitored the facilitator.

The learning tasks were then communicated to the class and tutors. The groups were monitored by the facilitator.

At first the process of paired reading went very slowly, as the learners still had to learn to read. The facilitator introduced certain Outcomes Based learning tasks that were found to be too difficult for most of the learners. Only the more proficient learners could perform the tasks - that seemed to be a successful way of differentiation. It was decided that the focus would be on phonics, but that paired reading would continue. In this way a bottom- up approach to teach reading was combined with a top- down approach – as recommended by the literature.

After a while the learners had learnt the basic sounds in English and were able to read short words. The facilitator observed that when the learners were reading silently, different sounds could be heard, as they were busy articulating the different sounds in the words.

As the year progressed the programme of Joubert and Kaderli (1995) was still used together with paired reading and material from DRUM, but as the learners' reading improved, more difficult learning tasks were introduced.

An example of how the facilitator used paired reading with DRUM is explained in the next paragraphs. An example of a learning task introduced by the facilitator is presented thereafter.

The paired reading technique of Young and Tyre (1983) illustrated through the use of DRUM:

Material: DRUM (1998:84-85). 16 July issue (See Appendix A:95-96).

- The tutor (who can be another learner or the facilitator) firstly reads the passage and discusses it with the tutee/s. Illustrations, relevant concepts and the tutees' own experiences form part of the discussion. The colourful illustration, where the boy pours tomato sauce over his hamburger is discussed, pointing out the type of tomato sauce, how much is in the bottle, what it is made of and so forth.
- It is indicated where one starts to read and it is indicated that the part that is normally printed in the largest letters is the heading.

- Important words and concepts are clarified. Dictionary skills are developed through the use of dictionaries to reach an understanding of the following words: cancer, cardiac disease, antioxidants, arthritis, blood samples, imitations, preservatives and fattening.
- The tutor reads part of the article naturally and with feeling, and points with his finger while the tutee/s look and listen.
- During the next step the tutor and tutee/s read the part aloud.
- The part is read together for a second time, but the tutor keeps quiet now and then and gives the tutee/s an opportunity to read words and sentences alone. Parts of the passage have been selected in such a way that the tutees experience success. More fluent readers read whole sentences alone and receive help where they hesitate.
- Words are used to play, for example, the learners search for words that start or end with specific letters.
- Words of a specific lesson in Joubert and Kaderli (1995:2) that the class had already done are searched for in the story, for example, a word ending on 'sh' (fresh), a word starting with 'wh' (while). The purpose of this task is to indicate differences in word patterns.
- The tutees are continuously encouraged and praised. They receive recognition for words and sentences that were read correctly, for participation and progress made. Confrontation is avoided at all costs. The process is made enjoyable. Help is provided before the tutee/s become anxious. The process is characterised by a little bit on a regular basis, rather than a lot now and then.

An example of a learning task with a higher level of difficulty that was introduced by the facilitator of the experimental group after paired reading had taken place is presented below. Outcomes Based Education has also been integrated in the learning task. The learning task has already been presented in Chapter five, but for clarity it should be viewed again. Table 6.3 gives an example of a learning task for learners with a higher competency level in reading.

TABLE 6.3 An example of a learning task for learners with a higher competency level in reading

LEARNING AREA: MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES

PHASE ORGANISER: ENVIRONMENT PROGRAMME ORGANISER: FOLLOWING A RECIPE TRUE LOVE (1998:112-115) 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
<p>SO 3: 1. Evidence that mathematics is understood as a human activity</p> <p>SO 5: 1. Evidence of knowledge of the importance of measurements</p>	<p>1.1 Demonstrate counting and measurement of everyday life.</p> <p>1.1 Show knowledge of measurement from experience</p>	<ul style="list-style-type: none"> ▪ Give examples of counting and measuring at home <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Measuring ingredients for cooking • Comparing of results of different units <p>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)</p> <p>Activity 2:</p> <ol style="list-style-type: none"> 1. How much sugar do you need for the following recipes? <ul style="list-style-type: none"> • 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? <p>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.)</p>	

With a better understanding of how the facilitator practically implemented the programme, the observation after the implementation of the programme in the first cycle of the action research is discussed next.

6.5.2.5 Observation

After the cooperative paired reading programme including the Outcomes Based learning tasks had been implemented the process was closely monitored by the facilitator of the experimental group and the researcher. The facilitator reported that the learners were not able to cope with the demands of the Outcomes Based paired reading learning tasks that had been designed by the researcher. The learners were still experiencing difficulties to read on their own. The facilitator was of the opinion that the learners should be given more time to become more proficient in their reading, before embarking on the Outcomes Based learning tasks. It seemed necessary to modify the programme at that stage. It was important to review the programme again and plan strategies to overcome the problem. The next phase of action research, which became necessary, was planning and would be the first phase of Cycle 2. Cycle 2 will be discussed next.

6.5.3 Cycle 2 of Action Research

6.5.3.1 Planning

The problem that was observed as pointed out above, was that the learners were not yet proficient enough in reading to solve the problems of the Outcomes Based paired reading learning tasks. It seemed as if these learning tasks had been introduced prematurely. The researcher in consultation with the facilitator decided to postpone the Outcomes Based paired reading learning tasks until the learners' reading had improved to such an extent that they could try to solve the problems of the learning tasks. The rest of the procedures would continue as planned. The facilitator of the experimental group would still follow the cooperative paired reading procedure with the learners for at least fifteen minutes per day, while also spending time to do the activities in the programme of Joubert and Kaderli (1995).

The control group would also still follow the programme of Joubert and Kaderli (1995).

6.5.3.2 *Implementation*

The modified programme was implemented as planned. The only change was that the Outcomes Based paired reading learning tasks were postponed for the weak learners until these learners were better equipped to do the reading that was required to solve the problems. The duration of the implementation phase was about nine months.

6.5.3.3 *Observation*

The facilitator of the experimental group seemed to be more relaxed. After some time the learners were slowly but surely beginning to read words and sentences on their own. The facilitator continued to observe the learners on a daily basis as far as cooperative and mega life skills are concerned and proficiency in reading in general. Remarkable changes in the learners were noted by the facilitator. They became more open. Even the shyest little girl went to read to the principal (she scored six marks out of fifty one for the Literacy test at the beginning of the year). At first her reading speed was below the lowest mark on the One Minute Reading test, which was below 7 years and 5 months). Other learners had developed into leaders. They were starting to take initiative and own responsibility for their own learning. The facilitator's diary, interviews with her, as well as the observational instrument, support these statements and are examples of cooperative and mega life skills that had been obtained, implying that the learners had achieved growth in the realisation of their potential. A more detailed discussion of the findings is dealt with in the next section. It should however be mentioned also that the control group which was mainly following rote learning did not show the same changes that the experimental group experienced. Until the end of the project the facilitator of the control group reported that it was difficult to complete the cooperative and mega life skills checklist, as she did not know the learners. It is understandable because learners did not have the opportunity to be compelled by

learning tasks (which involved reading) to find answers to real life problems and to share the constructed meaning with themselves. Constructed meanings were also not shared with others and therefore the learners did not really get to know themselves or the other learners or the facilitator. In the experimental group the magazines that contained the compelling real life problems were the doorway through which the learners entered in order to be changed, as they shared meaning with themselves and others.

6.5.3.4 *Evaluation*

The step of evaluation implied that all learners would be subjected to a quantitative evaluation, which was the post-test (Test of Basic Literacy in English and the One Minute Reading Test). The scores of these two tests were compared with the scores at the beginning of the year. The researcher also wanted to determine if the Cooperative Paired Reading Programme produced better results than only the programme of Joubert and Kaderli (1995).

As far as qualitative evaluation is concerned, all the information that was obtained in a formative way, such as the observation instrument (observing cooperative and mega life skills), interviews with learners (pre- and post-), interviews with facilitators and the facilitator's diary, was gathered with the aim of scrutinising it to determine whether growth had been achieved by the learners in the realisation of their potential and whether the cooperative paired reading interventions or the programme of Joubert and Kaderli (1995) were responsible for it. Comparisons of evaluations of the control and experimental groups would therefore be necessary. The data that were obtained qualitatively and quantitatively will be presented in the next section. The qualitative data will be discussed first. The data that were obtained quantitatively will be discussed thereafter.

6.6 **DISCUSSION OF DATA**

The data will be discussed under the following headings:

Qualitative Research: Data analysis and interpretation

Quantitative Research: Data analysis and interpretation

6.6.1 Qualitative Research: Data analysis and interpretation

As already mentioned, different techniques of data collection were used (quantitative and qualitative), to gain a better understanding of the phenomenon that was being studied. Through the process of triangulation various methods of data collection were used to increase the reliability of observation.

The different qualitative methods of data collection that were used are briefly listed for the purposes of describing the data analysis. These methods were the following:

- The observational instrument: mega and cooperative life skills (experimental and control groups)
- Interviews with learners (experimental and control groups)
- Interviews with facilitators (experimental and control groups)
- The facilitator's diary (experimental group)

The data analysis and interpretation of each of the above methods of data collection will be discussed in the next section.

6.6.1.1 Data analysis and interpretation: Observational instrument

The specific method that was used for the data analysis and interpretation will be discussed first. Thereafter, the observations of the facilitators regarding six learners will be presented, followed by the interpretations thereof by the researcher.

i *Method of data analysis: Observational instrument*

For the purpose of data analysis of the qualitative research (Observational Checklists: mega and cooperative life skills) the approach of Huberman and Miles (1994) as described by Poggempoel (1998:340) was used as a guideline. The Huberman and Miles approach (1994) indicates three linked sub-processes of data

analysis, which are data reduction, data display and conclusion drawing or verification. The processes take place before data collection, during research design and planning as well as during data collection and after data collection. For the purposes of this study the first two processes, data reduction and data display are discussed together because they are so intertwined. The last processes, conclusion drawing and verification, are discussed separately. It needs to be pointed out that these processes were not identical to those suggested by Huberman and Miles (1994) due to the uniqueness of this specific qualitative research project. As already indicated, the processes were used as a guideline.

a *Data reduction and data display*

The different categories in which each of the observations fall, had already been designed during the planning phase (Cycle 1) of the action research. It was designed in such a way that the facilitator was forced to supply a reduced and compact form of data, which was written under the heading: contents/observations. The limited space ensured that only the most important and significant observations would be written down. Concerning data display the data were written down and organised under specific pre-determined headings (11 mega life skills and six cooperative life skills), to enable the researcher to compare the data of the different periods (four school terms) in order to determine improvements and draw conclusions.

b *Conclusion drawing and verification*

The process of conclusion drawing was still intertwined with the process of data reduction and involved the following: After having read through the data, for example self-confidence, which is the first mega life skill, the researcher had a clear idea of the essence of the data (data reduction). The theory of metalearning and maximising human potential was continually kept in mind. The relation of the essence of the data to the theory was determined and lastly it was determined whether the essence of the data indicated that metalearning had taken place and whether the essence of the data had contributed in any way to the overall aim of

the research project, which was to achieve growth in the realisation of human potential. The method of triangulation was used for verification. For this purpose quantitative research results were also scrutinised to determine whether growth in the realisation of human potential (in the form of improvements in reading) had been achieved.

Other forms of data, such as interviews with learners and with facilitators served the same purpose. The facilitator's diary also provided valuable information in this regard.

The data obtained by the observational instrument will be discussed in more detail in the paragraphs that follow. For this purpose the observations of six learners for the whole year (four school terms) were selected. One learner from the experimental group and one learner from the control group were selected on the basis of the following requirements.

- The learner who made the best progress, according to the literacy test scores, compared to the test score in the beginning of the year.
- The learner who showed average progress according to the literacy test.
- The learner who made no progress when comparing the test scores of the literacy test at the beginning of the year with the score at the end of the year.

The total sets of data that have been selected on this basis are six sets of observational data for six learners. Three learners were from the experimental group and three learners from the control group.

By selecting these specific learners' data, the researcher attempted to provide a detailed unbiased account of the progress in each classroom. The data as observed by the facilitator will be presented in the next paragraphs, followed by the researcher's interpretations.

Data are interpreted under two headings: mega life skills and cooperative life skills with reference to the sub-headings.

6.6.1.2 Presentation of data and interpretations

The data of the two learners with the best progress according to the Literacy test are discussed first. The first learner is from the control group and the second is from the experimental group.

The second set of data involves two learners with average progress according to the Literacy test – one learner from the control group and one from the experimental group.

The third set of data provides the data and interpretations of two learners who made no progress according to the Literacy test. One learner is from the control group and the other is from the experimental group. It should be kept in mind, as already mentioned, that the data are interpreted according to specific mega and cooperative life skills, which are indicators of growth in the realisation of human potential. The interpretation of the data has therefore focused on these skills. As the specific learners in the control group were reported to have acquired fewer skills than the learners in the experimental group, the interpretations of the data from the control group are less positive than the data from the experimental group. It should however be realised that both groups showed progress, but that more significant progress was made in the experimental group. In the second place it should be kept in mind that the quantitative data that is presented later also report progress in both groups.

The observational checklists for each learner can be found in the appendix of this manuscript.

i a *Observed mega and cooperative life skills of a learner in the control group who showed the best progress*

The data can be found Appendix C:1-3.

b *Interpretation of observed mega and cooperative life skills*

1 Mega life skills

As far as self-confidence is concerned, the learner was at first observed to be quiet, but more spontaneous now and then. She was observed to be self-confident in the class situation. At the end of the year the learner's self-confidence was said to have improved a lot. The facilitator reported that learner felt able to do the learning tasks and felt in control from the beginning.

The learner was observed to be motivated and to show interest. She was said to do good work and that she achieved a lot. As the learning tasks that learners did in the control group mainly consisted of instructions, which they had to complete by filling in letters, words or sentences in a workbook, the learner was mostly challenged to complete stimulus-response tasks. Because of the non-compelling nature of the learning tasks there was not much interaction between the learner and others. The result was that there was a lack of opportunity to acquire of mega- and cooperative life skills.

The learner's effort seems to be the same as at the beginning of the year. The facilitator observed: *She does her best to do good work*. There is no indication that the learner wanted to improve on her best through continuous correction, adjustment and modification. The learner did not seem to have wanted to work harder to achieve greater reward.

The learner's level of perseverance seems to have stayed the same. It is described in terms of *always doing and completing her work*.

As far as common sense is concerned, it appears that there was an improvement. At first the learner only followed instructions, but later she was able to make choices and told the facilitator when she disagreed with something. Unfortunately the learning tasks would not allow much room for exercising this competency.

The learner had shown responsibility for completing tasks since the beginning of the year. She was also observed to show interest. At the end of the year she showed responsibility to complete tasks according to the best of her abilities. It seemed as if her sense of responsibility had improved, but at the end of the year she was described as taking chances and always wanting to talk. It seems that the learning tasks did not compel the learner enough with the result that her attention was easily drawn to other matters.

The learner was also observed to be independent in terms of doing good work and realising that she was responsible for her future. It did not change much during the year.

At first the facilitator found it difficult to determine peacefulness but later it was observed that the learner would feel self-content after having completed learning tasks successfully.

The facilitator could not determine whether the learner experienced joy when completing a learning task. It is possible that the learning tasks were not challenging enough.

As far as love and caring ultimately for herself and everything around her are concerned, it was observed that the learner cared about what was going on around her, but that it had to be *developed in the right direction*, implying that the learner could still improve with regard to having compassion for those around her. It seems as if the learning tasks were not challenging enough to meet this need.

2 Cooperative life skills

Regarding the learner's perception of other learners, the facilitator observed that she did not depend on others to achieve her goals, but that she would laugh at others when they made mistakes. This indicates that the learner did not accept others as fellow individuals who share strengths and weaknesses. At first the facilitator could not determine whether there was purposeful communication between the learner and others. Later the facilitator observed that her work was

important to her and that she helped others, but also took chances. It has already been mentioned that the learner tended to laugh when others made mistakes, therefore it seems as if the interaction between the learner and others did not manifest in recognising others as human beings, respecting others correspondingly and appreciating what can be shared through listening while all share information. It took the facilitator almost a year to determine how the learner dealt with feelings, due to a lack of sufficient interaction in groups and with the facilitator. By the end of the year the learner was observed to tend to act negatively at times, to be angered by her peers, but to forget about it quickly. If one considers that she was taking the lead at times, the example set to the other learners was not a very good one. In order to improve it would probably be necessary for the learner to be exposed to more cooperative learning situations.

The learner was observed to be obedient, as far as justice and forgiveness are concerned, but other observations of the facilitator imply the opposite. It was also observed that the learner wanted to take the lead in class but did not know how. It could be that the learning tasks were too rigid to meet this need.

As far as love for others and caring ultimately for others are concerned, the facilitator only observed that she did care for others but could not say how. If the learner had been more involved in the realisation of her own potential, she would have recognised the potential in others and would deliberately have wanted to show that she cared by recognising them for whom they needed to become and by doing something about it.

The facilitator noticed that the learner had leadership abilities, but it is quite disappointing to read the last observation of the year: *She definitely has leadership abilities but needs guidance.* The learning tasks were supposed to provide the necessary guidance, but did not.

The only conclusions that can be made about the question as to whether the learner had shown growth in the realisation of her potential are the following:

The learner did acquire some of the mega- and cooperative life skills and can indeed be credited for it - considering the nature of the learning tasks, but her progress could have been better. She did therefore show some growth in the realisation of her potential, but it was not as much as one might expect. One would really have expected more from this learner, who turned out to be the learner who showed best progress in the control group and who was one of the strongest learners.

Something was anomalous here. In this case as with the other learners in the control group, reasons for the slow progress can possibly be attributed to having something to do with the materials and teaching according to a stimulus response process where the facilitator gave the learners information and the learning tasks were mostly limited to the filling in of words in empty spaces. The teaching in the control group was mainly aimed at “teaching” phonics and other skills to the learners, but it was not applied in real life +learning tasks. In the experimental group the facilitation was constantly aimed at individuals as persons in order to confront them with real life learning tasks.

ii a *Observed mega and cooperative life skills of a learner in the experimental group who showed the best progress*

The data can be found in Appendix C:4-8.

b *Interpretation of observed mega and cooperative life skills*

The learner who made the best progress in the experimental group was the weakest learner at the beginning of the year of both the experimental and control groups. The facilitator describes in one of the interviews how shy and scared this learner was at the beginning of the year, and being very timid, without being able to understand a word of English, her chances for showing improvement looked rather bleak, but what happened during the course of the year could be described as quite extraordinary. The learner had improved a lot as far as the skill of reading is concerned, but the non-academic benefits and changes in her as a person were even more remarkable as the observations of the facilitator will show.

1 Mega life skills

At the beginning of the year the learner did not have any self-confidence. She knew no English or Afrikaans and did not even speak when she was spoken to in Sotho. The following comments by the facilitator explain it: *Lacks confidence. Never speaks, not even when spoken to in Sotho.* By the third month she started looking up when spoken to. She started reading in English for the first time, but she was very shy. She was still very unsure of herself when she tried to read. During the seventh month the facilitator commented that *she seemed more in control of herself* and that she read *in a soft voice but with greater ease*. She was not so shy anymore. By the end of the ninth month it was commented that her reading had improved so much that *she eagerly agreed to go and read to the principal in his office*. From the above description it is clear that the learner had developed into feeling able to do the learning tasks. The fact that the learner felt in control improved her self-image and she was more and more willing to take risks. The learner did not become fully motivated in an instant. At first she *did not respond to any questioning*. She was very passive for quite some time. Then she slowly started to try and understand. There was a *slight improvement in wanting to cooperate*. Her willingness to cooperate improved and she started taking part in dialogue reading. Her motivation developed from the one extreme to the other extreme where she now *wants to read everything!*

It seems as if the learner had experienced success at a certain stage and then wanted to do more. She realised that she could control events and that she could learn more about herself. At first the learner did not show any initiative, as she didn't speak or move. It was not possible for the facilitator to determine her initiative. Later she showed more initiative by trying to hand out pencils and to give an answer or a word during paired reading. Later she would respond to questions more freely and cooperate better with others, paying a lot of attention. The learner started realising that others would not act on her behalf and that she would have to do more out of her own and on her own.

Initially the learner did not show any effort. She was so shy that she easily fell down on her arms and decided not to respond in the presence of other learners. She gave up easily. She started finishing learning tasks, but still lost interest in tasks that were too difficult. As far as reading is concerned, she has definitely put in more effort. Improving in reading requires continuous monitoring, correction and adjustment. It looks as if the learner had realised that by putting in more effort to achieve a greater reward.

The learner did not show much perseverance at first. In spite of the fact that she worked at a very slow pace and stayed behind most of the time, she later showed perseverance and tried to keep up with the class, but could not yet cope. She did however improve to a level where she became average in completing learning tasks. She was achieving a lot in reading. The learner realised after some time that she was in control.

In the beginning the facilitator could not observe any sign of common sense. The learner was very passive. She started showing more common sense as time went by. She would point at the water that the facilitator had spilt on the table. She started following with ease where the others read. She made a choice to do her homework regularly and appreciated the facilitator's positive comments when she had achieved a goal. On one occasion the learner observed that another learner was being dishonest during a test. She had a few options that she could follow, but made a choice that the best option would be to tell the facilitator, which she did. The facilitator thought that the learner had really improved as far as common sense is concerned.

At the start of the experiment the learner did not show much responsibility. She did not take responsibility to do her own learning. As she experienced more success she started taking responsibility for things around her such as noticing that the facilitator's coffee water was boiling and showing her. She realised that she had to participate in class and group work and that she herself was responsible to move on to a higher grade. She started participating without being shy.

Punctuality was also observed. It appears that the learner had exercised more self-discipline and self-control.

Initially the learner was totally dependent on others for help. As her reading improved she became less dependent on help. She tended to ask the learner who sat next to her to help in the beginning, but later she started to decide for herself what to do. Her independence was still improving by the end of the year.

The facilitator observed the learner as being *too peaceful*. Probably the facilitator confused “peaceful” with being passive, as the learner was very passive at the beginning. As the learner started realising that she could *accomplish success*, she felt *content* and *peaceful* in the words of the facilitator.

As far as joy, which flows from completing a challenging task is concerned, the facilitator reported that *she felt very happy after succeeding in a task*.

Concerning love - caring ultimately for myself and everything around me - the learner was at first observed to be very submissive. The facilitator observed that she started caring better for herself. The reason is most probably because she started feeling in control and started experiencing success – and not because she was staying in a hostel, as the facilitator guessed.

While regularly experiencing that she was growing in the realisation of her potential, the natural reaction would be to care for everything around her – which she did. The facilitator observed her to be very lovable towards others, meek and humble.

2 Cooperative life skills

Regarding the learner’s perception of others, she was at the start observed to be very passive and dependent on friendship with others. Her interaction with others was characterised by caring for others and being cared for. Although she received a lot of attention from her peers, as she was the youngest and smallest learner, she

stayed humble. Communication was initially very inadequate. The learner was observed to be very shy and quiet – not communicating but watching eagerly. She slowly began to communicate more and at the end of the year she communicated very well with others and shared information with them. Her improved communication manifested in recognising the others as human beings, respecting each individual accordingly and appreciating what they had learnt from each other through listening while sharing.

The facilitator could not observe incidences where the learner dealt with ill feelings that could be noticed externally, but internally some changes did take place. At first her reaction to feelings about unfamiliar people was not to respond to them. She slowly started to cope and adjust to circumstances (probably including unfamiliar people). As far as justice and forgiveness are concerned, from the beginning she was very submissive and tried to please others. She would not become angry with others. She was later observed to be honest, humble and obedient in class and that she would not act unjustly towards others. Honesty, humbleness and obedience were important contributors for cooperative learning to take place.

As far as love for others is concerned, the learner was observed to give as well as receive a lot of love and friendship. As she started realising that her potential was being maximised, and began caring more for herself, she also expressed caring and compassion for others.

Leadership is one cooperative life skill that has not improved much. The learner was observed to be a good follower – still at the end of the year. If one considers the fact that the learner was at first not cooperating with anyone – not even with herself and that she gained control of herself and cooperated well with others, leadership will definitely develop with time. The fact that she went, unprepared, to read to the principal in his office is an indication of her potential as a leader.

In answering the question of whether the learner achieved growth in the realisation of her potential, the above observations indicate that it was indeed the case. Apart

from having improved tremendously in reading, the learner as a person changed because of accepting the challenges of compelling learning tasks and completing them successfully. This is a good example of a learner who believed in herself (and her potential) and did something to achieve growth in the realisation of her potential. If one considers the mega life skills that had been obtained, as well as the cooperative life skills one cannot doubt that the learner has indeed shown growth in the realisation of her potential – a process that will possibly continue for the rest of her life.

iii a *Observed mega and cooperative life skills of a learner in the control group who made average progress*

The data can be found in Appendix C:9-11.

b *Interpretation of observed mega and cooperative life skills*

1 Mega life skills

As far as self-confidence is concerned, it seems as if the learner did not feel able to do the learning tasks. The learner was not willing to take risks and did not take control of his own learning. Questions were only asked about “his work” which means instructions that he had to carry out. Motivation, which also had to come from the challenge of the learning task, was very low. The extent to which his motivation developed was only to understand his work and to complete it. The learner did not exercise control over his own learning and was waiting for instructions from the facilitator. Therefore he did not show much initiative (scored by the facilitator as 1 – below average). As the learner did not experience any rewarding outcome because of a lack of effort, he was not willing to put in any further effort. The facilitator noted that communication was a problem, but did not plan any learning tasks to overcome it or use an interpreter. She ascribed his slow progress to his abilities. At first the facilitator could not determine the learner’s perseverance and, during the course of the year it only developed into wanting to complete his work. As the learner was only following instructions and waiting for the facilitator to tell him what to do, he did not select from an array of information

what was necessary to solve the problem. Common sense and being able to make good judgments did not improve. As far as responsibility is concerned, the comment by the facilitator tells it all: *It seems as if he feels responsible towards his work, however, he has to be monitored continuously.*

The learner had placed the responsibility for learning on the shoulders of the facilitator, by waiting for her to “check” him. The result was that the learner did not work independently as he felt that the responsibility for his learning was the facilitator’s. No improvement in independence was noted. The facilitator could not determine whether the learner was peaceful or not. He appeared too passive and did not exercise control over his learning. By being passive he was not able to experience self-fulfilment and contentment. As the learning tasks did not seem to challenge this learner to overcome the obstacles, he apparently did not experience joy. The learner was not committed to care for what was around him, therefore the facilitator could not observe love – to care ultimately for himself and everything around him.

2 Cooperative life skills

The learner’s perception of others did not change much. He was not spontaneous and did not communicate much. As there was also not much communication between him and the facilitator it was difficult for her to determine how he viewed others. What she did observe indicated that cooperative life skills had not been achieved as the learner mostly worked on his own. The learner laughed when others made mistakes and was easily angered when being teased. Other learners were not viewed as unique individuals with strengths and weaknesses shared by all. It looks as if the learner mostly focused on himself.

Communication was observed to be a problem. There was also not sufficient communication between the learner and the facilitator. At the end of the year the learner was still observed as shy and not spontaneous. Sharing meaning with others was totally absent.

The learner was observed to have dealt with his feelings. Credit can be given for this growth according to the observation. He was however not spontaneous and communication was still a problem. The facilitator indicated that love for others could not be determined as there was not sufficient communication between the learner and the facilitator. Leadership was also observed not to have featured. It seems as if these competencies did not develop and that the learner was still where he started at the beginning of the year. No changes had been noted.

When trying to answer the question of whether the learner had shown growth in the realisation of his potential, the above observations indicate that most mega- and cooperative life skills had not been obtained, which indicates that metalearning had not taken place. Without metalearning, not much growth in the realisation of human potential could be reported. It should be noted however that the learning tasks in the control group did not seem to challenge the learners. It was only a stimulus response process of giving work and completing it. The teaching materials were probably also not very interesting to the learners. The result of this process was that the interaction between the facilitator and learners was limited. The learners did also not have much interaction with each other as they worked alone. The other two observations of learners in the control group indicated the same problems with regard to the learning task, materials and teaching.

iv a *Observed mega and cooperative life skills of a learner in the experimental group who made average progress*

The data can be found in Appendix C:15-20.

b *Interpretation of mega and cooperative life skills*

1 Mega life skills

At the beginning of the year the learner was not able to do the learning tasks. He was *very quiet* and never *attempted to talk* in class. He did not have confidence when reading. Through the learning tasks which involved reading, the learner

slowly realised that he was in control and that he could do it. The materials were so interesting that it motivated him to do more. As he realised that he could successfully extract meaning from the magazines, he acquired intrinsic motivation, leading to the realisation that he could control events and their outcome. The facilitator commented in this regard *that he has really achieved a great deal of success, which pushes him on for more*. He would even *encourage [the] group to work hard during group work*. He also knew that he could explore and learn more about himself. The learner's developed self-esteem and motivation could be observed by others, as he was willing to take risks and tackle unfamiliar learning tasks.

With regard to initiative, at first the learner was waiting for the facilitator to tell him what to do. Then after some time, he realised that he had to act and began asking if he could have a magazine to read. This also showed that he was more interested in reading. He also started taking initiative to do other chores in the classroom without having been asked. The desire to do something new and challenging after old tasks had been completed was also an indicator of his growing initiative.

The learner did not show much effort in the beginning but as he started experiencing the positive results of putting in more effort with reading and gaining stimulating information, he started taking pride in his work. He spent a lot of effort to correct mistakes and to improve. He started *pushing through* when busy with a task, and later he enjoyed it.

Initially the learner did not show much perseverance. He was easily distracted and just as easily gave up. He started concentrating better as time went by and tried *painstakingly* to read the magazine. He did not ask the facilitator to read it to him but now and then asked the meaning of words. He did not wait for the facilitator to do repetition and drill work for him, but practised a passage until he could read it fluently. Diligence could also be observed. The facilitator commented at the beginning of the year as far as common sense is concerned, that the learner *lacks it all together* and that he *tried to write with [a] pen which has no ink!* It did however improve. He *realised that effort and perseverance led to rewards and made a choice to work hard and achieve even better results*.

At first he did not take responsibility for his own learning. He had to be reminded by someone to bring his book. Improved responsibility could be noted when he took responsibility for doing chores in the classroom, such as fetching cleaning material from the store. When he came back, he exercised responsibility over his own learning by continuing his work and finishing it. Self-discipline was evident when he completed learning tasks and apart from learning tasks, he *turned out to be a very reliable scholar, sending him, especially with money, won't be regretted*, as the facilitator commented.

Independence improved from a level where he was totally dependent on others to do things on his behalf (such as sharpening his pencil), to working independently and finishing in a short time. Apart from learning tasks he would ask to go to the office to pay his school fees and went alone.

Concerning reading tasks, the learner was at first not at peace when he was reading. As his reading improved, he experienced more success and felt excited to start a new learning task from the magazine.

At first the learner found no joy in reading, but as he was experiencing more success with learning tasks (including reading) he became more joyous. With regard to love and caring ultimately for himself and everything around him is concerned an improvement could be seen, for example in the fact that at the beginning of the year he had to be reminded and helped by other learners, but as he felt more in control of his learning, experiencing success, he started helping others with homework, which in turn gave him more exposure to learning and success.

2 Cooperative life skills

The learner's view of others shifted from viewing others as persons who could help and support him to individuals to interrelate with and to serve without feeling inferior. Tolerance with mistakes of others could be observed and humbleness was also noticed.

Communication, which is necessary for cooperative learning to take place, was missing at first because the learner did not communicate in class. Later he started enjoying talking to friends around him. He started sharing information with them – even jokes. During conversations in the group he stayed involved. Through his interaction with others, he recognised the others as human beings, respected others and appreciated what he could learn from others through listening while all were sharing.

As far as dealing with feelings is concerned, he would initially rather keep quiet than talk about feelings, as he did not interact much. As he was interacting more, feelings had to be dealt with. He would not sulk, but deal with feelings right away by reacting in a reasonable way to please both parties involved to create a win-win situation.

Justice and forgiveness improved from not wanting others to fight with him, to the need for also wanting to treat others justly. When injustices were encountered, the culprit had to be brought to justice by pointing out what is right. Forgiveness followed. Honesty and obedience, which are manifestations of justice and forgiveness, were also observed.

At first the learner did not interact much with the other learners. Then he started enjoying being with them, sharing food and clothing with them, which showed caring and compassion for them.

The learner was very shy at the beginning, rather being a follower. As he acquired the mega and cooperative life skills that were already mentioned, he was starting to develop as a leader where the learners in his group began looking up to him. He had developed the skill to influence others positively, for example negotiating about homework during the week but not during holidays.

From the above observations, it can be concluded that the learner had indeed shown growth in the realisation of his potential.

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From the above observations, it can be concluded that the learner had indeed shown growth in the realisation of his potential.

- v a *Observed mega and cooperative life skills of a learner in the control group who made no progress*

The data can be found in Appendix C:12-14.

- b *Interpretation of mega- and cooperative life skills*

- 1 Mega life skills

As far as self-confidence is concerned, the learner was observed to be very quiet and not to react easily. Communication between the learner and the facilitator was described to be a problem. Almost no improvement could be observed – only that the learner was a little bit more spontaneous, but did not react out of her own. It is clear she did not feel able to do the learning tasks. She did not feel that she was in control of her own learning, contributing to her poor self-image and unwillingness to take risks. She was not motivated to do more than what was expected of her. The facilitator doubted whether she was motivated at all. Because of a lack of communication between the learner and the facilitator, even at the end of the year the facilitator still found it difficult to observe if she was motivated. One aspect that can be questioned is whether the learning tasks were challenging enough for the learner. She did not experience success and therefore did not want to do more. By the end of the year she was observed as follows: *Still does only what is required. There seems to be no motivation.*

Her initiative did not improve either. She was observed only to do her work and less. By the end of the year, she was still only doing her work. She was waiting for others to prompt her into action. She seemed not to have been interested in what she was doing. The effectiveness of the learning task to draw the learner's interest in this regard is questioned. During the whole year the learner was not observed to make any effort to participate in class activities. There was no improvement. There was no effort to grow in the realisation of her potential and she had not experienced how rewarding the outcome of hard work could be.

meaning could not be shared with others. There was not sufficient interaction to determine how the learner dealt with feelings in the group. The facilitator could not determine justice and forgiveness, as there was not sufficient interaction and even by the end of the year did not know her well enough. As the previous competencies had not been obtained by the learner, she could not develop into a leader. By the end of the year she was still a follower, waiting for others to act on her behalf.

The question that inevitably comes to mind at this stage is whether the learner had shown growth in the realisation of her potential. The following comments can be made on the basis of the observations:

The mega- life skills, which are the consequence of metalearning, were not obtained. At the end of the year the learner was on the same level as at the beginning of the year. As cooperative learning did not take place, cooperative life skills were not obtained either. The problem of un compelling learning tasks, the material and un compelling ‘teaching’ methods (stimulus-response, according to the outside-in paradigm) were also found to exist in this case as the learner was in the control group. The findings should therefore be viewed in the light of these negative circumstances. According to the observations as measured by the observational instrument, the learner had not shown much growth in the realisation of her potential. Some credit can however be given to the fact that, in spite of these circumstances, the learner did however manage to show a slight improvement in reading speed, according to the quantitative data that are discussed later.

vi a *Observed mega and cooperative life skills of a learner in the experimental group who made no progress*

The data can be found in Appendix c:21-26.

b *Interpretation of observed mega and cooperative life skills*

This particular learner did not show any improvement on the quantitative measure of the literacy test, as he almost scored full marks at the beginning of the year and then scored the same at the end of the year – therefore no progress was shown on

that specific test. The One Minute Reading Test did however show gains in reading speed. From the first day it was observed that this learner was academically far ahead of the other learners. It is interesting to see how the learner showed growth in the realisation of his potential, even though it seemed as if he *already knew everything* when he came to the school on the first day in January (a comment made by the facilitator).

1 Mega life skills

The fact that the learner was the only one who understood and spoke English very well, made him feel confident and in control. The facilitator did not want these skills to be unused and decided to assign the task of being the English/Sotho interpreter to him. The learner was observed to have a good self-image without being arrogant. He felt confident to take on learning tasks with greater challenges, which he asked for. He automatically took the lead in class from the first day, without being boastful.

From the start he was motivated to complete learning tasks as well as he could, but constantly he set more challenging goals for himself. He wanted to do more and asked for more work and even homework. He set his own pace – far ahead of the others, and maintained it. Intrinsic motivation was present and the learning tasks motivated him to do more and better.

Initiative, which manifested in energy, interest and activity, could easily be observed, but it was not something that lay dormant, but was looking for an opportunity to act each day, such as the following examples: he always took initiative to give explanations to the class when being asked. He assigned the task of opening the windows in the mornings to himself. He also handed out the magazines. If someone was in need of help, he would give assistance, such as showing a learner the way to the office. When the facilitator was once called to the office, the learner would take a magazine and decide without being asked, to read an article to the class. The link between initiative and planning and organising could clearly be observed in the way that the learner compiled his own word-list according to his own reading-learning task. When he came across parts

that were too difficult, he took initiative to leave it and obtain the necessary information from another source, go back and complete it. Effort, which was one of the driving forces through which his potential was constantly being realised, could be observed. He was constantly challenging himself to do more. He wanted to do more because he had tasted the rewards of harder work. He had made a choice that the magazines would, apart from the learning tasks, serve the purpose of broadening his perspective about the world and that they would be used to extend his general knowledge. He read as many articles as he could and then went to the facilitator and told her what he had read.

As the learner knew that he was in control of his learning, he also knew that no one else was going to make sure that the goals that he had set for himself would be reached. The learner knew the rewards of completing challenging learning tasks and therefore continued working until each goal was reached. He was not distracted from his work - even the temptation of sitting in the sun because the physical training teacher was absent - or having the opportunity to walk around, as the facilitator wanted to send a learner to the office to fetch something, were not given in to. He would rather stay involved with the learning task and complete it. The learner's development of common sense did not only benefit himself, but also those around him. He had made the discovery that it is strange that words with the same written letter such as "a" in man and master do not have the same sound. The matter was discussed with the facilitator who provided information. The rest of the class could then benefit by the sharing of the information, which started with the learner who showed common sense. The learner would also uncover the projector and do what needed to be done, such as keeping the stack of books from falling over. The facilitator used the learner's common sense when facilitating group work in different groups.

The learner took responsibility for his own learning and wanted to prepare himself for his future. He took responsibility to work even harder for greater success. He also took responsibility for the whole group now and then, by opening the classroom, handing out the books and getting everything ready so that when the facilitator arrived, everything was ready for the work to continue. He did not wait

for someone to teach him study methods. He would take his scribbler and make diagrams with added detail without anyone's help. The learner's work was characterised by being thorough and he was observed to be consistent, dependable, punctual and reliable – characteristics of a responsible learner.

The learner easily worked on his own because he relied on himself to do his work. His independence could also be observed in the fact that he tended to go to the library on his own. He was indeed independent to maximise his own potential. As far as peacefulness is concerned, he had come to know himself and was in control of his destiny, therefore he was at peace with himself. He was in touch with his inner potential. The facilitator observed that he looked very secure and that because of his progress and success, he was at peace with himself. He was well adjusted and content with circumstances in class. His positive outlook in life was strengthened through reading.

As the learner had experienced the completion of challenging learning tasks and the rewards, he felt joyful. The joy that flowed from him could easily be noticed by others. Group work also brought joy to him – accepting a challenge, conquering the obstacle and finishing first. The facilitator's reaction to his success increased his joy.

The learner was constantly growing in the realisation of his potential and was experiencing the joy thereof, but he was not selfish in wanting to keep it to himself. He also wanted others to grow in the realisation of their potential. This is evident in the fact that he respected everything around him and was always willing to help others in need showing a lot of patience in the process. Because of his attitude towards others (respect and caring) he attracted many others to him, who became his friends. With regard to caring for things around him he liked the class to be clean and neat. Out of his own he would observe the surroundings, fetch the duster and start dusting. He would sweep the floor and even the verandah in front of the class. This learner was indeed an example to the others of how one can grow in the realisation of one's potential.

2 Cooperative life skills

The learner viewed others as fellow human beings with the same feelings as himself. He viewed them as humans who also have needs and who have to be supported. He had indeed witnessed how others can improve when they are supported. He was tolerant with the mistakes of others and realised that he was more privileged than others and he was grateful for that. The facilitator admired the quality of his humbleness towards others. Even though he was by far the best learner in the class, he was always willing to assist others. He realised that he could not fulfil his purpose without others.

The way in which he communicated with others was quite natural. He shared information with other learners, but it was never done to impress them. He recognised the other learners for whom they were, respected them and appreciated that they could all learn from each other.

Regarding dealing with feelings he realised what the consequences of negatively reacting to feelings could be, therefore he tried as far as possible always to act respectfully. Because he could take control of his own feelings, other learners noticed it and came to him to help them stop fighting. He would point out to them that one should for example not fight over a pencil. Even when others tried to take advantage of his kind-heartedness, he would not act negatively. This learner was indeed not a victim of his feelings.

Concerning justice and forgiveness the learner wanted to be treated respectfully and treated others in the same way. When learners had been fighting, he wanted them to shake hands after the fight. He had become such a role model that they would say: *Ask Matibisi. He would tell the truth.* The learner was also generous. He shared his snacks with others when they went on a trip to the zoo and had already spent all their money. His love for others was evident in the fact that he expressed his care by always reaching out to others and helping them. He would also encourage others. Because the other learners saw the love for others in his character, with all its good qualities, the facilitator observed that they adored him.

From the first day this learner was the leader of the class – he had appointed himself. Slowly he became the role model of the other learners. His leadership skills were developed from day to day (by himself) as he accepted challenges. To the facilitator’s amazement he started counting all the learners at the zoo before they departed, making sure that no one had got lost. He would always keep an eye on the learners in class, so that he was the one who knew which learners had been absent during the week. He would then also inform the facilitator.

When one considers the question of whether the learner had grown in the realisation of his potential, the answer is definitely in the affirmative. Even though the learner had started with a huge lead above the other learners, his potential was not left to stagnate. It seems as if he had taken every opportunity as a challenge to grow in the realisation of his potential. The learner obtained all the mega life skills, which were indicators that metalearning had taken place. The challenging nature of the learning tasks, that made use of magazines to compel the learner even further, was a huge contributor to the whole process of achieving growth in the realisation of human potential. Through cooperative learning all the cooperative life skills were obtained, benefiting the other learners who interacted with him. This learner is indeed a good example of a person who has achieved growth in the realisation of his potential and will probably continue doing it, as a lifelong process.

When one compares the observations of the learners in the control group with that of the experimental group, the difference is very obvious. The learners in the experimental group showed more growth in the realisation of their potential, as the mega and cooperative life skills indicate, while the control group, with its lack of communication, interaction and compelling learning tasks, did not show the same progress. The data that follow will support this statement.

Where the progress in the two groups regarding mega and cooperative life skills has been discussed the rest of the qualitative data will be presented: firstly an

analysis of the learner interviews followed by interviews with the facilitators and lastly an interpretation of the diary of the facilitator of the experimental group.

6.6.1.3 Methodology of data analysis and interpretation: learner interviews

As already mentioned, six learners were selected for the interviews. For the selection purposes the quantitative results of the literacy test in January were used. Two learners with low scores, two learners with average scores and two with above average scores were selected. Three learners were in the experimental group and three in the control group. The purpose of the interviews was to determine whether the learners would acquire cooperative and mega life skills during the course of the year. Interviews were conducted at the beginning and at the end of the year.

The method of data analysis used the Huberman and Miles approach (De Vos, 1998:340) as a guideline. The process of data analysis consisted of three linked sub-processes: data reduction, data display and conclusion drawing or verification.

During the process of data reduction, the interviews that had been written word-for-word, after they had been tape-recorded, were coded according to the specific life skill about which they gave more information. Thereafter, during the process of data display, it was organised according to the specific categories, to enable the researcher to think about its meanings. During the process of conclusion drawing or verification, the researcher made interpretations from the displayed data. These three processes were followed at the beginning and end of the year. At the end of the year the interpretations of the two sets of data were compared to each other to determine whether there was any improvement or not.

In the next section the interviews with the learners, and their interpretations are presented.

6.6.1.4 Presentation of data and interpretations: learner interviews

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

i Above average learner, experimental group

a Interview, January 1998

Question 1:

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

Answer:

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

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

Answer:

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

Question 2:

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

a How would you feel and

b What would you do?

Answer:

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

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

Question 3:

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

Answer:

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

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

Answer:

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

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

Answer:

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

Question 4:

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

- a How do you feel and

- b What do you do?

Answer:

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

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

b Interpretation, January 1998

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

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

c Interview, November 1998

Question 1:

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

Answer:

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

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

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

Answer:

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

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

Question 2:

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

How would you feel and

What would you do?

Answer:

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

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

Question 3:

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

Answer:

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

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

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

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

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

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

Answer:

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

Question 4:

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

- a How do you feel and

- b What do you do?

Answer:

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

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

d Interpretation, November 1998

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

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

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

ii Above average learner, control group

a Interview, January 1998

Question 1:

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

Answer:

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

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

Answer:

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

Question 2:

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

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

Answer:

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

Question 3:

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

Answer:

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

Answer:

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

Answer:

She feels good, because the work is finished.

Question 4:

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

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

Answer:

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

b Interpretation, January 1998

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

c Interview, November 1998

Question 1:

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

Answer:

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

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

Answer:

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

Question 2:

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

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

Answer:

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

2b No response.

Question 3:

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

Answer:

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

She'll try hard to do the task.

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

Answer:

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

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

Answer:

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

Question 4:

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

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

Answer:

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

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

d Interpretation, November 1998

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

iii Average learner, experimental group

a Interview, January 1998

Question 1:

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

Answer:

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

She would just work

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

Answer:

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

She would work alone because the other people are bad.

Question 2:

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

a How would you feel and

b What would you do?

Answer:

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

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

Question 3:

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

Answer:

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

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

Answer:

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

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

Answer:

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

Question 4

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

a How would you feel and

b What would you do?

Answer:

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

b Interpretation, January 1998

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

c Interview, November 1998

Question 1:

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



Answer:

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

Answer:

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

Question 2:

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

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

Answer:

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

Question 3:

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

Answer:

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

Answer:

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

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

Question 4:

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

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

Answer:

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

d Interpretation, November 1998

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

iv Average learner, control group

a Interview, January 1998

Question 1:

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

Answer:

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

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

Answer:

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

Question 2:

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

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

Answer:

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

- b *She will leave the work*

Question 3:

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

Answer:

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

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

Answer:

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

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

Answer:

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

Question 4:

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

a How would you feel and

b What would you do?

Answer:

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

4b *She would work.*

b Interpretation, January 1998

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

c Interview, November 1998

Question 1:

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

Answer:

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

Answer:

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

Question 2:

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

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

Answer:

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

Question 3:

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

Answer:

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

Answer:

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

Answer:

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

Question 4:

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

- a How do you feel and

b What do you do?

Answer:

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

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

d Interpretation, November 1998

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

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

v Weak learner, experimental group

a Interview, January 1998

Question 1:

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

Answer:

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

Answer:

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

Question 2:

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

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

Answer:

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

Question 3:

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

Answer:

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

Answer:

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

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

Answer:

- 3c *She feels tired*

Question 4:

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

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

Answer:

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

b Interpretation, January 1998

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

c Interview, November 1998

Question 1:

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

Answer:

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

Answer:

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

Question 2:

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

Answer:

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

Question 3:

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

Answer:

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

Answer:

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

Question 4:

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

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

Answer:

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

d Interpretation, November 1998

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

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

vi Weak learner, control group

a Interview, January 1998

Question 1:

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

Answer:

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

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

Answer:

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

Question 2:

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

a How would you feel and

b What would you do?

Answer:

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

2b *He would rest*

Question 3:

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

Answer:

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

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

Answer:

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

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

Answer:

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

Question 4:

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

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

Answer:

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

b Interpretation, January 1998

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

c Interview, November 1998

Question 1:

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



Answer:

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

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

Answer:

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

Question 2:

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

a How would you feel and

b What would you do?

Answer:

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

2b *He will just remain working*

Question 3:

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

Answer:

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

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

Answer:

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

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

Answer:

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

Question 4:

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

a How do you feel and

b What do you do?

Answer:

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

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

d Interpretation, November 1998

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

vii Conclusion about the interviews

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

6.6.1.5 Method of data analysis and interpretation: Interviews with facilitators

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

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

a Data reduction

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

b Data display

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

c Conclusion drawing and verification

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

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

6.6.1.6 Presentation of data and interpretation: facilitator interviews

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

Question asked by researcher:

Could you please explain the situation in your class?

Answer:

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

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

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

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

Question asked by researcher:

Did the situation change?

Answer:

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

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

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

Question asked by researcher:

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

Answer:

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

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

Question asked by researcher:

What do you think of the themes in the programme?

Answer:

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

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

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

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

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

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

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

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

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

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

Other discoveries that I made were:

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

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

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

Question asked by researcher:

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

Answer:

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

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

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

Interpretation

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

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

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

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

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

Interpretation

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

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

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

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

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

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

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

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

Interpretation

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

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

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

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

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

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

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

Question asked by researcher:

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

Answer:

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

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

Question asked by the researcher:

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

Answer:

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

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

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

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

Question asked by the researcher:

What is your opinion about the use of magazines?

Answer:

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

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

Interpretation

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

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

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

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

Question asked by the researcher:

Could you please explain the situation in your class?

Answer:

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

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

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

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

Question asked by the researcher:

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

Answer:

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

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

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

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

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

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

Interpretation

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

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

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

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

Question asked by the researcher:

Answer:

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

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

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

Interpretation

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

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

Question asked by the researcher:

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

Answer:

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

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

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

Interpretation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Observations about the learners

Date: 28/1/98

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

Date: 2/02/98

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

Date: 3/2/98

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

Date: 4/2/98

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

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

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

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

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

Interpretation (28/1/ - 4/2)

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

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

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

Date: 6/2/98

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

May I go to the toilet?

May I go and drink water?

May I have toilet paper?

Sit down! Stand up! Say together!

Again! Be quiet! Open your books!

Close your book! Read! Forward the books!

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

Date: 9/2/98

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

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

Date: 10/2/98

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

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

Interpretation (6/2 - 10/2)

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

Date: 11/2/98

Personal Hygiene

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

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

Interpretation (11/2/98)

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

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

Spitting (no dates were provided for the following entries)

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

Interpretation

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

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

Bullying

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

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

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

Interpretation

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

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

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

Personal Hygiene

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

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

Interpretation

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

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

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

Intimidation

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

Coughing and yawning

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

Interpretation

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

Eating habits

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

Interpretation

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

Toilet use

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

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

Interpretation

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

Nature conservation

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

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

Interpretation

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

Punctuality

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

Interpretation

Responsibility as mega life skill was addressed implicitly.

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

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

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

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

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

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

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

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

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

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



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

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

Loudness

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

Bad Language

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

Honesty

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

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

Laziness

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

Speech disabilities

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

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

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

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

Gardening

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

Interpretation

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

Excursion to Edgars Store

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

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

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

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

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

Interpretation

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

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

Vandalism

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

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

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

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

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

Interpretation

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

Shopping in a supermarket in Nylstroom

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

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

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

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

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

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

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

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

Interpretation

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

Handing out of reports and saying goodbye

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

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

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

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

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

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

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

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

Interpretation

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

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

6.6.1.10 Concluding comments about the facilitator's diary

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

6.6.1.11 Findings and remarks about the qualitative research

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

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

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

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

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

6.6.2 QUANTITATIVE RESEARCH: DATA ANALYSIS AND INTERPRETATION

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

6.6.2.1 Empirical Study

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

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

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

i *Aim of the study*

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

ii *Methodology*

a Method of sampling

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

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

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

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

b Procedure

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

The pre-tests that were used were the following:

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

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

c Learning programme of the control group

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

d Learning programme of the experimental group

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

iii *Results*

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

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

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

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

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

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

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

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

96 months
120 months

Experimental Group - 1 Minute Reading Test: Average Cumulative Improvement

23.46 months

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

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

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

8.8
9.2

Control Group - 1 Minute Reading Test: Average Cumulative Improvement

4.69 months

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

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

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

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

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

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

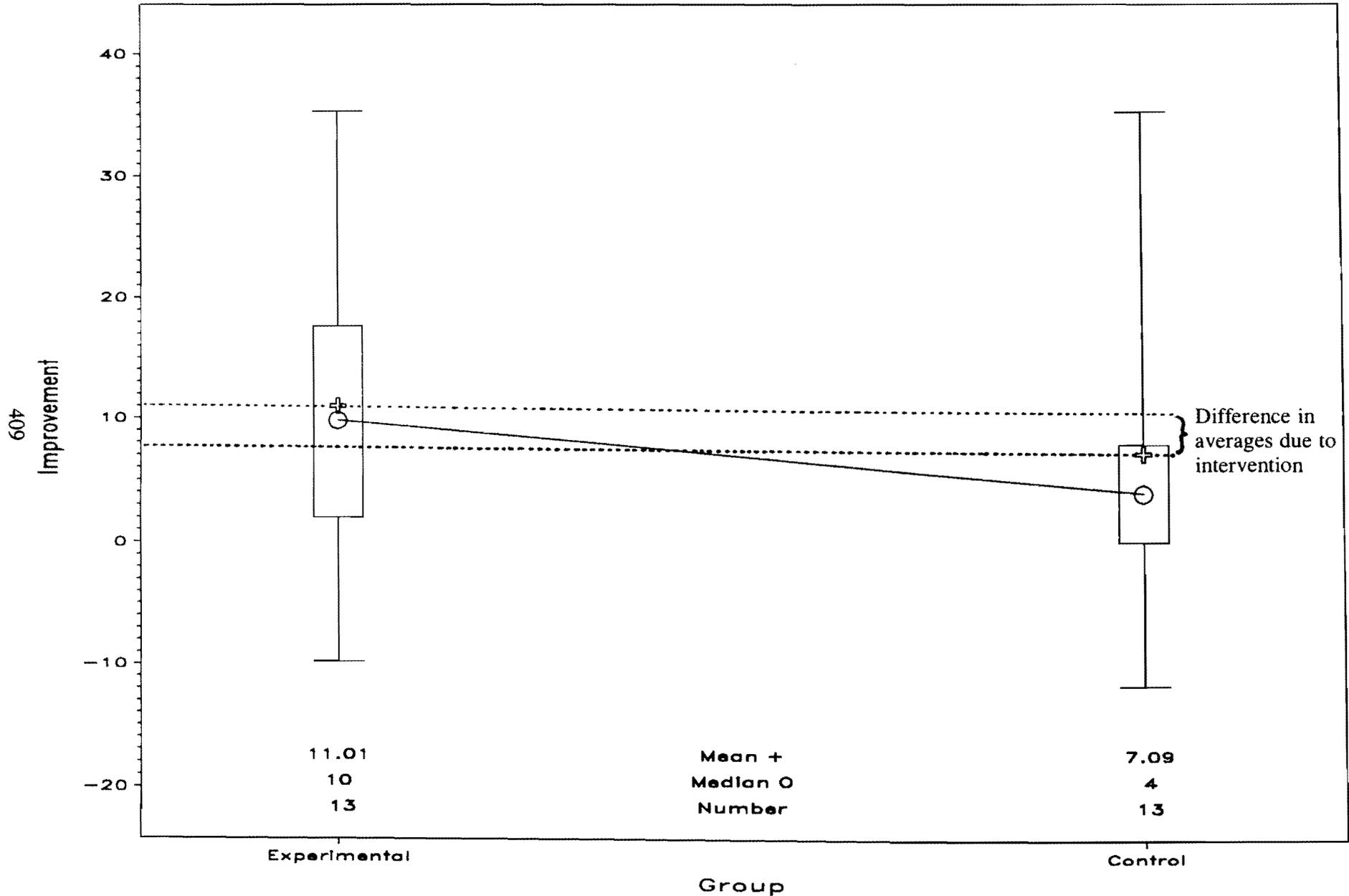
Important information obtained from table 6.4 and 6.5 is the following:

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

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

TABLE 6.8

Variance of Improvement in Literacy for each Group



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

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

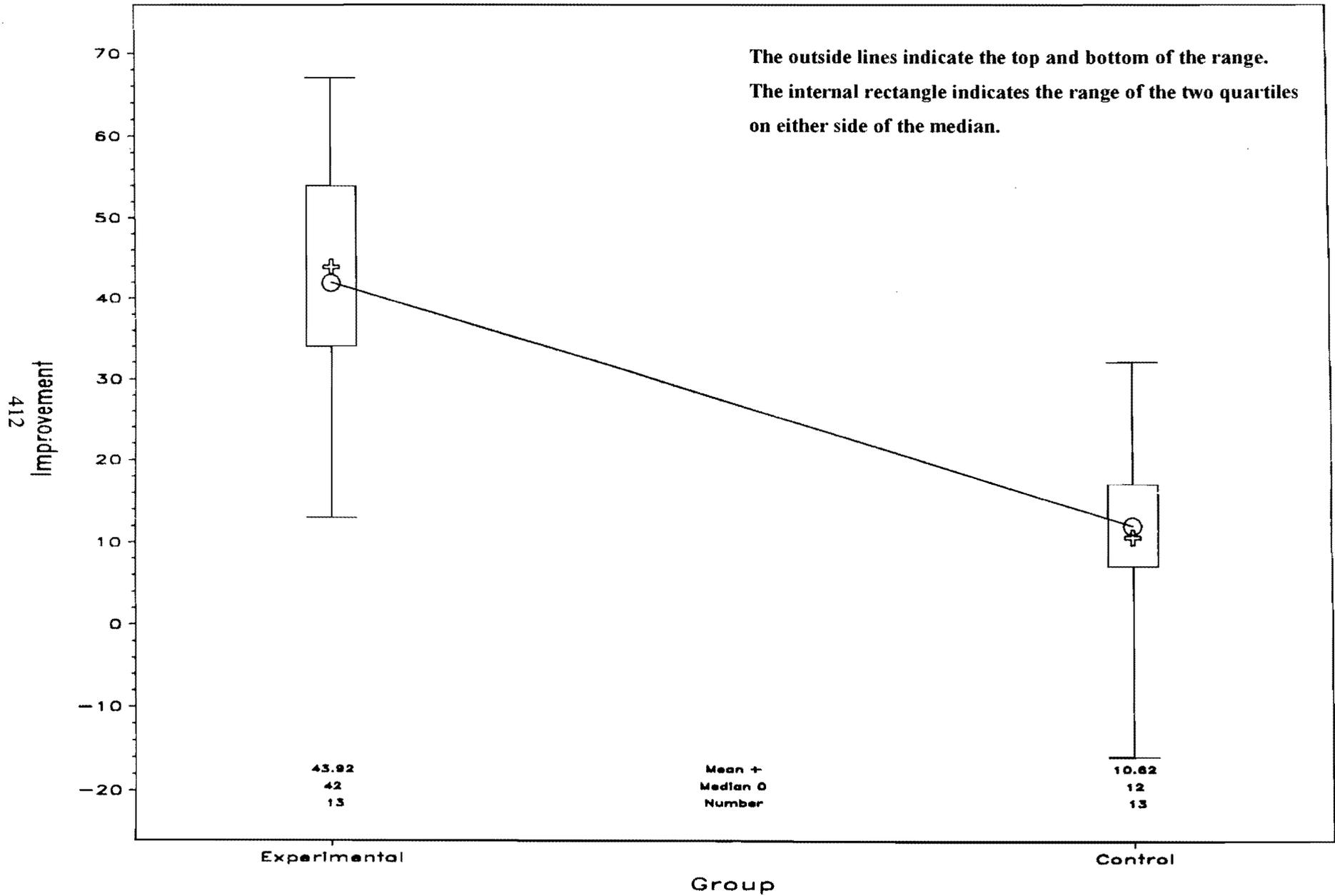
Important information that is provided by Table 6.6 and 6.7 is the following:

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

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

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

TABLE 6.9
Variance of Improvement in Reading for each Group



6.6.2.2 Findings and remarks about the quantitative research

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

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

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

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

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

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

6.7 CONCLUSION

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

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

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

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

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

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

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

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

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

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

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

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

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- The facilitator of the experimental group's diary.

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

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CHAPTER 7

Summary of findings, conclusions, recommendations and shortcomings of the study.

7.1 INTRODUCTION

In this chapter a brief summary of the findings from the literature and the empirical study will be presented. Thereafter an account will be given of how the problem had been addressed. The conclusions of the study will address this issue. In the next section certain recommendations are made, regarding teaching practice and future research. The shortcomings of the study are outlined thereafter. The chapter ends with a discussion of the contributions that the study has made to the theory and practice of teaching. The first aspect that will be dealt with in the next paragraphs is a summary of findings from the literature.

7.2 SUMMARY OF FINDINGS FROM THE LITERATURE

In order to present the summary of findings from the literature, it will be necessary to review the research problem. The segregation of LSEN from the mainstream has been caused by widespread problems. Two main problems are:

- Many South African learners have problems with the understanding of English as the medium of instruction.
- The misclassification of learners who do not cope with English as the medium of instruction as special education candidates.

The above problems have resulted in the need for the development of educational programmes to assist learners with the understanding of the medium of instruction (English reading) and therefore in the realisation of their potential.

In order to address the issue of the misclassification of LSEN, the system of separate special education placements was reviewed and was found to be

problematic in a number of ways. These findings are discussed in the next paragraphs.

7.2.1 PROBLEMS RELATED TO THE SYSTEM OF SEPARATE SPECIAL EDUCATION PLACEMENTS AND THE REALISATION OF THE NEED FOR CHANGE

The following problems regarding the system of separate special education placements have been identified:

- Many terms that are discriminatory such as “learners with mental handicaps” or “mentally disabled” were used to refer to LSEN.
- Many learners who could not cope with English as the medium of instruction were either misclassified as mentally retarded or dropped out of school.
- The use of IQ as categorisation instrument caused the misclassification of many learners, especially when their cultural background and home environment were not taken into consideration.
- The medical model of disability caused negative perceptions about LSEN.
- The practice of separate education settings was in many cases characterised by limited expectations of learners and brief contact with their peers.

These problems have resulted in the realisation that a new paradigm is necessary to cater for the needs of all learners, including LSEN. Inclusion is proposed as a solution to the above problems, including to cater for learners who struggle with English as the medium of instruction in the mainstream. It was found that the term inclusion can be distinguished from “mainstreaming” and “integration”, mainly because inclusion believes that the system should meet the needs of the learner, as opposed to the idea that individuals should be changed to fit into the system, which is the main connotation of the other two terms.

In order to define inclusion, it was found that definitions about inclusion should inherently accommodate the principles of the Salamanca Statement, which was signed by 92 countries at the World Conference on Special Needs Education in Spain in 1994. The principles of the conference has been summarised by Nell (1996:36) in the following way:

... every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,

... every child has unique characteristics, interests, abilities and learning needs,

... education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,

... those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs,

... regular schools with this inclusive orientation are the most effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The statement has been found to be very explicitly against discrimination, especially as far as the terminology is concerned. The use of the term LSEN instead of other discriminatory terminologies is valued. Its value lies in the fact that it proposes to meet the diverse needs of all learners in an inclusive situation. It was found that the policy of inclusion aims at catering for the needs of all learners by using a range of services. Learners who require low levels of support will be assisted in ordinary schools, while learners who require moderate support will be accommodated in full-service schools. The services of special schools will be used to cater for learners who require high-intensive educational support. The emphasis of the policy of inclusion is therefore on the inclusion of learners in an education system that meets the needs of all. Even though different facilities are used, it forms part of a system that aims at including all through accommodating diversity.

As far as support from South African legislation is concerned, it was found that the concept of inclusion does indeed have support from a number of important policy documents. These have already paved the way for the implementation of inclusion.

The above findings have focused on the problematic nature of the system of separate special education placements and the need for inclusion. The overall aim of the research, as indicated above would also involve assisting learners to understand English as the medium of instruction and therefore also to achieve growth in the realisation of human potential. The concept of maximising human potential and its relation to reading would therefore have to be investigated. The following paragraphs outline the research findings in this regard.

7.2.2 FINDINGS FROM THE LITERATURE STUDY ABOUT THE CONCEPT OF MAXIMISING HUMAN POTENTIAL AND ITS RELATION TO READING

In the section to follow the concept of maximising human potential is discussed. It should be kept in mind that maximising human potential is a theoretical term that will in theory be discussed as such. In practice however, it is referred to as growth achieved in the realisation of human potential. The term “maximising human potential” is therefore used in the paragraphs to follow as it refers to theory.

The following aspects were found to be significant concerning the process of maximizing human potential, and are described below:

- The concept of maximizing human potential
- Maximizing human potential through metalearning
- The relationship between reading and metalearning
- Sharing meaning with others through cooperative learning

7.2.2.1 The concept of maximizing human potential

Slabbert (1997:58-59) has made the very significant statement that man has been created with potential and that man’s quest in life is to maximize it. A very comprehensive definition of maximizing human potential was found to be the following definition of Slabbert (1997:60):

Maximising human potential is the process whereby the human being continually exceeds him/herself in every possible way: Expanding the senses, cultivating the mind, developing the body, exploring

consciousness, deepening relationships and serving others, through which the divine spirit is manifested.

It was found important to realize that maximizing human potential is achieved through a process of lifelong learning, which is a continuous process of change. Slabbert (1997:64) describes it as:

... the effortful process of continuously discovering our potential and fulfilling our purpose in life as long as we live.

When lifelong learning is facilitated, a challenging environment is created, whereby the learner, as Slabbert (1997:65) puts it, is compelled:

... to become engaged in a totally absorbing spontaneous learning activity, which will force the dormant potential of the unconscious into the living world of reality.

7.2.2.2 Maximising human potential through metalearning

Human potential can be maximized through a process of metalearning which has been described by Slabbert (1997:134-229). The following important findings about metalearning are very significant, as far as the research is concerned and are listed as follows:

- When the learner maximizes his/her human potential through metalearning, the learner constructs meaning and shares the constructed meaning with him/herself. A prerequisite for constructing meaning is that the learning task is compelling and creates a problem for the learner to solve. A few other requirements are that it should be new, original, creative, it has to claim complete personal involvement of the learner and it should be in real life context.
- Metalearning implies that the learner plans, executes, monitors and evaluates his/her own learning.
- Metalearning requires that the learner takes responsibility for his/her own learning.
- The metalearner needs to have a vast repertoire of learning strategies which need to be used flexibly.

- Metalearning also implies that the learner maximizes his/her multiple intelligences.
- The consequence of metalearning is the acquiring of mega life skills.

The following mega life skills have been identified by Slabbert (1997:225-227):

- Self-confidence - feeling able to do it
- Motivation - wanting to do it
- Initiative - moving into action
- Effort - willing to work hard
- Perseverance - completing what you started
- Commonsense - making good judgments
- Responsibility - doing what is right
- Independence - doing it yourself
- Peacefulness - being content
- Joy - being happy
- Love - caring ultimately for myself and everything around me

The relationship between metalearning and reading was found to be quite interesting. The most important findings are stated below.

7.2.2.3 The relationship between reading and metalearning

It was found that as indicated above, metalearning involves a continuous process of planning, executing learning strategies, monitoring and evaluation. Through this process meaning is constructed which the learner shares with him/herself. Constructed meaning is also shared with others. The end result of this process is that the learner maximizes his/her potential. Reading involves a process that is almost similar. The reader is confronted with the text that poses the problem. The skilled reader possesses a vast repertoire of reading strategies that will be implemented after having planned which strategy will best suit the text. The meaning that is reconstructed from print will be evaluated to determine whether it makes sense. The whole process is continuously monitored by the reader and revised if the desired outcome (meaning) is not reached. The reader shares the newly constructed meaning with him/herself and experiences a sense of self-

confidence and joy which indicates that metalearning is taking place and that the ultimate aim of maximizing human potential is being achieved. It was also discovered that a learner can share constructive meaning with others.

7.2.2.4 Sharing meaning with others through cooperative learning

Cooperative learning was proposed as a solution to the problem of teaching English in large classes. Important findings about the process of cooperative learning are discussed below.

By sharing meaning with others, learners also have access to the vast resources and potential of others (Slabbert, 1997:232). The following points about the relation between cooperative learning and metalearning have been found to be significant (Slabbert, 1997:233).

- When cooperative learning takes place, small groups of learners share the meanings they have constructed with each other.
- The pre-requisite for cooperative learning is that each learner should have constructed meaning to share. In this way learners cooperate to learn through the sharing of meanings, in order to maximize their potential.
- When cooperative learning is successful, cooperative life skills are achieved. The following cooperative life skills are indicators that cooperative learning has taken place and that the process of maximizing human potential is unfolding (Slabbert, 1997:239-242):
 - Democratisation and humanization - How do I see you?
 - Communication - How do I interact with you?
 - Dealing with feelings - How do I react to you?
 - Justice and forgiveness - How do I want you to react to me?
 - Love - How do I ultimately care for you?
 - Leadership - How effectively can I lead you to maximize your potential?

Paired reading which is a form of cooperative learning, was proposed to be a successful way of maximizing human potential as it possesses all the components that are necessary for metalearning to take place. Through cooperative paired

reading all the mega life skills and cooperative life skills, which are indicators that maximizing human potential is taking place, can be obtained.

From the above findings it has become clear that learners can achieve growth in the realisation of their human potential through cooperative paired reading. It was however necessary to conduct a qualitative literature study through grounded theory methodology about the research background to reading.

7.2.3 FINDINGS FROM THE RESEARCH BACKGROUND TO READING

Before intervention can be planned to assist learners with the understanding of the medium of instruction and therefore also with growth in the realisation of human potential, it was found that persons who attempt to assist learners should have knowledge about educational theory regarding teaching/learning in general that can be applied when teaching reading in English. An understanding of how English as a second language should be taught has also been found to be important. The importance of these two aspects is summarised in the next paragraphs.

7.2.3.1 EDUCATIONAL THEORY ABOUT TEACHING/LEARNING IN GENERAL THAT CAN BE APPLIED WHEN TEACHING READING IN ENGLISH

A number of aspects have been identified as important to the teacher who wants to assist learners with reading.

In the first place, the importance of teaching in an intelligence-friendly classroom was indicated. The significance of accommodating the learning styles and strategies of learners was highlighted. Action research was proposed as a means of enabling teachers to meet the diverse needs of learners. As far as the assessment of reading in an inclusive classroom is concerned, a number of suggestions were given as it was found that there is not only one way of assessing learners in inclusive classrooms.

7.2.3.2 THEORY ABOUT THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

A popular approach to the teaching of English as a second language, that has been found to be very promising, is communicative language teaching. The approach has been found very promising when considering the teaching of literacy, as it incorporates the four language skills, instead of attempting to teach them in isolation. Knowledge about communicative language teaching is therefore necessary for teachers who attempt to teach a language or assist learners with reading. Teachers should also have a thorough understanding of what the process of reading involves. It was therefore necessary to clarify the concept of reading.

7.2.3.3 THE CLARIFICATION OF THE CONCEPT READING

The clarification of the concept of reading has revealed that it can be described in terms of the following 19 essential elements, as proposed by Kriegler (1990:64-93).

Reading is:

- An intentional act
- An act in totality
- A language act
- The reconstruction of meaning
- Language awareness and knowledge
- To think
- To know what reading is
- Anticipation
- To remember
- Flexible strategy use
- Self-monitoring
- Self-evaluation
- To practice

- ❑ Enjoyable and interesting
- ❑ Comprehension
- ❑ Appreciation
- ❑ Self-confirmation in conversation with reality
- ❑ Multi-sensoric integration
- ❑ Paying attention

The literature study has also revealed that reading can be taught according to different approaches. Two main approaches were identified: Bottom-up and top-down approaches.

7.2.3.4 APPROACHES TO THE TEACHING OF READING

Bottom-up approaches such as the phonics-based approach and the look-and say approach mainly focus on specific sounds in a word or remembering the shape of the word as it is associated to the sound of the word.

Top-down approaches, such as the whole language approach, eclectic approaches, the psycholinguistic model and interactive reading models place more emphasis on the context of the text or story. Enjoyment and an understanding of the text are also important. Even though these approaches are known as top-down approaches, room is made for the incorporation of bottom-up strategies where necessary. According to interactive reading models, both bottom-up and top-down approaches should be used when teaching reading.

7.2.3.5 THE RELATION BETWEEN THE DIFFERENT APPROACHES TO TEACH READING AND MAXIMISING HUMAN POTENTIAL IN INCLUSIVE EDUCATION SETTINGS

As far as the relation to the different approaches to teach reading and maximising human potential is concerned, it was found that approaches that accommodate both

bottom-up and top-down strategies to teach reading will have more success than only bottom-up or top-down strategies. The whole language approach, for example, that includes reading to the learner and shared/paired reading, which leads to independent reading, incorporates the phases of continuous planning, executing of reading strategies, monitoring and evaluation. These phases should be present when the ultimate aim of reading is pursued, namely the reconstruction of meaning. For inclusive education settings, where learners read on different levels, a combination of bottom-up and top-down procedures was proposed.

Paired reading was found to comply with these requirements. It also accommodates the phases of planning, executing, monitoring and evaluation that are present in metalearning.

The literature revealed a number of variations of paired reading. The paired reading procedure of Young and Tyre (1983) was selected as the method for the reading programme on the grounds of a number of reasons that were listed. Paired reading was also found to be effective by various researchers.

7.3 A MODEL FOR A COOPERATIVE PAIRED READING PROGRAMME TO ASSIST LEARNERS IN INCLUSIVE EDUCATION SETTINGS AND HOW IT CAN BE USED

In order to meet the needs of learners with different reading levels (including LSEN) a cooperative paired reading programme was developed. The programme serves as a model and accommodates two important aspects. The first is that it can be used in inclusive education settings, where learners have different competencies in reading. In the second place, it aims at assisting learners in the understanding of English as the medium of instruction, and therefore also in maximising their human potential. Through the method of cooperative paired reading, the programme aims at the acquiring of mega- and cooperative life skills, which are the consequences of metalearning and cooperative learning. The acquiring of these

skills and improved reading are indicators of growth in the realisation of human potential.

Before the introduction of paired reading, foundation skills and behaviours that are important for later reading success have been discussed. The three phases of paired reading (pre- reading, reading together and reading alone) have been outlined in detail in the programme, with suggested activities that can be focused on during each phase. Each phase and activity has practically been illustrated through the use of materials from DRUM and TRUE LOVE. The 19 essential elements of what reading involves have inherently been incorporated in the programme. The programme has also attempted in a specific section to indicate how Outcomes Based Education can be incorporated in a cooperative paired reading programme. Important aspects that are related to the programme, such as important strategies that can be used by the teacher/tutor and catering for typical poor readers have also been outlined. As far as the selection of materials is concerned, it was mainly found that materials should be interesting, the level of difficulty should be appropriate and it should be culture sensitive.

The first part of the summary of findings has addressed findings from the literature. The second part deals with findings from the empirical study and is discussed below.

7.4 FINDINGS FROM THE EMPIRICAL STUDY

The overall aim of the research was to develop a cooperative paired reading programme to achieve growth in the realisation of the learners' human potential. In order to answer the question of to what degree the programme was successful, the effect of the programme was evaluated both quantitatively and qualitatively. The quantitative findings are discussed first, with the qualitative findings thereafter.

7.4.1 SUMMARY OF THE FINDINGS OF THE QUANTITATIVE RESEARCH

The quantitative measurements of the effect of the programme focused on competency in reading. This involved Reading Speed and Comprehension. These aspects were measured by the following measuring instruments:

- The One Minute Reading Test: measuring reading speed
- The Test of Basic Literacy in English: measuring comprehension

An experiment was planned, whereby the comparison group pre-test- post-test design was utilised. The control group was not exposed to the cooperative paired reading programme, while the experimental group followed the programme for nine months.

7.4.1.1 A Summary of the findings of the quantitative pre- and post- tests:

- The experimental group improved more in terms of reading speed (on average) than the control group. The difference in the average improvement between the two groups was found to be statistically significant.
- As far as the improvements in comprehension are concerned, the experimental group did improve more on average than the control group, but the difference in average improvements was not found large enough to state that it was statistically significant.

It can be concluded that as far as the quantitative assessments are concerned, the cooperative paired reading programme did lead to significant improvements in reading speed and comprehension in the experimental group, indicating growth in the realisation of human potential. The use of the process of triangulation (whereby various data- collection methods are used to increase the reliability of

the observations) requires that the quantitative data not be viewed in isolation, but that it should be kept in mind when using other data- collection methods. In the next section a summary of the findings of the qualitative research will be discussed.

7.4.2 SUMMARY OF FINDINGS OF THE QUALITATIVE RESEARCH

The following qualitative data- collection methods were used:

- ❑ Interviews with three learners from both the experimental and control group to determine whether mega- and cooperative life skills had been acquired.
- ❑ The facilitator of the experimental group's diary.
- ❑ The observational instrument measuring acquired mega- and cooperative life skills, with regard to reading.
- ❑ Interviews with the facilitators of both groups.

The interviews with the learners indicated that the experimental and control groups had shown improvements as far as the acquiring of mega- and cooperative life skills are concerned, but that the improvements in the control group were far less than that of the experimental group. The observational instrument reported the same findings. The interviews with the facilitators also indicated that the learners in the experimental group were acquiring more mega- and cooperative life skills than the learners in the control group. The facilitator's diary indicated that the interesting learning materials that were used during cooperative paired reading had stimulated the learners in such a way that incidental learning had taken place, with the acquiring of mega- and cooperative life skills as a result. The learning programme that was followed in the control group was not found to have stimulated the learners much further than "completing their work" as described by the facilitator.

In general it can be said that the experimental group, that was exposed to the cooperative paired reading programme had improved more in terms of reading speed as well as in the acquiring of mega- and cooperative life skills in general. The control group had also shown improvements, but these were not as great. It can be stated that the learners who were exposed to the programme had in general shown more growth in the realisation of their potential, than the learners in the control group.

It should however be stated that due to the small sample, the findings cannot be generalised. A further aspect that could have contributed to the success in the experimental group and needs to be mentioned, is the fact that the facilitator of the experimental group seemed to have had a more positive attitude to the teaching-learning situation than the facilitator of the control group. Owing to the research design, it is not possible to determine the particular contribution of this factor to the final differences found between the two groups.

7.5 CONCLUSIONS

In order to come to a conclusion of the study, it will be necessary to briefly review the problem. The exclusion of LSEN from the mainstream has been caused by widespread problems. Two main problems are:

- Many South African learners have problems with the understanding of English as the medium of instruction.
- The misclassification of learners who do not cope with English as the medium of instruction as special education candidates.

The above problems have resulted in the need for the development of educational programmes to assist learners with the understanding of the medium of English as the medium of instruction and therefore also in the realisation of their human potential.

The problem was addressed by developing a course that would address both aspects. In the first place, inclusion was proposed as a solution to the problematic nature of misclassification and exclusion. The course was therefore developed for learners in inclusive education settings. In order to address the second aspect of the problem, the programme that was developed aims at achieving growth in the realisation of human potential through addressing the skill of reading. In order to develop the course, educational theory about inclusion and the process of maximising human potential therefore had to be integrated with research about teaching reading.

The cooperative paired reading programme that was developed successfully contributed to improvements in the experimental group's reading ability and their acquiring of mega- and cooperative life skills (as indicators of growth in the realisation of human potential). This finding is supported by theory and results of the empirical study.

7.6 RECOMMENDATIONS

- The main recommendation is the wider use of paired reading as described in the model. The problem of learners not coping with English as the medium of instruction should not be addressed by removing them from the mainstream, but by meeting the individual needs of these learners in the classroom through the implementation of programmes such as the cooperative paired reading programme. Teachers should be trained to assist learners who struggle with English
- The policy of inclusive education should be implemented. It is however of the utmost importance that “inclusion” should not become a passport to “dump” LSEN in the mainstream without the guarantee of proper teacher training and support. In the second place it should be realised that certain groups of LSEN, such as blind, deaf and severely mentally retarded learners still require highly skilled assistance through the use of advanced technology, that can at the

moment, in a South African context mostly be provided in separate facilities. All attempts possible should however be made to convey the message that these persons are a part of the community and are valued as such.

- The following points should be kept in mind when considering the implementation of inclusion:

7.6.1 SENSITISING THE COMMUNITY

In order to implement any programme aimed at inclusion, the community needs to be sensitised about the issue of inclusion. Discriminating attitudes and perceptions about the “disabled” and LSEN need to be changed. Terminologies which are discriminatory and stigmatise individuals should be pointed out and the preference of using non-discriminatory terms should be indicated. The new paradigm of inclusion, which takes the place of segregation, should be brought to the attention of the wider community by means of advocacy campaigns from the provincial departments of education. The release of the White Paper on inclusion will ensure uniform policy in this regard.

The community should also be persuaded to make available all possible resources to promote programmes aimed at assisting LSEN. The community can be of valuable assistance by forming partnerships with parents of specific schools regarding the provision of resources such as magazines, as well as by assisting to make school buildings barrier free to all learners (keeping in mind the exceptions mentioned previously).

7.6.2 SENSITISING NON GOVERNMENTAL ORGANIZATIONS

Non Governmental Organizations should be made aware of the policy of inclusion and should be approached to provide support for the implementation of programmes for learners in inclusive education settings. Materials, such as magazines and newspapers which are discarded in their millions every year, may be channelled to schools so as to be used as materials to assist in improving reading.

Non Governmental Organizations should also be approached to help, after school, with transitional planning for learners with special educational needs. Many learners who were previously doomed to be unemployed will have better prospects of being employed through better coordination between NGO's and schools.

7.6.3 SENSITISING PSYCHOLOGISTS AND THERAPISTS WORKING WITH CHILDREN

It is of paramount importance that these professionals should be very knowledgeable about the policy of inclusion and the need for the provision of programmes for assisting LSEN in inclusive education. Training of this group will be necessary in the following areas: legislation about non-discrimination and segregation of learners, non-discriminatory perspectives regarding intelligence, non-discriminatory and non-stigmatising uses of IQ test results, the theory of multiple intelligences and viewing learners as individuals with potential which needs to be maximized. Psychologists and therapists should also be approached to provide assistance in the development of programmes for LSEN in inclusive settings.

7.6.4 THE ROLE OF GOVERNMENT EDUCATION DEPARTMENTS

Provincial Departments of Education should implement a uniform policy about inclusion and provide support to the districts. The role of provincial departments to promote literacy is also very important in this regard. District support centres will have to be established to provide support to the districts. The core functions of the district support centres will be the following:

- District support teams will have to be established and will have to take a leading role in the implementation of the inclusion policy in general, and the administration thereof, as well as programme implementation. These teams will have to be trained by the provincial departments.
- The district support teams will have to provide training to teachers in the implementation of learning programmes. Support will also have to be provided. The clustering of schools can be significant when support and training are provided.

- Teachers will also have to be supported by the district support teams as far as identifying problems regarding literacy in English is concerned, and implementing strategies to assist these learners.
- Existing programmes for LSEN will have to be reviewed and participation in successful programmes should be extended.
- District support teams should provide continuous support to teachers and managers

Apart from establishing the district support teams, the Government Education Departments should raise the public awareness about inclusion, provide funding for implementing programmes, ensure that all learning centres are barrier free, as far as LSEN are concerned, and review the curricula, means of assessment and quality assurance initiatives, as far as accommodating LSEN in the mainstream is concerned. Materials development is also the responsibility of the Department, as well as the distribution of the resources. The review of teacher learner ratio's, for inclusion to be successful, is also a serious matter that will have to be attended to by the Department, as well as providing the necessary support in the form of teachers.

Higher education training institutions should accommodate the policy of inclusion in their training and develop programmes for inclusive settings. Students of education faculties should be trained to implement these programmes.

7.6.5 TEACHER IN-SERVICE-TRAINING WITH REGARD TO THE POLICY OF INCLUSION

Teachers will have to be trained to fully understand the policy of inclusion. South African legislation should also be reviewed in order to realize the compulsory nature of the inclusion policy. Teachers should realize why it was necessary to move away from the medical/clinical model of disability to the policy of inclusion. The negative consequences of exclusion can be highlighted. It will be absolutely essential that the attitude of teachers towards LSEN should change. They should

also realize that it has now become their task to cater for all learners. Terminologies which have been found not favourable for further use, such as “handicapped” learners, should be brought to their attention and suitable alternatives should be supplied.

Teachers should be taught how to accommodate diversity in the classroom. It should be pointed out that learners have different learning styles and learning strategies, and therefore teachers will have to vary their teaching styles in order to accommodate all learners. In this regard teachers should also be trained to meet the needs of learners with different competency levels in English. Teachers should also be trained to address problems related to the use of English as the medium of instruction. In-service-training should also be provided to assist teachers to become more proficient in the use of English.

An issue that has to be dealt with as a matter of great urgency is teachers’ perceptions regarding IQ and intelligence testing. It should be realized that it is not desirable to segregate learners from the mainstream only on the grounds of low IQ scores. Teachers should understand what is implied by the term “intelligence” and that it includes multiple intelligences. The development of these multiple intelligences should be facilitated by teachers. Training in life skills education will be necessary and teachers should be made aware of how human potential can be realised.

Teachers of the general education system should be prepared to cooperate with special education teachers to share in their respective fields of expertise. Special Education Needs coordinators (SEN-coordinators) will have to be identified for making initial contact with these teachers.

Other aspects in the school that will have to be reconstructed to come in line with inclusion will have to be covered during training. These aspects are the following: the school policy, school development, curriculum development, human resource utilization and development, technical and other support services, creating an inclusive school culture and leadership management. At this stage these issues are only mentioned and will not be discussed in further detail.

Apart from recommendations about the implementation of inclusion, a few recommendations about future research have been proposed. These are discussed in the next paragraphs.

7.7 FUTURE RESEARCH

- Research will have to be conducted by interdisciplinary teams in order to determine ways of best accommodating learners with diverse special needs in inclusive education in a South African context. Researchers from the fields of psychology, speech therapy, occupational therapy and others will have to define their respective supportive roles.
- Ways of best changing the attitudes of teachers about learners with special educational needs will have to be researched.
- Resources that are cheap and easy to use will have to be researched, as resources are not always provided by the Department.
- The development of programmes for all learners (including LSEN) should aim at achieving growth in the realisation of their potential. Cooperative learning and metalearning that are vehicles to bring about the acquiring of mega- and cooperative life skills (indicators of the realisation of human potential) should be integrated in other programmes for other learning areas. The development of such programmes should be researched.
- Problems associated with the use of English as the medium of instruction in schools where English is not the learners' first language should be identified. Future research should also focus on the planning and implementation of programmes to address these problems in such schools.

7.8 SHORTCOMINGS OF THE STUDY

The following shortcomings of the study are reported:

- Constraints related to time were experienced. Owing to organizational factors in the school and the school calendar, the programme could only be implemented for nine months. If the programme could have been implemented for a longer period, it is believed that even better results would have been achieved.
- Owing to the fact that most of the learners were staying in hostels, parental support was virtually non-existent. If the support of parents, to assist with paired reading for a few minutes each day were available, it is believed that better results would have been achieved.
- The lack of similar studies (maximising human potential and improving reading in inclusive education settings) in South Africa made it difficult for the researcher to draw from the research of others which always has the possibility of leading to ways of improving the research results. However, it is believed that with Government having taken the first steps towards inclusion, the number of studies will increase in the near future.
- The experimental design which consisted of an experimental group and a control group that were different regarding their reading proficiency and age, made it difficult to statistically compare the improvements of the two groups. An experiment with groups that are more similar would be more comparable. Due to the small size of the sample of the empirical study, the findings cannot be generalized. It is however believed that the ideographic nature of the research has provided future researchers with an example of how growth can be achieved in the realisation of human potential of learners in inclusive education settings.
- It is believed that the positive attitude of the teacher of the experimental group could have contributed to the success in the experimental group and no measures were used to quantify teacher attitudes and abilities.

7.9 EPILOGUE

A new synthesis of various aspects that are addressed by the study has led to contributions in a number of areas that are discussed below.

□ **THEORY BUILDING: EDUCATIONAL THEORY**

A contribution has been made to the building of educational theory in various areas. Through the utilisation of grounded theory methodology in the form of a qualitative literature study, the problematic consequences of exclusionary special educational placements and the need for the implementation of inclusion were realised. The policy of exclusion therefore needs to be replaced by inclusion. An account is given of the origins of inclusion overseas and how far the process of implementation is in South Africa.

Theory about the process of how human potential can be maximised has been generated. This theory can be applied in other situations in education.

A contribution was made as far as the research background to reading is concerned, by constructing theory that indicates that paired reading is a viable means of assisting LSEN in inclusive education settings.

Theories of the above aspects were integrated to build new theory. Theory of maximising human potential through meta- and cooperative learning was integrated with educational theory about inclusive education and theory about teaching reading, which led to the construction of new educational theory.

□ **EDUCATIONAL PRACTICE**

- A contribution is made to educational practice by developing a reading approach that is simple and holistic. It embodies the theory that had been generated. A cooperative paired reading programme was developed that aims to achieve growth in the realisation of human potential of LSEN. The growth includes improvements in

reading speed and comprehension, as well as acquiring mega- and cooperative life skills.

- The value of the use of culture sensitive materials such as DRUM to improve reading has been demonstrated.
- The programme that was developed has demonstrated how inclusion can be implemented and be successful as far as teaching reading is concerned. A practical demonstration of how Outcomes Based Education can be accommodated in the reading programme has shown that the programme can be used where Outcomes Based Education is practised.
- The programme has indicated how reading can be improved through a cost effective means where the competency levels of learners differ.
- The programme can be useful to persons such as teachers, remedial teachers, educational psychologists and parents.

□ **THE DEVELOPMENT OF RESEARCH METHODOLOGY**

The research demonstrates that action research can be an effective method for the continuous monitoring of programmes for LSEN in inclusive settings. The value of utilising the process of triangulation whereby various data- collection methods are used to increase the reliability of observations was realised. Qualitative research, such as the use of diaries, interviews and observations has been found to provide a rich source of information that complemented the quantitative data. As the policy of inclusion still has to be implemented in schools, the particular research methodology utilised in the study can guide other efforts as far as implementing inclusion is concerned.

□ **POLICY FORMULATION**

In the Northern Province, fragments of many policies to classify, and exclude LSEN from the mainstream are still being adhered to. The study has indicated that illiterate learners (in English) can be taught to read and improve their reading

alongside their more fluent peers and that in such cases exclusion is not necessary. The study therefore holds a strong recommendation for changing policies that are no longer applicable. The study has given direction to the final formulation of policy in the Northern Province that will cater for the needs of all learners and protect the rights of LSEN.

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**APPENDIX A: MATERIALS FOR COOPERATIVE
PAIRED READING PROGRAMME**

Lesson 3 :

MY BODY :

Level 1	Level 2	Level 3
	hai_	
	he_	
	fin_	
	_ck	
h_nd	sh_	
		wr_
	_st	
ar_		
	b_k	
		_ow
		sto_
		belly
		b_
		kn_
	le_	
		_kle
	l_	_eel
		_s

Word bank

hand	leg	hair	finger	toes	wrist	heel	ankle
neck	chest	stomach	shoulder	toot	knee	elbow	arm
head	back	belly button					

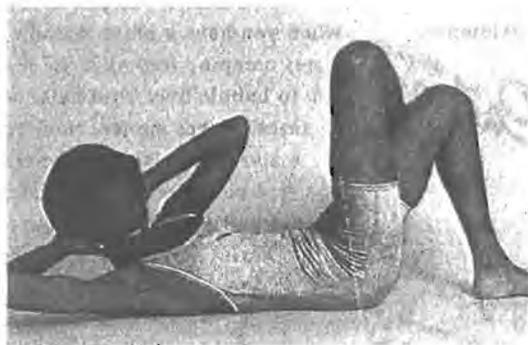
TRUE LOVE (1998:56) FEBRUARY ISSUE

Health news by Mandy Collins

Exercise of the month: Oblique curls



1. Lie on your back, both knees bent and hip-width apart. Place your right foot on your left knee. Tilt your pelvis, pull in your stomach and keep your back flat on the floor. Put your hands to your head. Support your head with your left hand, making sure you keep your elbow back and your chin clear of your chest.



2. Raise your left elbow to your right knee and release. Then relax. Repeat the movement eight times. Repeat the whole exercise with your left foot on your right knee, bringing up your right elbow. This exercise will keep your waist trim.

Library duty



- 1 Zenia is helping to put some books on the shelves in the school library. She has to look at the author's surname, and put the books into alphabetical order. The first five books she finds are:

The Thing in Bablock Dip by Rachel Dixon
The Witch Club by Jill Digby
The Glory Game by Tom Dickens
Striked by Bob Ditchling
Revenge of the Star Lords by Brian Dillon

Each of the names begins with DL. But they can still be put into alphabetical order, because the third letter of each name is different. What order should Zenia put the books in?

- 2 Put these words into alphabetical order:
sizzle sideboard sister sick signal silky siege
- 3 When the first three letters of words are the same, we have to look at the fourth letter to put them in alphabetical order. Try and sort these words out:
mansion mane manor manage manners mantelpiece

Words that sound the same

Some words, such as	sound as though they begin with	but you should look them up in the dictionary under
phone	f	ph
ghost	go	gh
guard	go	gu
gem	j	ge
gigantic	j	gi
gnaw	n	gn
knickers	n	kn
wreath	r	wr
ceiling	s	ce
cinema	s	ci
cylinder	s	cy
pneumonia	n	pn
psalm	s	ps
character	k	ch
charades	sh	ch
heir	air	h
honest	on	h
hour	ou	h

More dictionary work activities from Oxford University Press

THESE activities come from *Using the Oxford Junior Dictionary*. For more information about these and other OXFORD UNIVERSITY PRESS publications, such as the recently published 10th edition of the *Concise Oxford Dictionary*, phone (021) 595-4100 or write to PO Box 12119, NI City, Cape Town 7463



It's all perfectly logical

Use the dictionary to help you answer these questions.

- 1 If someone is obstinate, would they listen to advice?
- 2 "Julie is very tactful," said the teacher. What did she mean?
- 3 Would you be scalded in a tepid bath?
- 4 "It's all perfectly logical," said David. What did he mean?

All the words you have just looked up were adjectives. They tell us what someone or something is like.

Here are some more adjectives. For each word in the first column, there is a word in the second column that means the opposite. See if you can find the pairs of opposites:

cautious	fertile
permanent	extravagant
thrifty	reckless
barren	temporary
neutral	nervous
confident	biased

Another useful kind of word is the adverb. Adverbs tell us more about the verb in a sentence, such as how or when something was done. For example: Andy was singing loudly. He could have been singing quietly, or happily, or nervously, or in lots of other ways. The word that tells us how he did sing is an adverb.

Many adverbs are formed by putting -ly on the end of an adjective. Here are some examples:

- The sun was shining brightly. (From bright)
- Julie walked miserably to school. (From miserable)
- The ants hurried about busily. (From busy)

You have to be careful with the spelling of some adverbs, as you can see from the last two. The dictionary will help you get them right.

Not all adverbs end in -ly, though. Here are some others:
twice well again upwards aloud clockwise always together away

Write some sentences using those words. When you've done them, you will find that you have told the reader something about the verbs you have used.

Spaghetti Junction

This is a word maze. You have to find your way from **START** at the bottom to the **FINISH** at the top. When you get to a junction like this:



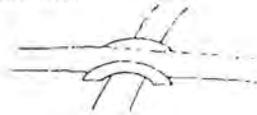
you will find a picture and two words. One of the words is the right name of the thing in the picture, and the other word is wrong. If you follow the road by the right word, it will lead you to another junction, like this:



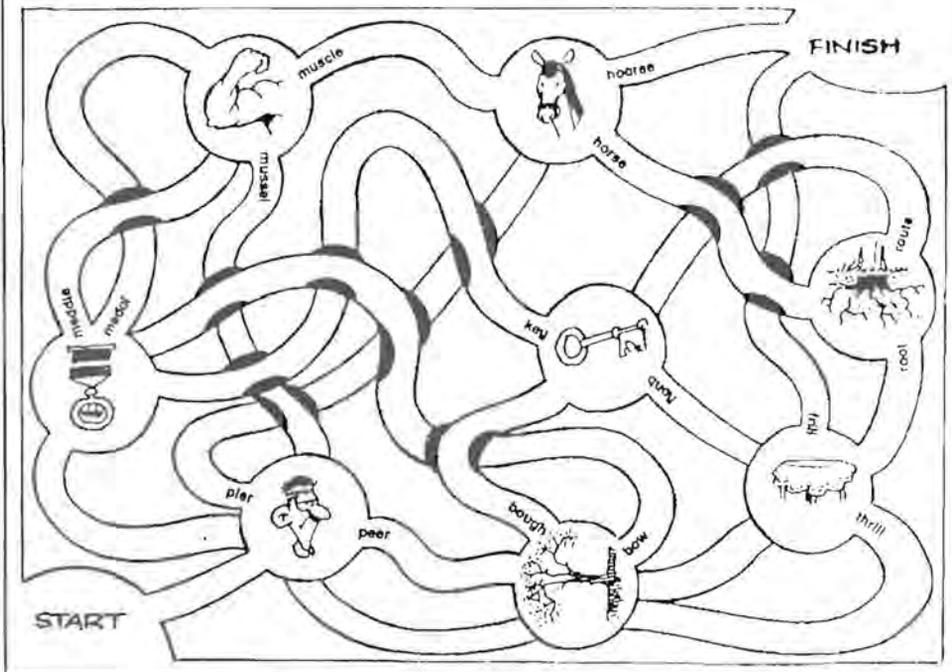
But if you choose the wrong word, it will lead you to a dead end like this:



Sometimes the road will come to a bridge, like this:



You can go over or under a bridge, but you must not go through a dead end. You can only finish the maze by choosing the right word at each of the junctions.



Alphabet soup



Here is the alphabet in small letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

And here it is in capital letters:

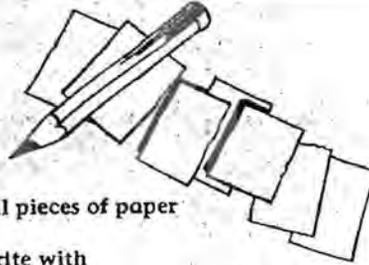
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The words in a dictionary are in alphabetical order.

Alphabetical order means the order in which letters come in the alphabet.

- 1 Here are the first eight letters of the alphabet, all jumbled up:
e h b d a f c g. Put them into alphabetical order.
- 2 Here are another eight letters: o k p j m l q n. This time they are from the middle of the alphabet. See if you can put them into alphabetical order.
- 3 We can put letters into alphabetical order even when there are other letters missing between them. The letters b e g k are in alphabetical order. What are the missing letters?
- 4 Now put these letters into alphabetical order: q j o w a f e.
- 5 Here is a bowl of alphabet soup. All the letters are capitals. Try to write them down in alphabetical order.

A sorting race



Any number can play.

Each person needs:

- Twenty-six small pieces of paper
- A dictionary
- Something to write with

To start with, each player writes a word on each of their pieces of paper. It doesn't matter what the words are, but each piece must have a different word on it, and each word must begin with a different letter of the alphabet. The dictionary will help you find some words if you can't think of any.

When all the pieces of paper have words on them, each player shuffles their pile like a pack of cards. Then all the players start to sort their words into alphabetical order. The first one to get their words sorted out is the winner.

Next time, each person shuffles their own pile of words and gives it to the person sitting next to them to sort out.

Meanings and definitions

So far, we have been looking at alphabetical order, and at how words are spelt. Looking up the spelling of words is one reason people use a dictionary.

There is another important reason too. A dictionary tells us what words mean. The part that tells us the meaning is often called the **definition**, because its job is to make it quite clear or definite what the word means.

Here is an entry from the dictionary:

memory *noun* *memories*
1 the power to remember things.
Have you got a good memory?
2 anything that is remembered.
The old man had happy memories of when he was a boy.
3 the part of a computer that stores information.

There are three numbers in this definition, because the word **memory** can have three different meanings.

There is some other information here too. Sometimes we need the **plural** of a word, which is the form of the word we use when we are talking about more than one person or thing. Most plurals are easy; we just put an **s** on the end of the word. **Books** is the plural of **book**. But sometimes the plural is spelt differently. **Memory** ends in **y**, but its plural is printed in the dictionary so that you can see it ends in **ies**.



The word **noun** that comes between the word and its plural in the definition tells us what part of speech the word is. You will find out more about parts of speech on page 16 of this workbook.

If it's not easy to decide how to say a word, the dictionary can help with this too.



The most helpful thing of all is to see the word used in a phrase or sentence. When this is done in the dictionary, it is put at the end of the definition and printed in *italics*, like this:

Instructions *noun*
words that tell you how to do something. *Read the instructions before using this glue.*

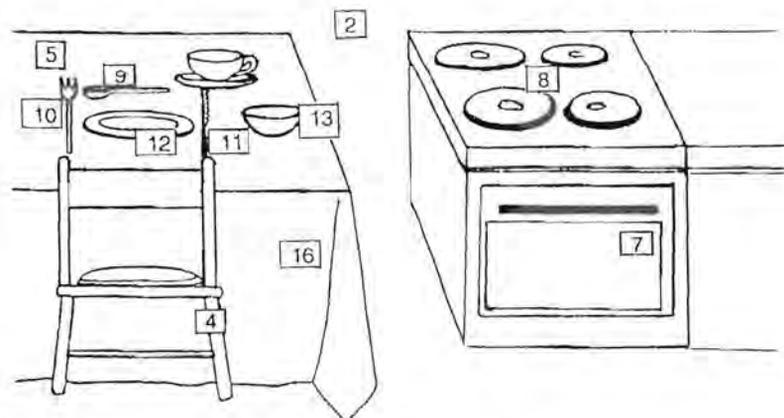
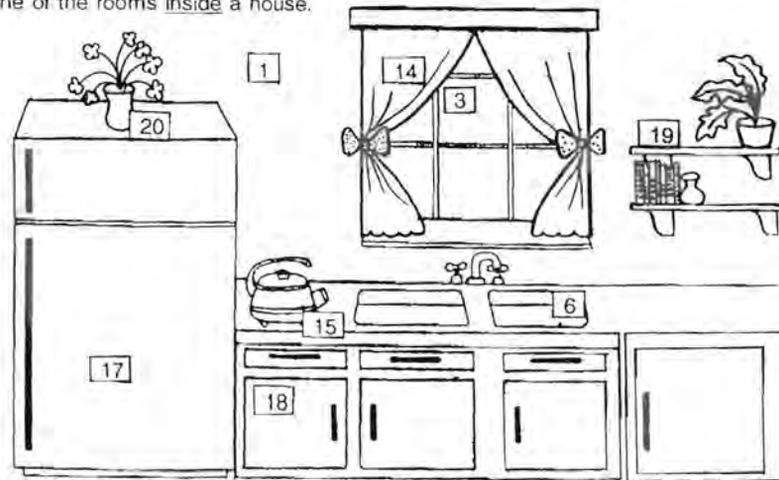


These activities have been taken from *Using the Oxford Junior Dictionary*, a book of exercises and games written by Philip Pullman and illustrated by David Mostyn. For further information about this and other OXFORD UNIVERSITY PRESS publications, phone (021) 595-4400; fax (021) 595-4430/1; or write to PO Box 12119, N1 City, Cape Town 7463

Lesson 7

THE KITCHEN

The kitchen is one of the rooms inside a house.

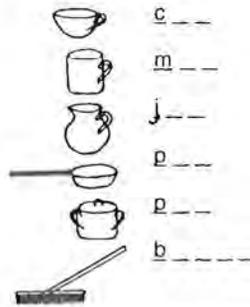


New words !

LEVEL 1	Rewrite	LEVEL 2	Rewrite	LEVEL 3	Rewrite
1. wall	-----	6. sink	_____	14. curtain	_____
2. floor	-----	7. oven	_____	15. kettle	_____
3. window	-----	8. stove	_____	16. table cloth	_____
4. chair	-----	9. spoon	_____	17. fridge	_____
5. table	-----	10. fork	_____	18. cupboard	_____
		11. knife	_____	19. shelf	_____
		12. plate	_____	20. vase	_____
		13. bowl	_____		_____

More words

LEVEL 1



c _ _

m _ _

j _ _

p _ _

p _ _

b _ _ _

Word bank

- cup
- mug
- jug
- pan
- pot
- broom

LEVEL 2



c _____

g _____

m _____

j _____

h _____

b _____

c _____ and t _____

s _____ and p _____

s _____

Word bank

- jam
- milk
- butter
- coffee and tea
- salt and pepper
- sugar
- clock
- honey
- glass

LEVEL 3



c _____

p _____

j _____

tr _____

t _____

a _____

Word bank

- porridge
- cereal
- juice
- toast
- tray
- apron

Exercises

LEVEL 1

Can you name the following ?

Word bank

cup
mug
jug
tin
bin
broom
spoon
pan
tap
jam

LEVEL 2 **Underline the word that does not belong**

Example : knife fork tree spoon

cup	mug	broom	tree	stove	plants
pot	knife	pan	cat	dog	girl
fork	coffee	tea	eye	house	ear
plate	bowl	clock	window	father	mother
honey	glass	jam	blue	circle	triangle

What do you do with ?

Example : What do you do with a cup ? I drink from it.

Note to the educator: Explain new action words

What do you do with a <u>stove</u> ? What do you do with an <u>oven</u> ? What do you do with a <u>broom</u> ? What do you do with a <u>knife</u> ? What do you do with a <u>spoon</u> ? What do you do with a <u>plate</u> ? What do you do with a <u>chair</u> ? What do you do with a <u>sink</u> ? What do you do with a <u>pan</u> ? What do you do with a <u>glass</u> ?	I c _____ on it. I b _____ in it. I s _____ with it. I c _____ with it. I e _____ with it. I e _____ from it. I s _____ on it. I w _____ in it. I f _____ in it. I d _____ from it.	Word bank drink fry wash sit eat eat cut sweep bake cook
---	--	---

LEVEL 3 **The use of the apostrophe ('s)**

Examples : • This is the knife of Peter.
 This is Peter's knife. • This is the apron of Mother.
 This is Mother's apron.

Exercise

1. This is the tea of Grandmother. This is _____	3. This is the chair of Jane. _____
2. This is the milk of the girl. _____	4. This is the porridge of the baby. _____

Lesson 8

FOOD AND EATING

A11

Everything we can eat is food.

FRUIT
LEVEL 1

	a _ pl _		_ _ ar
	_ rang _		_ _ ric _ t
	b _ n _ n _		p _ nea _ pl _
	tom _ t _		gr _ p _ s
	_ _ ach		l _ m _ n

Word bank

lemon	grapes	pineapple	apricot	pear
peach	tomato	banana	orange	apple

VEGETABLES
LEVEL 2

	car _____		l _____
	pu _____		cuc _____
	b _____		pe _____
	on _____		cau _____
	cab _____		po _____

Word bank

pumpkin	cabbage	bean	carrot	peas
onion	cucumber	lettuce	cauliflower	potato

OTHER FOOD
LEVEL 3

	_____		_____
	_____		_____
	_____		_____

Word bank

meal	cheese	bread	soup	rice	salad
------	--------	-------	------	------	-------



LEVEL 1	<u>Note to the educator</u> The <u>reason</u> for answer can be done orally.
Which picture does not belong ? Cross out (X).	
<ul style="list-style-type: none">         	<ul style="list-style-type: none">        

LEVEL 2 A meal is when we eat food.

When do we eat (Join with an arrow →)

breakfast	afternoon	
lunch	evening	
supper	morning	

Things children like to eat ("favourite" food)

 i _ - cream	 ca _____	 ch _____
 cho _____	 coo _____	 sa _____
 bi _____	 sw _____	 sau _____

Word bank
chocolate ice-cream biscuits cake sausage
sweets cooldrink chips sandwich

What is your "favourite" food ?

LEVEL 3

New words :

to prepare = to make	to stir = to mix
to cut = to slice	to enjoy = to like
to add = to put together	a recipe = instructions to make food

How to make coffee 

First of all, pour _____ in the kettle and let it boil. Put one spoon full of _____ in a cup or _____. Now _____ the boiling water to the coffee. Pour some _____ and add _____ to make it sweet. Stir, then enjoy you cup of coffee !

Word bank
water mug coffee add sugar milk hot



More exercises !

LEVEL 1			
Build simple sentences			
The	tomato lemon orange pineapple banana	is	yellow round red sweet sour
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

LEVEL 2		<u>Note to the educator</u>
<u>(Do LEVEL 3 on page 30). Then make your own sentences.</u>		Explain the meaning of <u>peel</u> .
The children Mother Peter I They The dog	eat/eats cut/cuts cook/cooks drink/drinks prepare/prepares peel/peels	water lunch fruit breakfast food a banana
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

LEVEL 3	<u>Note to the educator</u> The aim is to teach good manners. Explain new words.
This is a dialogue (conversation between two people).	
<u>In the kitchen : Can you fill in the missing words ?</u>	
Girl : Mother, may I _____ help prepare the food ?	
Mother : With pleasure !	
Girl : Thank you, Mother ! What can _____ do ?	
Mother : Please pass _____ the knife.	
Girl : Are you going to _____ the tomato ?	
Mother : Yes, we are going to make a _____	
Girl : May _____ slice the cucumber ?	
Mother : _____, but be careful !	
Girl : I _____ working in the kitchen !	
Mother : Yes, and your father will like his _____ !	
<u>Word bank</u>	
please I me slice salad I yes like meal	



LEVEL 1 Give one word for :

Cheese, bread, meat _____	Mother and Father _____
Bananas, apples and pears _____	Father, Mother and children _____
Carrots, beans and pumpkin _____	Dogs and cats _____
Blue, yellow and red _____	1, 2, 3, 4 _____
	a, b, c, d, e _____
	Peter, John, Mary _____

Word bank
names letters numbers animals family parents colours vegetables fruit food

LEVEL 2

This is the **recipe**.

HOW TO MAKE A SANDWICH :

Note to the educator
The aim is to teach the pupils to follow instructions. This exercise can be done practically in class.

You need : 2 slices of bread
butter
1 slice of cheese
jam

How to make :

1. Take a knife and spread butter on two slices of bread.
2. Put the cheese on one slice of bread and spread the jam on the other.
3. Put the one slice on top of the other.
4. Cut in half with a knife.
5. Enjoy your SANDWICH !

to _____

to _____

to _____

Word bank
spread
half
slice

LEVEL 3

Why ?

Example : Why do we eat food ? (This is a **question**).
Because we are hungry. (This is an **answer**).

Answer in your own words:

1. Why are you sad ?
Because _____
2. Why is the window open ?

3. Why is the door closed ?

4. Why do we sleep ?

5. Why _____

(Your own question and answer)

LEVEL 1

Underline the word that **does not belong**.

water	milk	coke	bread
cup	mug	jam	jug
chair	table	apple	bed
shirt	sweets	cake	chips
banana	pear	eye	orange

Note to the educator

The reason for the pupil's answer should be done orally.

LEVEL 2

Simple questions and answers :

Question : 1. What do you like to eat for breakfast ?

Answer : I like to eat an egg.

2. What do you like to eat for lunch ?
I like to eat _____

3. What do you like to eat for supper ?
I like to eat _____

When ?

Example :

Question : 1. When do you eat breakfast ?

Answer : I eat breakfast in the morning.

2. When do you eat lunch ?
I eat lunch _____

3. When do you eat supper ?
I eat supper _____

LEVEL 3

A menu is a list of different kinds of food you can eat for a meal.

Make your own menu ! (Use word bank to help you.)

<u>Breakfast menu</u>	_____

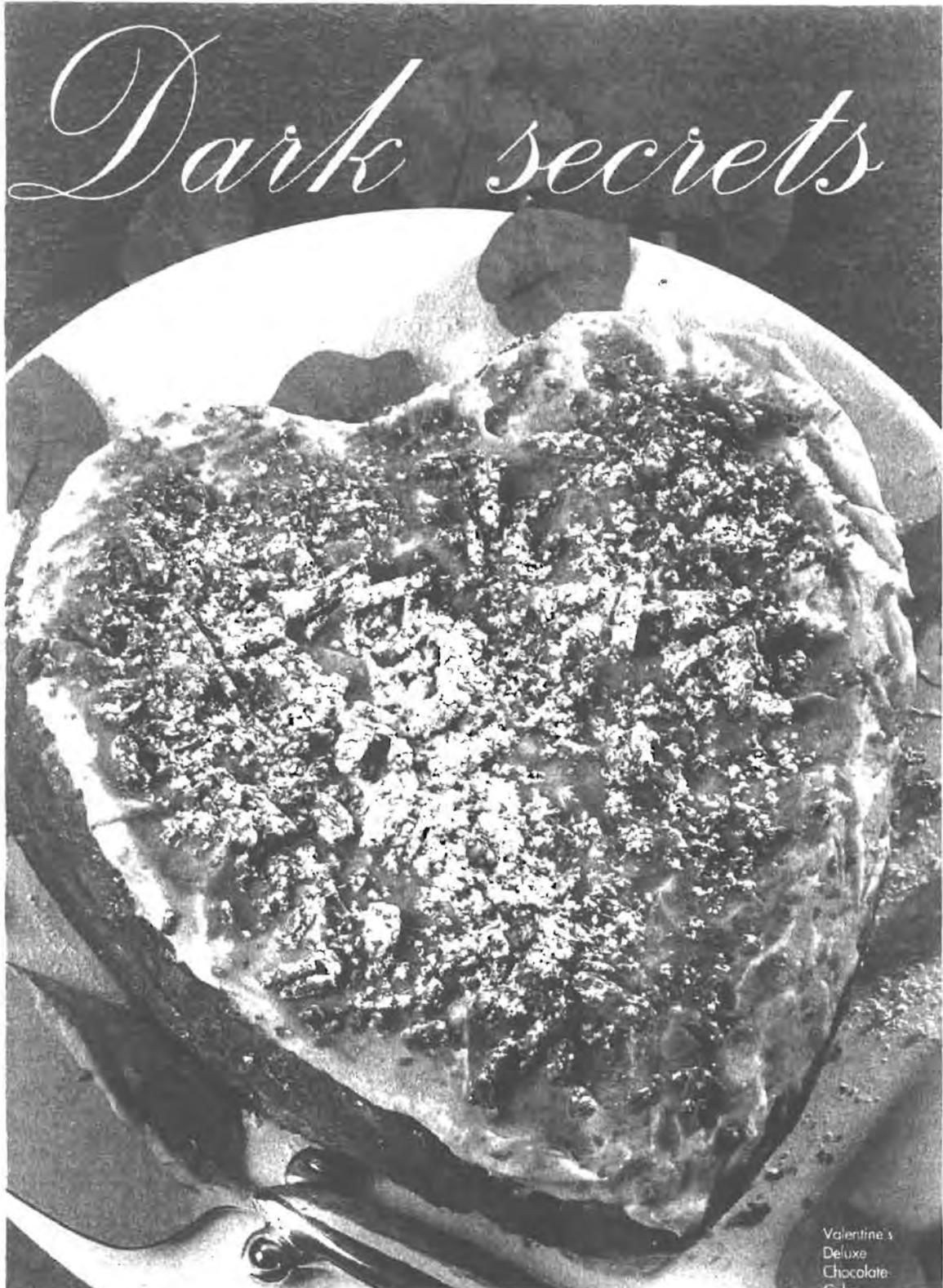
<u>Lunch menu</u>	_____

<u>Supper menu</u>	_____

Word bank

porridge
glass of milk
an egg
chocolates
an apple
sausage
fruit juice
meat
cooked vegetables
ice-cream
cake
hot dog
hamburger
potato
soup
bread

TRUE LOVE (1998:112-114) FEBRUARY ISSUE



Chocolate is the food of love, so on Valentine's Day, why not throw diets and caution to the wind and tuck in? DORAH SITOLE has some tantalising chocolate recipes.

There is no treat more sin-sational than chocolate. It is said to contain a wonderful ingredient that stimulates thoughts of love and feelings of ecstasy. That is why lovers, all over the world, give each other chocolates. Its seductive, rich flavour and velvety texture is too tempting to refuse. It is the ultimate comfort food, so give yourself and your loved ones a treat.

- To melt chocolate, break into even-sized pieces and place in a small bowl set over simmering water. Take care not to over-heat.
- To melt chocolate in a microwave, place in a glass or plastic bowl and heat on a high setting for one minute. Stir and heat for a further 30 seconds if necessary.
- Pick a good quality chocolate for cooking to give the richest possible flavour. The amount of cocoa solids determines the type and quality of chocolate. Check packaging for details. Generally the higher the percentage, the richer the flavour and better suited the chocolate will be for cooking. The better quality chocolate will have at least 30 percent of cocoa, with the top quality ones containing 70 percent.
- Always store chocolate in a cool, dry place, away from sunlight and strong smelling foods.

KEY: 2ml = $\frac{1}{2}$ tsp; 5ml = 1tsp; 15ml = 1tbsp; 62.5ml = $\frac{1}{4}$ cup; 125ml = $\frac{1}{2}$ cup; 250ml = 1 cup.

Valentine's Deluxe Chocolate Cake

For the sponge:

- 175g plain chocolate, broken into squares
- 100g (100ml) unsalted butter
- 150g (180ml) castor sugar
- 4 eggs, separated
- 15ml coffee granules
- 50g (100ml) self-raising flour
- 30ml ground almonds

Icing:

- 300g plain chocolate, broken into squares
- icing sugar for dusting

Topping:

- chocolate curls or chocolate flake

Method:

1. Pre-heat oven to 160 degrees C. Grease and line a heart-shaped cake tin.
2. Melt chocolate over a pan of hot water. Meanwhile, cream together butter and sugar, then stir in egg yolks. Dissolve coffee in 45ml hot water and stir into butter mixture, along with melted chocolate.
3. Whisk egg whites until peaking. Fold flour and almonds into sponge mixture, then fold in egg whites and pour into cake tin. Cook in the oven for $1\frac{1}{2}$ hours.
- Turn sponge out of tin and leave to cool on wire rack.
4. **To make icing:** Place chocolate into pan, add cream and brandy, heat gently until just bubbling. Stir well and chill for 1 hour.
5. Cut sponge in half horizontally, spread a third of the icing on top of one sponge. Top with remaining sponge. Spread remaining icing over cake, top with chocolate curls or sprinkle with crumbled chocolate flakes. Dust with icing sugar and serve. ▷

TRUE LOVE February 1998



Chocolate Treats

125g (125ml) butter
150g (180ml) brown sugar
60g milk chocolate, chopped
30ml peanut butter
2 eggs
125ml unsalted peanuts,
roughly chopped
or 125ml white chocolate
chips
icing sugar

Method:

1. Combine butter, brown sugar and chocolate in a small saucepan. Stir over low heat until chocolate has melted. Cool, but do not allow the chocolate to set.
2. Combine the peanut butter, eggs and chopped peanuts or chocolate chips. Stir in the chocolate mixture.
3. Pour into a greased and lined 19cm square cake tin, bake at 190 degrees C for about 30 minutes.
4. Allow to cool in the tin before turning out on a wire rack. Sieve icing sugar over baked mixture before cutting into bars or squares.

Brownies

100g plain chocolate, broken into pieces
175g (175ml) butter
4 eggs
finely grated peel from one orange
150g (180ml) castor sugar
50g (100ml) plain flour
50g desiccated coconut
100g chocolate chips
icing sugar or desiccated coconut

Method:

- Preheat oven to 180 degrees C. Grease and line 20cm square cake tin.
1. Melt the chocolate pieces and butter together, stirring frequently, leave to cool. Whisk eggs, orange rind and sugar together until frothy, stir in chocolate and butter mixture.
 2. Fold in flour and coconut followed by chocolate chips. Transfer to prepared tin and bake for 30 minutes until well risen and just firm to the touch.
 3. Leave brownies to cool in the tin. Cut into squares and dust with icing sugar or sprinkle with coconut.
- Serve with ice cream or whipped cream.

Rich Chocolate Loaf

175g (175ml) butter or margarine
300g (375ml) soft brown sugar
3 extra large eggs, beaten
50ml cocoa, sifted
175ml boiling water



Tiramisu
Cream Pie
and Pot Au
Chocolate

100g dark chocolate
300g (750ml) cake flour
2ml baking powder
8ml bicarbonate of soda
175ml sour cream or butter milk
10ml vanilla essence
chocolate butter icing

Method:

- Pre-heat the oven to 190 degrees C. Grease and line three 200-225mm springform cake tins or 2 loaf pans.
1. Beat butter until light and creamy. Beat sugar in gradually and continue beating until the sugar has dissolved. Beat in eggs, a spoonful at a time.
 2. Dissolve cocoa in a little water and the chocolate into the rest of the water. Mix the two and allow to cool. Stir into butter mixture.
 3. Sift flour, baking powder and bicarbonate of soda together three times. Sift a third of the dry ingredients over butter mixture and fold in. Fold in a third of the cream and repeat twice. Add vanilla essence and fold in.
 4. Spoon into two greased and lined loaf or three round cake tins and bake for 25 minutes or until the cake recedes from the sides of the pans.
 5. Spread chocolate loaf with chocolate butter icing, sandwich the layer cakes and cover with butter icing decorate as desired. (See step-by-step for butter icing on page 118.)

Pot Au Chocolate

100g plain chocolate
80g (100ml) castor sugar

150ml dessert wine (i.e.
Marsala or any sweet wine)
juice of 1 lemon
250ml thick cream
extra whipped cream and
chocolate flakes to decorate

Method:

1. Break chocolate into pieces. Mix sugar, wine and lemon juice in a heavy pan, cook over a gentle heat, stirring steadily, until sugar is dissolved.
2. Stir in cream and continue stirring until completely melted. Bring quickly to the boil, turn down heat and simmer very gently for 15-20 minutes, until mixture is thick enough to coat the back of a spoon.
3. Pour into little pots, leave to cool completely, then cover with clingfilm and refrigerate

for at least 4 hours. Decorate and serve.

Tiramisu Cream Pie

75g (75ml) butter
1 pkt chocolate biscuits, crushed
75g pecan nuts, chopped
200g plain chocolate
125ml thick cream
2x250g creamed cottage cheese or
Mascarpone cheese
15ml strong black coffee
50g (60ml) castor sugar
175ml plain yoghurt
chopped nuts, chocolate chips and cocoa
powder for decorating

Method:

1. Melt butter in a pan and stir in biscuits and $\frac{2}{3}$ of the pecans. Press into the base of a greased fluted flan dish, chill in the refrigerator.
2. Melt 175g of chocolate, cool slightly. Whip cream until stiff. Beat half of the cheese in a bowl with coffee, sugar and melted chocolate. Gently fold in cream. Pour into flan dish and smooth top. Chill until firm.
3. Meanwhile, melt remaining chocolate over pan of gently simmering water and leave to cool slightly.
4. Mix together the remaining cheese and yoghurt and swirl over the top of the cheesecake. Sprinkle over remaining nuts and chocolate chips or dust lightly with cocoa powder to decorate.

■ PHOTOGRAPHS JOHN PEACOCK
■ STYLING DORAH SITOLE
■ ASSISTANT GORDELIA MOLEWA
■ PLATES, CUTLERY AND CUPS BRIGHTHOUSE THE
FIRS, ROSEBANK

LEVEL 1
Can you name these VEHICLES ?

Word bank

bus
van
car
lorry
cart

LEVEL 2
Can you name the following ?

Word bank

bicycle
motorbike
taxi
train
aeroplane (jet)
caravan

We use VEHICLES to **transport** us from one place to another.

LEVEL 3
A **bicycle** is a vehicle. However, if we compare a bicycle to other vehicles, there are **differences** and **similarities** (when things are alike).
Complete by using the word bank :

Similarities :

- Cars and bicycles have _____ and _____
- Both _____ people and goods.
- We _____ (steer) both.

Differences :

Bicycle	Car
Has _____ seat (saddle)	Has _____ seats
Has _____ wheels	Has _____ wheels
Is l _____	Is h _____
Has _____	Has an _____
Cyclists sits on a _____	Motorists sit _____

Word bank

transport
wheels
brakes
lights
drive

Word bank

two
one
many
four
light
heavy
engine
pedals
saddle
inside

A person who rides a bicycle or motorbike is a cyclist.

<p>LEVEL 1</p> <p>Riddles !</p> <p>Do you know the answer ?</p> <p>1. It sounds like hen It is short and thin I write with it What is it ? _____</p> <p>2. It goes to school with you It can not read You put your books in it What is it ? _____</p>	<p>Note to the educator</p> <p>These riddles could be read aloud if the pupil is not able to read without assistance</p>
<p>Word bank</p> <p>clock sandwich school bag pen</p>	

LEVEL 2

Lets play this is a **language** class !

English is a language. In the English class we learn to **speak** and **read** and **spell** correctly.
We love to read **story** books and **poems** !

Have you tried to read an English book yet ? _____

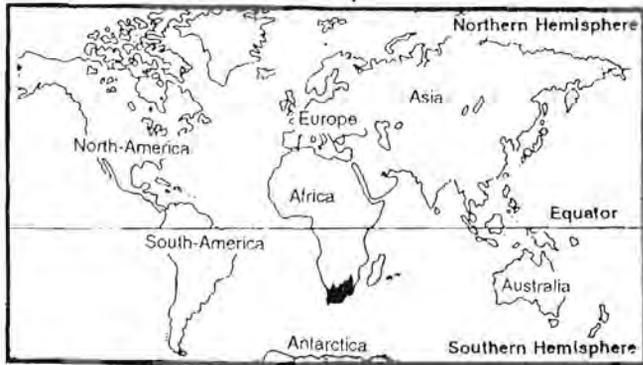
If you did, what was the title (name) of the book ? _____

Who is the author (the person that wrote the book) ? _____

Which other language can you speak ? _____

LEVEL 3

This is a map of the world.



Can you name the seven continents of the world ? _____

_____ and _____

South Africa is on the continent of _____

DRUM (1998:88) 12 FEBRUARY ISSUE

**His next trick -
skateboarding . . .**

MANY residents of Chiba, east of Tokyo, Japan, could be excused for thinking they need their eyes tested. After all, it's not common for them to see a dog pedalling a bicycle while they're out on their morning jog.

But Momotaro the pedalling dalmation puppy isn't something they've imagined. He's amazed his trainers by learning to cycle in only six weeks and is fast becoming a Japanese TV star.

Momotaro is only three years old, and people are beginning to wonder what trick he'll master next.

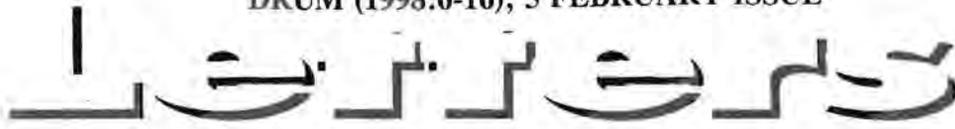
It's probably going to be skateboarding . . .

**Beware of
the biking
dog**



REPORTER/REUTERS

February 1998



**Fake healers
butcher kids**

I am a mother of five and feel I should speak out and say: "Enough is enough!" We are tired of having our children go missing, only to find them dead with half their body parts missing.

We have to stop being misled by the murderers who call themselves healers and yet demand people's body parts. I would like to make this appeal to all the people who believe in muli to pray to God for help or communicate with their ancestors.

Some of the children who are kidnapped by these evil people for muli don't die after parts of their bodies are cut off, but are left to live with scars that will never heal.

There are honest healers out there with God-given gifts to cure all sorts of illness, but these days it is very difficult to know whether a particular healer is good or evil. Our children can't play in the streets because of fake healers, rapists and murderers stalking them.
Mpho Lenake, Eldorado Park

**Threaten our
drinkers too**

It is good to see packets of cigarettes carry the warning: "Smoking is a health risk," but what about alcohol bottles? I happen to think alcohol is as hazardous as nicotine.

In fact if one considers the number of alcohol-related deaths that occur daily one can justifiably say those who ad-

If you love, sex can wait

I am a proud virgin of 16 and find myself terribly worried by my fellow teens who think sex is very important in a relationship. Young men are still in the habit of saying to their girlfriends: "If you love me, prove it."

That is the oldest trick in the book and makes no sense at all, but in a desperate attempt to hold on to their boyfriends the girls still do things they should not do. It is appalling and makes me sick.

I think boys need to be taught from an early age how to treat women because at the moment they treat us like dirt.

I strongly support the idea of abstaining from sex until one gets married. It is so easy for a single girl to just say "No" if something doesn't feel right.

It's about time women told their boyfriends that if they really love them they must wait: love is not sex and sex is not love.

Phyllis Blose, Barberton

vertise liquor are simply being let off the hook.

Alcohol and nicotine are both poisonous to the body, and those who wish to live healthier lives should abstain from taking these killer substances.

I would like to see health warnings on all liquor bottles and even the cans too. People should be reminded of the health risk they take when consuming alcohol.

Alina Haibreja, Namibia

**Thobekile, 14,
helping teens**

I enjoyed the story of Thobekile Mkhwanazi. She brings joy and smiles every time I watch her on television. She is inspiring (DRUM, January 15).

For a 14-year-old she sure is positive about life, and that will stand her in good stead against the pains of life as she grows older.

I'm happy all the fame hasn't gone to her head, as with most

celebs. She has her parents' support which is also good. What I like most about her is she always inspires teenagers to reach even greater heights.

It is children like her, who grow up with all the support they need from their parents, who make good adults who in turn are sure to treat their children the same way.

K Pilane, Zuurberkom

**Gang youths
born at home**

The article about South Africa's war of the gangsters was very interesting. It is amazing just how much influence America has on our youth (DRUM, 15 January).

Gangsta rappers are glorified in America, and this makes our youth long for their kind of life. The one thing which doesn't sink in is the fact that life can be cut short with a single bullet.

There is no way one can cut

out this influence in the hope that things will change. Gangsta life assures youngsters they will never be left out of things, and will be protected – but that comes at a price.

I strongly believe home circumstances drive these youngsters to do what they do. I think this is their own way of crying out for the attention they are not receiving at home.

If parents were to start exercising firmer control over their kids, things would be different.

It is also baffling how these youngsters can carry on idolising Tupac Shakur who was shot dead. If you live by the gun you will certainly die by it. Hasn't it dawned on them there is nothing to be gained by wielding a gun and having people fear you? They live for today, with no plans for tomorrow.

Amazing too is the incompetence of the police to deal with the situation effectively. They know very well where these youngsters hide out, so why aren't they doing something?

Connie Zwane, Siyabuswa

**Children also
must change**

We are living in an ever-changing world, and every child has a part to play in society which involves responsibility and making the right decisions. For our youth to cope with all that is taking place, they too must change.

During adolescence we try to find ourselves while preparing for the future. Some of us still need to understand different races are all equal and can, in fact, live together in harmony.

Apart from having faith in our country and hope for tomorrow, we must also have love in our hearts.

I would like the youth of today, the leaders of tomorrow, to learn to cope with the changes in the new South Africa and together we can make a brighter future.

Theophilus Mogoelwa, Mafikeng

Forget Graca, find us jobs

The government has failed to provide for the masses of people who voted for it, the state president is out having fun with his Graca Machel, and we are left in the lurch unemployed and struggling to survive.

I am not suggesting he doesn't deserve to have any fun, but I should think there are more important things to do.

I was just reading for the second time my DRUM of November 23 1996 and spotted Lorraine Madibe's letter. Though it was published

so long ago, I assure you it is still relevant that she complains people are lazy and refuse to work.

She also suggested we must work with the government to create jobs. There is nothing wrong with this, except that in order to get anywhere you have to start somewhere and where would one start?

How do we help ourselves when the government is helping itself to the people's hard-earned cash in the form of high taxes, and not starting projects generating money for the masses?
SG Hlabati, Pongola



- ❑ Send your letters to Readers' Forum, DRUM, PO Box 784696, Sandton 2146.
- ❑ Or fax your letters to (011) 322-0891.
- ❑ This week's R50 for the best letter goes to Phillie Blose, Barberton.

Competition help line
Queries about competition forms and prizes are handled on (021) 406-3154, or at PO Box 6929, Roggebaai 8012, fax (021) 418-8198.

Police aren't the bad guys

Now is the time to forget the past and accept the South African Police as brothers and sisters. Now is the time to accept South Africa is a country of talented people with many cultures.

Racial hatred can only end if there is readjustment of relations and acceptance of one another as members of one nation. Whichever category one falls into in life, we all have to fight crime and work together with the police.

The time for regarding the police as the bad guys is over.

We have the responsibility of making sure our children will grow up respecting the law. True, policemen have made

mistakes in the past, but that's over and done with and we need to give them a chance.
E Mofokeng, Jouberton

Hard work beats genius

When the Matric results came out my first thought was: "So what else is new?" For years now results have been pathetic.

When I matriculated in 1994 I made a point of counting the hours my exams took. Imagine what it feels like to have 12 years of schooling crammed into 24 busy hours. It's just not on.

It's even more silly because the "culture of learning" has simply passed by some black people. I was fortunate enough to attend a Model C school, but even there we had a few lazy people and yet our school managed to get a 100 per cent pass rate.

Our teachers gave us a sense of values. They told us all people have the potential to succeed. Grumbling and moaning about the education system will not help. What is needed is parents getting involved.

It's a highly competitive world out there, with those who have a good education getting more than those who don't. The youths just need to be serious about their studies.

I didn't get a distinction or anything like that, but I passed well enough to gain a university entrance. So it's not about being gifted or being a genius, it's about hard work and determination; lots of determination.
J Dladla, Gauteng

Cigars won't lengthen life

I was extremely disappointed by the article Going Up In Smoke which encourages cigar-smoking. You did many readers a disservice (DRUM, December 4).

By associating smoking with success you are encouraging your readers to smoke. You are helping the multimillion-rand tobacco industry attract more and more women to smoking. It is unfortunate that already some black women smoke to prove their success, liberation and equality.

Medical research has shown smoking is a danger to health, and this information is readily available to the public. A cigar produces over 4 000 chemicals of which 43 are known to cause cancer.

Because cigar-smokers keep the smoke in their mouths too long before breathing out, they have a higher risk of cancer of the mouth and throat. Cigar-smoking is also a factor in lung cancer.

Compared to non-smokers, cigar-smokers experience higher death rates from lung disease. Studies show cigar-smokers who have switched from cigarettes inhale more than those who have only ever smoked cigars – this means any benefit from switching from cigarettes to cigars is lost. Cigars should therefore be seen as health hazards and not as healthy alternatives to cigarettes.

Sogo France Mallala, Health Promotion Officer, Northern Province

Cash for news

Do you have story ideas or news tips for us? Turn them into hard cash right now.

We're offering at least R100 for every genuinely newsworthy, true story we end up printing, and R250 for every picture we publish.

Stories can be about anything: a crime you might have heard about in your area, a human tragedy, someone who's achieved something exceptional, some sort of scam you think should be exposed, and so on.

Pictures should capture a moment of high drama, humour or tragedy. They should not be family snaps.

You can phone in with ideas for stories or write a short proposal (not more than 250 words) and post it for the attention of Justinus Maluleke. We will then contact you if we think it's worth following up.

Pictures (never send negatives) should be sent in with a stamped, self-addressed envelope. Please include a brief description of what the picture shows and the names of all the people in it.

Phone (011) 322-0888, or write to Justinus Maluleke, Box 653284, Benmore 2010.

TV like life

The drama Ithemba Lokugcina on SABC 1 on Wednesday is a real pleasure to watch. It is not a far-fetched idea like most things on the box. It shows clearly our everyday lives.

The youth, I am sure, can recognise Nimrod Nkosi's character who is attracted to older women. The character of Ruth Cele also shows exactly how black people pull each other down by being jealous.

I would like to congratulate the makers of the show for a job well done. We need positive real-life dramas to teach our kids about reality.

Nimrod Nkosi, Nelspruit

Readers say...

Over-sensitive about racism

I find it hard to get by in the new South Africa with all this Political Correctness. I feel offended when a person refuses to call me black and insists on calling me "a previously disadvantaged individual".

The names we are called in the name of Political Correctness are just unbelievable, from "African" to "person

of colour". It's just all so confusing. This leads to conversations being long and tiring as each person tries to avoid any word sounding racist.

Why can't we just communicate like normal people? Why can't I say what I think without feeling someone somewhere is going to get offended?

If we tiptoe around each other all the time, when are we ever going to get round to discussing important issues?

The fact is South Africa has an ugly past – so what? Let's get over that and move on to important issues.

It's even more nerve-racking when every white person you come into contact with "never supported the National Party or apartheid". So where did it all come from?

To me not being a racist is not about shouting your innocence from the rooftops, but about knowing it in your heart.
Jackie Khumalo, Gauteng

THE doors of Pretoria Maximum Prison slam behind us with a resounding clang. One can only imagine what it must be like to hear that sound knowing you'd be inside for 2 410 years—if that were possible.

This was the punishment handed down to convicted serial killer Moses Sithole (32). I'm here to meet the man whose name sends shivers down the spines of many South Africans.

Visiting CMax, a converted section of Pretoria Central Prison, isn't pleasant. You're questioned about your business there, searched thoroughly and given forms to fill in. The warders, particularly the women, look at me suspiciously when I say I've come to see Sithole.

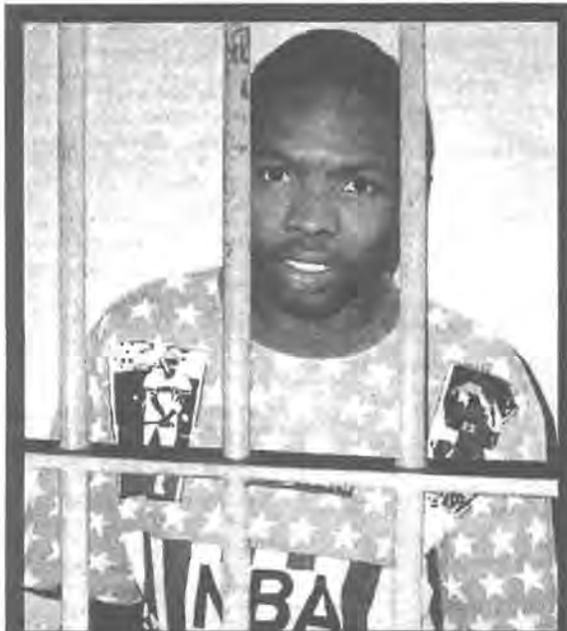
The formalities over, I'm escorted up eight steps to the next level of the prison, a few metres from the once-busy gallows. A sullen warder opens a heavy

teak door and ushers me into a cubicle the size of two telephone booths.

Sithole is waiting for me on the other side of a thick glass partition. Slim, dressed in orange CMax prison clothes, shackled. He grins when the warder removes the shackles.

He sits down, takes off his wire-rimmed spectacles and puts them down next to his diary. He doesn't look me in the eye when I introduce my-

Heartbreak of a serial killer



For Moses Sithole, 2 410 years behind bars wouldn't be so bad — if only he could see his darling Bridgette again . . .

self. Then he lifts his head, smiles and points at the glass partition: "It's a pity I cannot shake your hand."

A few minutes in the notorious killer's company leaves you feeling numb. It's impossible to forget the verdict — 38 murders, 40 rapes, six robberies. What kind of animal could rape, then strangle, so many defenceless women?

Sithole still denies he did it, but he's more interested in talking about his darling daughter Bridgette, the three-year-old he possibly condemned to a slow, agonising death when he infected his girlfriend Martha Sesi Ndlovu with the deadly HIV virus which causes Aids.

Sithole has Aids and is expected to die within the next five to eight years.

He misses Bridgette terribly. "I'm told she's very sick," he says. "Can you bring her with you when you visit me again? I miss her a lot. I spend my days and nights thinking about her."

Martha and Bridgette had to undergo blood tests after it was discovered Sithole had contracted the killer disease. Martha learnt the shocking news that she was HIV-positive. Sithole suspects Bridgette also

EXCLUSIVE

Convicted serial killer begs for forgiveness — not for the 38 women he's murdered, but for the beloved daughter he's probably infected with Aids . . .

By KAIZER NGWENYA



has the deadly virus, but no one is telling. Martha wants nothing to do with him, and chances are he'll never see his daughter again.

"Martha doesn't want to see me any more," he says. "I'm missing my child. She may also be infected. I'm sorry. I ask for forgiveness."

HE doesn't have that I'm-gonna-beat-you-to-a-pulp look. He's soft-spoken, articulate and down-to-earth. He's also handsome. It must be his pleasant manner and good looks which got so many unsuspecting women to go with him, only to meet a violent death.

Their bodies, some decomposing, were found in open veld in Boksburg on the East Rand and the Cleveland mine dumps near Johannesburg.

There's something about the way he hoods his eyes before answering a question. But the smile never leaves his face.

"I didn't kill the women," he says, despite the mountain of evidence presented in court. He sounds dead serious. He's appealed against the sentence — the harshest ever handed down by a South African court.

"I suspect some of the witnesses were bribed or persuaded to tell lies," he says, still smiling.

MAIN PICTURE: Martha Sesi Ndlovu with daughter Bridgette (3), the child she's vowed convicted rapist and killer Moses Sithole (FAR LEFT) will never see again. Moses, who has Aids, infected Martha with the dreaded disease, and fears Bridgette may also be HIV-positive.

He wants the world to know he doesn't hate women. "I don't hate anyone," he says, somewhat surprised at the suggestion. "Why should I hate women? I'm just like you, I love people. I really do. But people can hurt you."

Life in the controversial hi-tech maximum-security prison is like a never-ending nightmare, he says.

He's in Cell Five. Eugene de Kock, the mastermind behind many apartheid killings and once the head of the notorious Viakplaas police unit, is in Cell One. Sithole says he sees De Kock when they go for their daily exercise.

When Sithole started serving his sentence last year he was allowed no visitors for six weeks. He can now receive visitors every weekend, but his family, and Martha's, aren't interested in visiting him.

"I'm sure Sesi's very hurt," Sithole says. "That's why she doesn't want to see me. I last saw her a few months before I was sentenced. She used to come with the baby to see me. But she stopped visiting. She said I'd brought her name and that of her family into disrepute."

"The people of Saulsville accused them of harbouring a serial killer. I have her telephone numbers. But she doesn't want to talk to me. She drops the phone. She's very unhappy. She dumped me after I was sentenced," he says.

"Many people, including my own family, have turned against me. People who were once close to me believe I'm guilty of raping and killing. They say I'm an animal — how else could I explain being sentenced for killing 38 women?"

"Things have changed now that I'm in jail. Sesi believes I've killed the women."

"I miss my child. I hope God will forgive me."

MARTHA lived happily with her handsome lover in Saulsville squatter camp near Pretoria until shortly before his arrest. Only after his arrest did she learn of his chilling double-life.

She was heavily pregnant (To page 18)

THE looters showed no restraint as they smashed shop windows and stole everything they could lay their hands on. But there was one kind of business they left alone – the funeral companies.

It happened recently when Zimbabweans rioted in the streets to protest food price increases. They burned and looted many businesses, but the coffin and tombstone makers were allowed to operate as usual.

"People respect the dead no matter what happens – that's why we managed to operate without any problems," says Tendayi Washa (32). He and his brother Moses make coffins in Budiriro township in Mutare, 260 km east of Harare, near the Mozambique border.

The sight of coffins and tombstones being sold at the roadside might surprise visitors, but Zimbabweans are used to it. They're as common as vegetable hawkers are in the streets of South African cities – as common as the hearses Zimbabweans see on the roads every day.

On many street corners in Harare coffins and tombstones are displayed outside rickety shacks, with sellers shouting out their daily bargains and special offers.

So many people are dying of Aids in Zimbabwe that coffin making is now one of the country's most thriving industries, and people with only a slight knowledge of carpentry have found a new career.

Zimbabwe has one of the highest Aids death rates in Africa.

"A lot of people are dying of Aids and other diseases," says Tendayi. "Any death-related business is doing very well. It has helped reduce the rate of unemployment."

Tendayi used to work for a coffin maker in Mutare but reckoned he could earn more working for himself. He joined forces with his brother four years ago and their small company now employs seven people.

"Now I don't have to worry whether I will eat tomorrow," he says. "My life is better and I've made other people's lives better by working with them."



Battle to keep up with the

Zim's roaring coffin trade

BY HILTON HATIDANI
Pictures: PAPI MORAKE

Economic hardship and the growing number of deaths have driven many people to buy coffins and tombstones from backyard sellers who are

drawing customers away from established funeral companies.

"People always buy as cheaply as possible, no matter what economic background

they come from," says Tendayi.

"My customers are not only in the townships – people from fancy suburbs buy from us too."

He makes coffins from



Coffins and tombstones being sold by the roadside are grim proof of the scale of Zimbabwe's Aids epidemic. Each day the number of deaths increases and the coffin makers rake in the money . . .

MAIN PICTURE: Coffin making is a booming business in Zimbabwe – Tendayi Washa (left) and two of his workers show off their handiwork.
BELOW: Edmond Nyawho sells his tombstones on a street corner.

sells about five a day. "Sometimes I make them while the customers wait, if they want something special," he says.

He earns about R4 000 a month – Zimbabwe's average wage earner gets R1 300 or less.

Some customers buy coffins on instalments. "When they die we deliver the coffin to their homes," Tendayi says.

He's preparing to expand his business to other townships. "I've identified areas where I can make money," he says

IN a country where mere mention of the word funeral makes people think of Aids, it's not only coffin sales that are booming. Many other death-related businesses are flourishing.

Iswazi Granite company in Glen View township, south of Harare, is an informal roadside business. Clusters of tombstones in a fenced yard make the place look like a cemetery, but a large board advertises tombstones for sale. Many customers come to admire the beautiful artwork on the stones.

them, and our business is doing well."

Iswazi sometimes can't meet the demand. "Some families order three stones in one day," says Edmond. "We go to the cemetery up to six times a week. Our prices are much cheaper than elsewhere and we produce good quality. Most people come here rather than go to the big, expensive companies."

Prices of tombstones vary according to thickness, height and quality, and prices range from R400 to R9 500.

They're inscribed with messages, names and date of birth – but the date of death is missing from some. "Many people choose tombstones before they die," says Edmond. "When they die we then fill in the date of their last day on Earth . . ."

Iswazi employs 10 people and has security guards after hours. "Tombstones can easily be stolen," says Edmond.

About 10 years ago blacks who worked for funeral parlours in Zimbabwe, even just as drivers, were considered evil, very brave or outcasts from society. So employees often kept their jobs a secret.

In those days just seeing a coffin was enough to give a child nightmares. Now there are so many deaths every day people have grown used to the grim reality. Schoolkids pass by Tendayi's business in Mutare and sometimes sit down to rest on the coffins on display.

"When I started working in a funeral parlour even my parents had a bad attitude towards my work," says Tendayi. "My wife didn't want to discuss anything to do with my job. But now I can talk about it on the bus. It's one of the ways I market my business."

Tendayi sees himself as helping the poor. "Everyone has a right to a decent burial, whether he's rich or poor," he says. "I'm helping the poor – that's why I sometimes do it on credit."

Residents in his area agree. "Seeing coffins everywhere isn't so good, but if they weren't here many people would be buried in plastic bags," says Gilbert Chombo. "Things are really tough in this country." □

thousands of dying people



plywood obtained from nearby timber companies. An expensive model costs about R700. It's considered good value – at established funeral

parlours customers pay that amount for the cheapest coffin on offer.

Tendayi takes about four hours to make a coffin and he

"People never used to see the essential beauty of tombstones," says employee Edmond Nyawho. "Now a lot of them appreciate the need for



THE black man leaving his home in Westdene, Johannesburg, to rush off to a business appointment in Siyabuswa, Mpumalanga, isn't surprised when his white neighbours step outside to wave to him as he drives off.

"It's only the tip of the iceberg," says Thulani "Sugarboy" Malinga. "Whenever I visit our local shopping complex I'm mobbed by children,

business, for instance, I'm there with money or advice."

Nomsa, a devout Christian, prays for him each time he fights.

"My family and I firmly believe God's given him everything he's got," she says.

Nomsa spends Sundays with Sugarboy in their church parish in Daveyton, Benoni. During the week they both work at their business, a

Africa and South African super-middleweight – unbeaten, after winning the WBC super-middleweight title for the first time in 1995.

"I wanted to concentrate all my efforts because the WBC (World Boxing Council) title is one of the top world titles," he says.

The 38-year-old champ strongly believes kids must be educated to face life. He has

Sugarboy's helping hands

black and white, and their parents, all wanting me to sign autographs."

The world champion boxer is a celebrity in his neighbourhood. And the neatly framed Lord's Prayer and biblical verses on the walls of his expensively furnished house and a collection of trophies point to two things: his love of the church and boxing.

Both are powerful influences in his life and that of his

By JUSTINUS MÄLULEKE

Pictures: PAPI MORAKE

Thulani 'Sugarboy' Malinga is everyone's hero. Kids, neighbours, prisoners and the community at large – he helps them all . . .



The fists that won a world title now assist others in need

wife Nomsa. The highlight of his career was when he took the WBC world super-middleweight title from Robin Reid in England last year.

And as for religion, Sugarboy not only preaches the gospel but practices it too.

"I hate to see people suffering and I try to share what I have with the poor," he says over tea with DRUM. "If people need help to start a small

supermarket and butchery in Siyabuswa.

When not in his Johannesburg gym Sugarboy spends free time exercising in his swimming pool at home.

"Swimming is good exercise for a boxer because it gives the shoulders and biceps lots of strength," he says.

He gave up several titles – his South African middleweight, light-heavyweight, All

four: twins Sihle and Nqobile (21), Lethu (20), Nomfundo (13) and a grandson, Sabelo (3). Sihle and Nqobile are at college.

South Africa's crime rate worries him, and he believes communities must join hands to fight it. He's doing his share.

"I regularly visit Boksburg prison to preach to prisoners and give them boxing les-

sons," he says. "It's one way of rehabilitating them. I'm giving them skills so when they go out there they won't do crime again but do something meaningful.

"People must learn to work hard. And the youth must concentrate on their education, because crime doesn't pay."

Sugarboy intends building a gym at home to teach kids



By: WYLD: OSIDAN John: HIS OWN Scandals: ACCENT

MAIN PICTURE: Sugarboy Malinga – boxing champ, businessman and part-time preacher.

RIGHT: Sugarboy shows off the fists which have won him numerous titles.



his skills. "Children are our most valuable possessions, so we should look after them," he says. "The best way to do this is to nurture their talents."

SOME boxing commentators say Sugarboy's heyday is over, that he's too old at 38 and should hang up his gloves because he's lost too many fights. But he proved them wrong with his victory over Robin Reid.

He still feels strong and says he'll be in the ring for some time yet. "The critics have yet to give me a good reason for saying I must quit the sport," he says. "I feel young and still have a lot of energy and strength in me."

"I'm fighting to accumulate a lot of money for my retirement. Next year in March I will fight Joe Kalsaghe for the unification of the WBO and IBF titles. After that I'll decide whether to retire."

Trainer Nick Durandt said in a radio interview: "I want Malinga to retire with financial security and a head on his shoulders, so I'll make sure he gets the biggest purse of his career."

Sugarboy started boxing in

his teens after being inspired by his brother Maxwell Malinga, who fought and beat Eddie Perkins for the world welterweight title in 1974.

Sugarboy started as an amateur in 1972 and turned professional in 1981. He became the first South African boxer to win the WBC super-middleweight title when he dethroned Britain's Nigel Benn in 1996.

His victory over Robin Reid in England last year was the realisation of a long-held dream. He says his fitness and fast right and left jabs had a lot to do with it. In 1996 he'd lost the super-middleweight title on points to Italian Vincenzo Nardiello and had been itching to reclaim it.

"It took me 18 months to win it back because they'd been avoiding me," he says. "My title was stolen from me – the fact that it's with me again proves I deserve it."

While boxing is close to his heart Sugarboy wants to work as a preacher full-time.

"I want to be in the ministry full-time," he says. "But I want to have enough money before I do that."

He turned to God in 1993 after losing three important international fights: to Rocky Graciano in West Germany in 1989, to Lindel Holmes in Italy in 1990 and to Briton Chns Eubank in London in 1992. But Sugarboy still believes he won all three fights.

"As far as I'm concerned I beat Graciano, but I didn't trash him thoroughly enough as a champ to convince the judges. Lindel got away with the title because watching a video of his fights affected my thinking, and Eubank's victory was a home decision," he says bitterly.

He's won a lot of fans in Britain, which has become a second home for him.

"I started fighting in Britain in 1992 and I'm well known there because almost all my international fights took place there," he says.

Now preaching is gradually replacing boxing as his major passion. He's set aside part of the winnings from his title fights to build a church in Daveyton. Once again he'll be helping the people.

New blood for Bafana Bafana as Africa Cup challenge

Jomo Sono, the national soccer squad coach, has always had an eye for promising youngsters, and many players he's groomed have become big stars. Here are the promising newcomers he's called up for Bafana Bafana as the national team prepares to do battle in Burkina Faso ...

SOCCKER'S best talent spotter is doing it again. When Matsilele Jomo "Troublemaker" Sono was chosen as caretaker coach for Bafana Bafana, hopes were high the national squad would get an injection of new blood.

And Sono is confident his strategy will pay off, in spite of the reshuffled team's shock 3-2 defeat by Namibia in the Cosafa Cup.

Sono has always favoured young players. Year after year he's built up his own club, Jomo Cosmos, by mixing unknowns with a few veterans.

Most of the players he's groomed from scratch have become big-name stars locally and overseas. At one stage almost half the national team was made up of former Cosmos players.

They included the likes of Phil "Chippa" Masinga, Mark "The Predator" Williams, Sizwe "Shona Phambili" Motaung, Mark "Feeeeeesh" Fish, Thomas "Chincha" Madigage, Linda "Iron Man" Buthelezi, Helman "Midnight Express" Mkhalele and Edward "Magents" Motale.

Now the eagle-eyed coach is doing it again, with a youthful new squad for the African Cup of Nations tournament in Burkina Faso.

Out go some high-flyers, among them Doctor Khumalo, John Moshoeu, Andre Arendse and Mark Anderson.

Into their shoes step talented youngsters such as goalkeeper Simon Gopane of Bloemfontein Celtic and Paul Evans of Pretoria-based Supersports United.

Midfielder David Kanne-meyer is confident the squad, with its young, pacy players, will retain the trophy in Burkina Faso.

Here are the youngsters who may oust the tried and tested players with big reputations:

PAUL EVANS

Critics are wrong to call him the "Clown Prince" of South African goal-keeping, says the lanky Supersport United keeper. "Well, off the field, yes. But when I'm on the field I know my business is to stop goals - there isn't time for jokes."

On camp with Bafana Bafana at a posh Johannesburg hotel, Evans' good humour puts a smile on the sternest face and he often has his audience in fits of laughter.

But that side of him isn't obvious to opposing strikers.

Evans (25) is not new to national duty. He earned his stripes with the Under-23 side after former Sasol Super Squad coach Mich d'Avray roped him in on the strength of his sterling goalkeeping performance for Wits University. Local soccer supporters remember him as an unfancied rookie who won a Coca-Cola award with the Students.

His talent took him to English Premiership League side Leeds United, although he didn't play as regularly as countryman Lucas Radebe, the current national team captain.

But it was a much-needed learning process, he says. During his two years at Leeds

he was loaned to Crystal Palace and Bradford City.

What pleases him most is the opportunity to work with specialist goalkeeping coaches in the UK. "I've always considered myself a natural but raw goalkeeper," Evans says. "The trip overseas sort



SIMON GOPANE
DUP DU TOT

THABO MOOKI
DRUM 5 February 1998

looms

of rounded me off."

It's been a long journey. Evans, from Newcastle in KwaZulu-Natal, started playing as a No 1 only at the age of 16. The regular Iscor Football Club goalie had gone back to England and "since I was the tallest and craziest in the team I was asked to keep goal".

The former striker has left the task of scoring goals to Helman Mkhalele, Sizwe Motaung and Fani Madida.

He rates English soccer personality and Zimbabwean international Bruce Grobbelaar as the best. "I also think highly of

Everton's Neville Southall, probably because he's Welsh," Evans says, exposing a Red Dragon tattoo with "Wales" written inside it on his right upper arm.

SIMON GOPANE

Players eager for a place in the national team are quick to move to Gauteng clubs such as Chiefs, Pirates and Sundowns – but Bloemfontein Celtic goalkeeper Simon Gopane isn't one of them.

The talent-scouring eyes of Jomo Sono saw 27-year-old Gopane at unfashionable Celtic, his club for the past six years.

One of three goalkeepers selected for the senior side, Gopane is well aware of the competition for the job. He's learnt to be patient since his days at then

OK League side Ravens. "I've always known my chance would come," he says. Players learn from one another, he says.

and he stands to gain a lot from Brian Baloyi and Paul Evans. Another source of inspiration is Italian Serie A club Inter Milan's goalkeeper Zenga.

But Gopane is unlikely to want to move from his home area of Rocklands, Bloemfontein. He's operated a general dealer's shop in the township for two years.

THEMBA MNGUNI

On December 3 1997 many people left the FNB Stadium with heavy hearts. It was the inaugural Rothmans Cup final and glamour club Kaizer Chiefs had trounced Sundowns after a tense penalty shootout.

One of those responsible for the sad mood was Sundowns defender Themba Mnguni, who missed one of the penalties – against a club he hates losing to.

But he's put the episode behind him as he concentrates on his call-up to Bafana Bafana.

He's one of the youngsters graduating from junior national teams to the senior side. Before joining his heroes he played in both Under-20 and Under-23 squads.

Since his debut two years ago he's been making strides at Ted Dimitru's Sundowns, where he plays with younger brother Eric. Being chosen vice-captain at the Pretoria outfit has been the cherry on top for the 23-year-old Mamelodi lad.

From Sundowns Colts, where he spent three years, through First Division club Publican Brothers to where he is now, hard work has seen Mnguni through. "Even with the senior squad I know it's one's work rate that counts," he says.

He's excited about being selected and has vowed not to disappoint those who've shown confidence in him.

Understandably he's aiming for a winner's medal with South Africa in France and subsequent World Cups.



BRENDON SILENT

QUIF ON TOIT



THEMBA MNGUNI

By DON MAKATILE Pictures: TOUCHLINE

(Turn over)

Jomo's juniors



The new Bafana squad

AARON MOKOENA

Apart from the legendary Brazilian Pele, it's difficult to think of another player who turned out for his country at 17. Jomo Cosmos' Aaron Mokoena could match this record.

Born in Boipatong in the Vaal Triangle, where his family still lives, Mokoena moved to Johannesburg after signing for Jomo Sono's club, where the emphasis is on youth. With other Cosmos players, he stays in a Soweto house owned by the club.

He's a Standard 10 student at Orlando West High School, popularly known as Maseke.

He comes up from the Under-23 side, having gained his first cap in Mauritius last March.

Mokoena is against the practice of going to trials with hundreds of other hopefuls. "It's difficult for talent to be spotted," he says. "There are just so many of you trying to impress."

He was discovered by Sono at inter-provincial games played at Wits two years ago and virtually grew up at Cosmos, moving from the Under-19 reserves to the senior team.

Mokoena speaks about soccer with the glee of a toddler with a chocolate bar. There's no doubt he loves the game.

An Italian deal awaits him after the African Nations Cup games in Burkina Faso. Just as well - "I like the Italian style of soccer," he says.

The thought of playing alongside the likes of Mark Fish, Lucas Radebe and Phil Masinga lights up the young defender's face.

Affectionately known as "Mbazo" ("The Axe"), he promises to become a darling of the fans.

MCDONALD MUKANSI

To many who don't know him, McDonald Mukansi is just another of those foreign players flooding the domestic league. It's only when he opens his mouth and his fluent township speech flows that one thinks differently.

As he regales you with stories of high school soccer competitions you want to say:

"Sorry bra van my, jy's mos 'n outie."

Even his best friends - mostly team-mates at Cosmos - complete his "outie" status.

He talks of Tshepo Molatedi, Thabo Mooki and others, names that speak of Soweto high school soccer.

Mukansi was an exceptional athletics and soccer student at Lamola High in Meadowlands, where he matriculated in 1996. One of the first pupils at the Esselen Park School of Excellence, his goal-scoring prowess ensured him a place at Wits under former coach John Lathan. "When John left, things soured for me," he says.

He soon found a home at Cosmos where he continues his passion for scoring goals. He has several speed-related nicknames: Scooter, Donnadoni and VR6.

His family is his pillar of strength - even niece Milcent wants to know how Cosmos played when Mukansi comes home from a game.

The 23-year-old from Orlando West is a public relations student at Boston City Campus.

THABO MOOKI

Introducing Thabo Mooki is like standing in Parliament trying to tell MPs who Nelson Mandela is, so much of the following won't be new to soccer lovers.

Thabo Lawrence Mooki comes from Moletsane in Soweto. With Tshepo Molatedi, he rewrote the history books of high school soccer.

His nickname is Tsikitsiki. It's not uncommon to see even grannies screaming themselves hoarse trying to roll the name around their tongues as Mooki rolls himself around opponents.

He was a member of the KFC (yes, the delicious chicken) select team that played at the World Scholar Athlete Games in New York in June 1993.

This is his second call-up for Bafana Bafana. The first was against Holland, in a game South Africa lost 2-0, though he played only in the dying minutes of the game.

He's a friend of Brian Balozi and Thabang Lebesse, and they

enjoy nothing more than cracking jokes together.

On his return from America he went straight to watch a Chiefs match, still wearing a KFC tracksuit. Brian Balozi puts it better: "He came to the club in a chicken tracksuit and had only one soccer boot in his bag."

Mooki's lean frame doesn't bother him. "If you can play soccer your body weight is secondary," he says. Teammate Thabang Lebesse says: "Wherever he comes from, he didn't

PAUL EVANS



DRUM 5 February 1997

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You Never Can Tell

By DANIEL PHALA

Illustration: KAREN AHLISCHLÄGER

"I MADE a big mistake by not approaching her," I said to myself as I lay on my bed. I had seen beautiful women in my life, but this woman took the prize. Her eyes were as bright as stars, her smile was better than Mona Lisa's. Her body was firm and sexy and she moved like Naomi Campbell, the queen of models.

I was so preoccupied thinking about the gorgeous lady that I didn't hear my sister knocking on my bedroom door, nor did I notice when she entered the room. "Hey, are you awake or dreaming?" Eve asked, smiling. "What's the matter with you? Are you in love or something?"

Eve was my older sister and I always confided in her. She was honest and reliable and always noticed when something was bothering me. But now I felt too embarrassed to tell her what was on my mind.

"There's nothing wrong with me," I said, trying to force a smile. "I was just thinking about my future as an athlete."

"I don't think so," Eve replied. "And don't try to fool me . . . come on, tell me what's going on, maybe I can help."

"It's just a minor problem, I don't need any help," I said.

My sister is very stubborn and insisted I tell her what was really on my mind. At last I gave in and told her. "I was in a bookshop in town today, and while I was looking for an interesting book, I bumped into this lady . . ."

"Yes, go on," Eve said encouragingly.

"She was so beautiful my heart started to beat really fast and my mouth went dry. I was so confused I didn't know whether to apologise or pick up the things she'd dropped. I just looked at her as if she were a ghost, I couldn't even find the

words to apologise for bumping into her. She bent down to pick up her things and while I was still standing there like a statue, she looked up and smiled at me . . ."

"And then?" Eve asked, keen to know what happened next.

"Then she walked off and left me standing there staring after her," I said miserably. "I came to my senses and rushed after her, but by the time I got outside she'd gone. And now I can't stop thinking about her and wishing I could see her again," I sighed.

Eve listened very carefully without interrupting. When I had finished, she said, "Danny, I thought you were the kind of young man who's not afraid to go after what you want! I'm surprised you didn't speak to her and arrange a date," Eve said, shaking her head.

"It just all happened so fast I didn't know what to do or say," I explained. "It was love at first sight."

"Anyway," my sister continued, "how could you fall in love with someone you saw for just a few seconds? You have to get to know her first."

That's what I like about Eve: she doesn't beat about the bush, she comes straight to the point.

"If you saw her, you'd know why I feel like this about her," I told my sister. "I've never seen such a beautiful girl in my life."

"My brother, it doesn't mean when a girl is beautiful her heart is also beautiful," Eve warned.

But I refused to listen to her. "That girl is an exception, she's not like other girls," I said firmly.

"Then go find her and prove me wrong," Eve returned. "All I'm saying is, don't be overcome by a stranger you only saw for a few seconds." She was about to add something

more when the phone rang and she rushed out to answer it.

Alone in my room, I thought about what Eve had said. It was true, I knew nothing about the girl. She might even have a boyfriend – a beautiful girl like her would never be short of men. If only I could find out more about her . . .

THE following day I got up early to go for a morning jog with my friend, Tony. Afterwards, as I was preparing breakfast, I decided to go to the stadium to watch Bafana Bafana play against Cameroon.

I asked Eve to accompany me to the game but she told me she had a date with her boyfriend, Sam. Her boyfriend

(To page 44)

About the Author

Daniel Phala matriculated at Mokgome Senior Secondary School. He has worked as a supervisor at an explosives company and is doing a correspondence course in journalism. He is a member of Itumeleng Athletics Club and also plays soccer. His hobbies are reading, writing, watching TV and listening to radio. This is his first short story to appear in DRUM.





You Never Can Tell

(From page 43)

was a good-looking guy and to me they were a perfect match because Eve was a lovely girl respected by all our friends.

After breakfast I didn't waste time. In the taxi on the way to the stadium we all talked about how we were going to beat our rival and win the African Cup of Nations trophy. Even though we'd never met before, our conversation was flowing smoothly as if we'd known each other for years. We were all wearing T-shirts with our country's flag and some were also carrying the flag. Our spirits were high, we were united, and I wished our patriotism would remain like that for ever.

When we reached the stadium, we could see thousands and thousands of people who were happy and enjoying themselves. The atmosphere was electrifying and peaceful, some were chanting and toy-totyping, while others were calling out the names of their favourite players or singing heartily. I had never seen such a huge and mixed crowd before, this was a real rainbow in the making.

I went straight to the queue to get into the stadium. As I was standing there, watching the crowds, someone tapped me on my shoulder and I

turned to see who it was.

It was the girl from the bookshop! I nearly fell down in shock and surprise. She flashed that gorgeous smile again. I was staring stupidly at her, just as before, unable to say a word. Finally I managed to say, "H... Hallo," in a shaky voice.

"Hallo, I hope you're not going to bump into me again," she said, still smiling. I was sweating like hell and didn't know what to say next.

At last I stammered, "Are... are you going inside?"

"Yes, but the queue will be very long if I go to the back," she said.

This was my chance! "Would you like to join me?" I asked. "Then you'll get in quicker."

"Oh, thank you!" she said. "I'm with someone, do you mind if I call him over?"

What could I say? I had hoped she didn't have a boyfriend, but I had been wrong. "Sure, no problem," I said.

She waved her hand and a boy came to stand between her and me. "Let me introduce myself," she said. "My name is Bongile. And this is my brother Harry," she said, pointing to the boy.

I was so relieved I couldn't stop smiling. "Hallo, nice to meet you," I said, beaming from ear to ear. "My name is Danny."

"Nice to meet you too, Danny," she said.

We had made it into the

stadium by now and found three empty seats. But then Harry noticed some friends of his and said he was going to sit with them.

"Harry, be careful," Bongile warned her brother. "Don't get lost after the game, come straight back here."

"Don't worry, I'll be fine," Harry reassured her, and disappeared into the crowd.

At last I was alone with the woman of my dreams – if you ignored the thousands of other spectators, that is.

After we'd sat down in our seats, she broke the silence between us. I was still feeling too nervous to start up a conversation with her.

"Yesterday in the bookshop," she began. "Why did you give me such a strange look? Were you scared of me?"

"No, I wasn't scared, I was admiring your beauty," I explained.

"You're kidding me, you were too scared even to apologise!" she said, but she was smiling, so I knew she wasn't angry with me. "You just looked at me as if I were a ghost."

I plucked up all my courage. "You're the most beautiful woman I've ever seen in my whole life," I said, gazing into her lovely dark eyes. "As soon as I saw you, I fell in love with you, that's why I didn't say anything."

"I've heard those words many times," Bongile said, a frown between her lovely brows. "People don't know their meaning."

"I do know their meaning," I said earnestly. "And I swear I'd never break your heart."

"But I don't know their meaning, and I might break your heart," she said, looking very serious. "I've broken many people's hearts."

"Did someone break your heart?" I asked.

"Yes, and I no longer believe in love," she said.

"Look, Bongile, I can help you love again, I'm sure I can," I said.

"No, you can't. You're the one who'll end up getting hurt."

Then, instead of responding to my love talk, she changed the subject and started talking

about the game. I didn't know what to make of this. Maybe I should have kept silent about my feelings for her.

We concentrated on the game for the next 90 minutes. When we spoke it was about what was happening on the playing field. We both cheered loudly when our side won by one goal.

"Can I see you again?" I asked as we walked out of the stadium.

"Give me your number, I'll phone you," she said.

I gave her my number and then asked: "Can I have your number?"

"I don't have a phone," she said, smiling. "I'll call you on Friday."

I wondered if she was telling the truth about not having a phone. I wondered if she'd really call me on Friday. There was nothing I could do except wait.

THAT night I didn't sleep. I lay thinking of what Bongile had said about breaking my heart. And who had broken her heart? Who could do such a thing to such a beautiful lady? People can be cruel, but maybe I could bring love back into her life. I didn't believe she'd broken a lot of hearts. She was too beautiful to hurt people.

The next morning I woke up very late. After washing myself and eating my breakfast, I went to visit a friend who lived in Hillbrow. He was happy to see me as it was a while since my last visit.

"Danny, where have you been all this time?" Mzi asked, slapping me on the back. "What kept you so busy, is it girls?"

"Nothing in particular," I said.

"Are you trying to hide something from me? You know very well you can't fool me."

Mzi was very shrewd, he could almost read a person's mind. He was a genius and studying law at Wits University. I decided to tell him about Bongile, how I met her and all the things she'd told me about her broken heart and the warning.

"She said she's broken



You Never Can Tell

(From page 45)

planation? All those girls are prostitutes, see?" He didn't have to explain any more. I'd heard enough. I could never fall in love with a woman who had such a dirty lifestyle. We found a table in the corner of the club and ordered orange juice and beers.

We sat for a long time, watching the prostitutes offering their services to the men. Some of the girls were in great demand and men were queuing for them.

"There's one girl who is very popular," Mzi told me. "You'll see when she comes back from the room the men will rush to her and the highest bidder will be taken to her room. She's so beautiful and sexy you may even be tempted to sleep with her yourself."

"You mean she knows how to satisfy her clients?" I asked.

"Those who've been with her say she does things no man has ever dreamt of, they say she'll teach you things you never knew, and her body is like that of an angel."

By now I was very curious to see this girl. "I'm not going before I've seen her," I told Mzi.

"Don't worry, she'll come, and when she appears the whole room will come alive, men will start digging deep into

their pockets."

We were chatting when we saw the men in the room get to their feet. There was a lot of noise as they all shouted, "I'm next, I'm next!"

"That's the queen of the place, the one I've been telling you about," said Mzi.

I stood up to see what the queen looked like. I couldn't believe my eyes. I stood there thinking I must be dreaming.

Mzi noticed the look on my face. "Danny, what's wrong, do you also want to queue for the queen?" asked Mzi.

"It's Bongile," I said.

"Where?" Mzi asked in astonishment, craning his neck to see.

Tears were rolling down my cheeks, I remembered her warning, that she doesn't believe in love and has broken many men's hearts. "She's the only one who's just come in," I said, sobbing.

"You mean that whore is Bongile?" asked Mzi.

"Yes," I said.

"I'm so sorry, my friend."

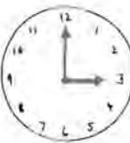
Mzi clicked his tongue sympathetically. "Now, welcome to the real world!"

Crying wasn't going to help me. I never knew life was so complicated. I never imagined my beautiful Bongile was living such a dirty life. I swore to myself I would never fall in love again.

I learnt a very good lesson: never judge a book by its cover. That day I went home a heartbroken man. It's true what they say – you never can tell with women. ■

LEVEL 1

What is the time ?



three o'clock
(long hand on twelve and short hand on the hour)







LEVEL 2

The use of **before** and **after**.

Example : I dress myself **before** I go to school.
Monday comes **after** Sunday.

Underline

1. July comes before/after June.
2. Two comes before/after three.
3. Thursday comes before/after Friday.
4. I brush my teeth before/after I go to school.

LEVEL 3

Note to the educator

This exercise could be done much later.

For reading time not on the hour

Remember :

- 60 minutes = 1 hour
- long hand = minutes
- short hand = hour
- before twelve o'clock (noon) = to
- after twelve o'clock (noon) = past
- read the long hand first, then the short hand

Look !



1 o'clock



10 (minutes) past 1



15 (quarter) past 1



30 (half) past 1



25 to 2



quarter to 2



5 to 2



2 o'clock

Lesson 15

REVISION

LEVEL 1

Name the pictures :

6	10							

LEVEL 2

		14						
						John Doo Mike Izac Anne	Sunday Monday Tuesday	

LEVEL 3*

8	50							
					$2 + 2 = 4$			
January February March	English Maths Science	Africa America Europe Australia	Zulu English Portuguese	1 2 3 4 5 6 7 ...				



LEVEL 1

Which word does not belong ? Underline

dóg	ox	box	frog	sit	stand	yellow	sleep
cup	mug	jug	hut	shirt	shoe	skirt	log
bus	car	van	pan	brother	teacher	sister	mother
one	bee	two	three	f	g	6	h
spoon	red	blue	green	garden	tree	plants	hat
gun	circle	triangle	square	in	book	on	under
arm	leg	foot	fish	big	small	old	sing
eye	tree	ear	nose	flat	tent	egg	hut

LEVEL 2

Which word does not belong ? Underline

peach	bread	pear	banana	girl	shave	beard	razor
sheet	pillow	blanket	kitchen	rugby	uniform	soccer	tennis
kite	food	doll	ball	Maths	English	Science	snack
table	chair	bed	dress	robot	stop sign	crossing	money
crayon	pencil	glue	chalk	buy	sell	read	pay
day	week	month	father	cafe	playground	supermarket	hypermarket
ant	bee	moth	boy	Zulu	Sotho	English	map
knife	spoon	gate	fork	picture	yesterday	today	tomorrow

LEVEL 3

Which word does not belong ? Underline

vehicles	church	transport	traffic	cake	ice-cream	cooldrink	porridge
plus	minus	divide	sandwich	Tuesday	Thursday	February	Saturday
lunch	supper	school	breakfast	shampoo	please	hair	wash
minutes	hour	classroom	day	pupil	child	friend	ruler
milk	juice	meat	water	Africa	Pretoria	Europe	Australia
lawnmower	spade	train	hosepipe	chart	rubber	map	poster
parrot	pig	dove	owl	principal	teacher	pupil	grandfather
curtain	cupboard	shelf	wardrobe	speak	play	spell	read
honey	salt	jam	sugar	rain	homework	wind	sunshine
onion	grapes	peas	beans	restaurant	shop	chemist	garden



Readers' Forum,
DRUM, PO Box
784696, Sandton
2146.

- Or fax your letters to (011) 322-0891.
- This week's R50 for the best letter goes to M. Ngwenya, Vanderbijlpark.

Competition help line
Queries about competition forms and prizes are handled on (021) 406-3154, or at PO Box 6929, Roggebaai 8012, fax (021) 418-8198.

bad, he knows and there is a purpose.

Start thanking God for what happened, and ask for his love to help you forgive your offenders. Also ask him to heal you completely from all your anger and bitterness. You will then feel the healing and freedom he will give you.

Jesus Christ forgave all those who persecuted him, why not us?
Dikeledi Taunyane, Brits

Most abusers are relatives

I am very worried about the way men treat women and young girls. They physically abuse them. When I see what some uncles do to their nieces, and what grandfathers do to their beloved grandchildren I am ashamed and filled with revulsion.

Men: stop what you are doing. Where is your pride? How can you look your mothers and sisters in the eye when you do such terrible things?

Remember, every man, woman and child has the right to live. What is shocking is that in most cases the abusers are relatives.

Abuse is immoral and criminal, it destroys the self-esteem and dignity of a child, so stop abusing children because they are our hope for the future. If we all unite against this problem we can make a difference. Men: stop your nonsense.
Daphney Moloko, Pampierstad

Life is easier but riskier too

I am 19 and would like to say that while our modern scientific and technological developments give us many benefits, and make our everyday life

easier, they also create problems.

Can we always keep in position the layers of rocks overhead in a mine? Can we ensure that nobody is ever hurt by electricity? And what about controlling motorists' speed, or laboratories used to refine drugs such as cocaine?

Every day newspapers are filled with reports of accidents and deaths on the roads and it's all rather shocking. There are also reports mentioning human error and mechanical error. In the good old days the human death rate was low, people would just die of natural causes.

But now, with our modern world of science and technological gadgets, things are far too different. I would think all these things show our world is not so perfect as we would like to think.

Sydwel Mabitsel, Botlokwa

Shine on and make us laugh

I was very pleased to see there is such a thing as caring for the viewers. Jo'burg Blues is like a breath of fresh air, South African humour at its best.

We need more people like Desmond Dube, he's a natural in front of the camera.

Laughter is indeed the best medicine, and he is just a born

Cash for news

Do you have story ideas or news tips for us? Turn them into hard cash right now.

We're offering at least R100 for every genuinely newsworthy, true story we end up printing, and R250 for every picture we publish.

Stories can be about anything: a crime you might have heard about in your area, a human tragedy, someone who's achieved something exceptional, some sort of scam you think should be exposed, and so on.

Pictures should capture a moment of high drama, humour or tragedy. They should not be family snaps.

You can phone in with ideas for stories or write a short proposal (not more than 250 words) and post it for the attention of Justinus Maluleke. We will then contact you if we think it's worth following up.

Pictures (never send negatives) should be sent in with a stamped, self-addressed envelope. Please include a brief description of what the picture shows and the names of all the people in it.

Phone (011) 322-0888, or write to Justinus Maluleke, Box 653284, Benmore 2010.

Readers say...

Kwaito with a smile

I particularly enjoyed the feature on Smile (DRUM, January 1). What I like about his music is it is positive, unlike some of the obscene kwaito songs that one is subjected to.

Smile's music can be enjoyed by young and old and he has an amazing voice. Lots of people who have entered the music scene just rap and talk a lot. He, I think, is among the few who can actually sing.

Even when he was still with Prophets of da City he was at his best.

I hope he will continue with his own style of music and not

try to follow any trends. I wish him good luck in all his ventures, and may he continue to give us good music our children can listen to without parents having to worry about their learning bad language.

South African musicians are improving and, I think, given enough time and encouragement, will reach the top.
P Motha, Protea Glen

● As an ardent reader of your magazine I feel compelled to make the following suggestion. I am a proud Rastafarian and I love reggae a lot but we don't get enough of this kind of music. Mojalefa Mashego, your showbiz editor, does a

splendid job of bringing us the latest releases and giving us his views, but I would love to see more reggae-related stories.

It would be nice to see a whole article dedicated to reggae and rastafarianism. There is always a lot on kwaito and R&B but never enough on my favourite music.

And if Mojalefa were to write those reviews and features, they would be more interesting. Although he gives his own opinions they are never malicious or negative. He is a professional who knows a good thing when he sees one. So please, Mojalefa, I appeal to you to bring reggae music into the open.
Jamaican lady, Durban

comedian. Joe Mafela is still leader of the pack when it comes to comedies, but I should think he should be careful of all the younger comedians that are now coming up.

But there is room for everyone, and I just hope there won't be any squabbling among them. Desmond just outshines the rest, though. It's about time the SABC realised some of the dramas are tired. We need sitcoms that make us laugh and forget the troubles we face every day.

I hope it won't stop at just this one comedy. I would like to say to Desmond Dube: shine on, and don't you let anything or anyone stop you from reaching your goals.
Nhlanhla Nhlumayo, Kwadabeka



Double vowels

 m__n	  sp__n	 b__k
 tr__	  b__	 s__

More sounds !

 __urch	  __ild	 __in
 __orts	  __irt	 fi__
 __under	  __ink	 __in
 ki__	  ri__	 swi__
 __eel	  __at	 __en

Exercise

LEVEL 1

Fill in :

 s__n	 l__g	 c__p
 h__t	 __gg	 b__n
 t__p	 w__b	 b__s
 d__t	 c__p	 p__t
 p__n	 r__t	 p__g

LEVEL 2

Fill in :

 be__	 dr__	 b__
 __ee	 __n	 __u
 __og	 __brell__	 z__
 __ur__	 m__	 f__
 __l	 __	 __
 __	 __	 __

Who ?

Note to the educator

Example :

- **Who** is **this** ? This is John.
- **Who** is **that** ? That is the king.

The pupils should know that the question word **who** is only used for people. The word **a** is never used with a name eg. This is **Sally**.

LEVEL 2

Who is this ?



This is a _____

Who is this ?



_____ Sally.

Who is that ?



That _____ John.



Who is that ?

_____ the queen.



Now think !

Who are you ?

I am Peter Jones

Who are **you** ? _____

LEVEL 3

Note to the educator

A fun exercise !

The pupils will need assistance to follow the instructions.

Instructions :

Find ten more words in the block and ring them. Then write them down in the blocks below and draw a picture next to the word.

p	m	n	n	r	b	c	d	m
i	x	z	c	a	t	h	l	g
g	u	n	n	f	k	j	a	e
l	z	i	p	m	l	s	u	n
r	s	f	f	v	w	x	e	y
c	h	l	l	d	d	h	e	e
d	y	s	o	r	m	a	n	f
p	q	h	a	t	n	k	h	g
d	d	e	z	m	x	b	c	d

Example :
rat



cat



LEVEL 1 Comparisons (When we compare things)

We say something is **as soft as butter**. (Comparisons)

Try the following :

1. As dirty as a _____
2. As blue as the _____
3. As green as _____
4. As sharp as a _____
5. As strong as an _____

Word bank

ox
sky
grass
knife
pig

LEVEL 2

Degrees of comparisons.

Look at these bottles !



This one is big, but this one is bigger and this one is the biggest.

Exercise



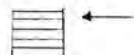
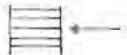
1) This tin is small, but this one is small _____ and this one is the small _____



2) This sausage is long, but his one is _____ and this one is the _____



3) This customer is _____, but this one is happier, and this one is the happiest



4) This shelf is high, but this one is _____, and this one is the _____

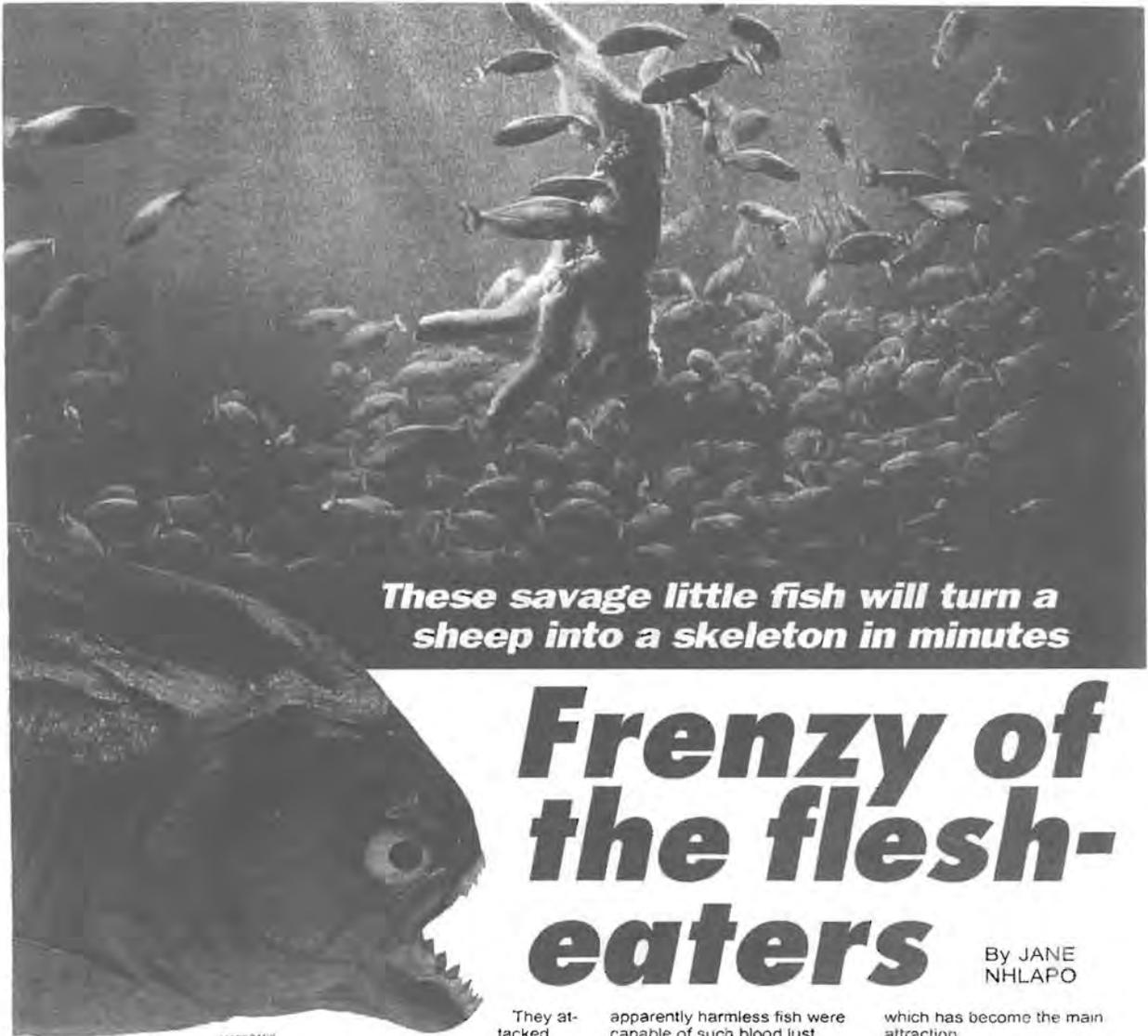
Remember these words !

good better best
bad worse worst

LEVEL 3

Lets do some **word sums** !

1. Sally has to go to the shop to buy some eggs. The price of 1 dozen eggs is R3.50. She needs 1½ dozen ! How much will it cost ? _____
2. 1 Kg carrots costs R2.90. Mother takes a bunch that weighs ½ Kg. How much does she have to pay ? _____
3. William buys a loaf of white bread, @ R1.80 and a loaf of brown bread @ R1.50. He pays with a R5 coin. How much change does he get ? _____
4. Peter wants to buy a tin of Coke. It costs R2.50. He has only R2.15. How much is he short ? _____
5. The price of a packet of chips at the one shop is R1.49. At the other it is R1.65. What is the difference in price ? _____



These savage little fish will turn a sheep into a skeleton in minutes

Frenzy of the flesh-eaters

By JANE NHLAPO

THERE was a loud splash as the sheep carcass hit the surface of the aquarium tank. It was immediately surrounded by a school of small fish.

One fish dashed forward, took a bite out of the sheep's leg and released a ribbon of blood that sent the rest of the school into a feeding frenzy.

They attacked from every angle, ripping at every piece of flesh they could get their sharp little teeth into. The water turned a murky pink as the crazed meal continued. Minutes later all that remained of the carcass was a skeleton.

People who'd watched the grisly event through the thick glass of the aquarium tank gasped in amazement. They couldn't believe such small and

apparently harmless fish were capable of such blood lust.

Dominique Roumet, the creator of Allotis Aquatic Park in Sologne, France, clearly understands the fascination these vicious, meat-eating piranha fish inspire.

When he built the aquarium he provided 400 fish species in 115 tanks for visitors to see. But the main reason Allotis Aquatic Park continues to draw thousands of visitors every week is the feeding of the piranha.

which has become the main attraction.

"The piranha is the world's fiercest fish, and the strangest," he says. "Their behaviour is fascinating and I wanted the public to be able to appreciate it."

PIRANHA thrive in the Amazon River in South America. They're meat-eating fish with razor-sharp teeth capable of tearing into flesh.

But they aren't all carnivores



GAMBIA

ABOVE (from left): *Flesh-eating piranhas reduce a sheep carcass to a skeleton in minutes.*

FAR LEFT and RIGHT: *The meat-eating piranha, the world's fiercest fish, lives in large numbers in the Amazon River.*

(meat-eaters) – some eat only fruits and other plants that fall into the river, or feed on the trees and shrubs consumed by the river when it floods the forest during the rainy season.

Dominique imported his 1 200-strong school of piranha from Brazil. They're all red piranha, the fiercest of the species, and arrived at the park four months ago. Since then they've grown from two grams to 50 grams, and he hopes to see them fill out to 1 kg each in their 50 000-litre tank.

Dominique probably won't be disappointed, because piranhas' appetites are phenomenal. An ordinary fish eats two to five per cent of its weight a day, but piranha consume up to half their body weight every day.

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They may be small but a single drop of blood in the water will turn a school of piranhas into a frenzied nightmare of razor-sharp teeth that will strip an animal carcass to the bone . . .

The little predators are also known for their strength, which they draw from the shape of their jaws which lock tightly when clenched. Their teeth are so sharp they can cut through the steel lines used by fishermen along the Amazon River. Some fishermen use piranha teeth as cutting blades and their jawbones as scissors.

Although the fishermen regard the piranha as a tasty catch – some believe its meat can heighten sexual desire –

they have great respect for this brave little fish. When landed in a boat, for instance, the piranha will thrash about, violently snapping its jaws, and many a careless fisherman has a scar to prove it.

The meat-eating varieties have been known to attack animals which stray into the river, but such incidents are rare and occur mainly in the dry season when lack of food makes them more vicious and more likely to attack anything that gets in their way.

Piranhas will smell the blood of an injured animal, swarm around it and reduce it to a skeleton in minutes. People who regularly swim in the Amazon River often have scars where piranha have bitten them, but fortunately such incidents are rare.

In normal weather conditions the meat-eating piranhas feed

on other fish. Some studies suggest a piranha may take a small bite out of the fins of another fish, leaving it otherwise healthy. That's why fish caught in the Amazon often have fins missing.

And why it's a good idea for the piranha at Allotris to have their own tank. □



GAMBIA



MALIBALA



REVISION

LEVEL 1

Fill in numbers :

I have _____ eyes and _____ ears, but only _____ nose and _____ chin. I have _____ arms, _____ hands and _____ legs, but _____ fingers !

Fill in colours :

1. I have _____ eyes.
2. I have _____ hair. (Level 2 word)
3. I have _____ teeth.
4. I have _____ shoes.
5. I have a _____ shirt and a _____ jersey.

LEVEL 2

Do LEVEL 3 on p16 before you do this exercise

Has or have ? Underline.

- | | |
|------------------------------------|-------------------------------------|
| 1. The old man has/have grey hair. | 6. You has/have a green jersey. |
| 2. The tall boy has/have big feet. | 7. The girls has/have blue dresses. |
| 3. I has/have blue eyes. | 8. Peter has/have a new cap. |
| 4. She has/have black shoes. | 9. Dogs has/have four legs. |
| 5. He has/have a red shirt. | 10. They has/have a white cat. |

LEVEL 3

Describe yourself by using good sentences :



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HOW THE CRAFTY JACKAL OUTSMARTED THE LIONS

Illustration: SCOTT WATERHOUSE

ONCE there was a beautiful valley where trees of all kinds grew, from pale greens to the darkest green imaginable. There were also tall grasses, herbs and other beautiful plants. It was called Fragrant Valley and was a real paradise, a place of beauty.

Through the valley flowed a deep stream full of fishes of all kinds – red, blue, white and brown fishes, frogs, eels and tortoises. There were also waterbirds with long legs, cranes and others of their kind.

Parts of the valley were full of animals – zebra, impala, kudu, warthog and many others. It was truly a beautiful paradise. The birds and animals lived in peace; nothing disturbed them and nothing frightened them.

But one day two animals, a large one and a small one, came into the valley – Jackal and Lion. Many days earlier Jackal had angered Lion in a place far away and Lion had caught Jackal and had wanted to devour him. But Jackal had pleaded with Lion to spare his life because he, Jackal, knew of a beautiful valley where Lion would be at peace and where he would be able to eat all the meat he wanted.

"You are going to lead me to this valley!" Lion had roared. "You are going to take me to this place because if you don't, and if this place doesn't exist, I am going to devour you!"

"Have mercy, Lion!"

Jackal had pleaded. "Have mercy! Do not eat me! Let me lead you to this place, please!"

So Lion followed Jackal over a long distance and was guided to the pleasant valley. But Lion was a bit of a stupid animal. He was old and tired and wanted only a beautiful place in which to rest and spend the last years of his life in peace. So he allowed Jackal to guide him to the green valley, where they arrived at long last.

All of a sudden Lion, who was by now very hungry, saw animals grazing far away – fat antelopes and zebras – and his mouth watered. But first he had to quench his thirst, so he went to the clean water of the stream and started drinking. When his stomach was full he looked around with stupid, bleary eyes and there, in the distance, he saw a zebra grazing peacefully in the forest.

"I am going to eat that animal," he said to Jackal. "Are you coming to help me?"

"Yes, Lion," Jackal said nervously. "I am going to help you with the animal."

They moved slowly, keeping low in the grass. They quietly crossed the stream by stepping over rocks and soon reached the other side. They crept closer and closer to the grazing zebra. Then, just at that moment, the zebra lifted his head and made the zebra calling sign.

"Zeee, zeee, zeee."

The zebra was lonely. He wanted to find out where his relatives and many girlfriends

had disappeared to. He did not realise a younger zebra had taken the herd away and was declaring himself chief of all the zebras and that he, Zebra, was totally on his own.

While Zebra was calling out, the stupid Lion saw Zebra's teeth in his open mouth and Lion, who had never seen a zebra before, was very worried.

"That animal has very big teeth," said Lion. "How can I eat such a big animal? How can I kill it? It will bite my head off!"

Jackal said: "Yes, Great Lion, that is a very dangerous animal, but I can help you bring it down."

"Can you?" Lion asked suspiciously.

"Yes, please, you have got to trust me!"

"Trust you!" said Lion. "I trust you about as much as a field of corn trusts a hailstorm – which is not at all! I am hungry, my stomach is pinching me. It is cutting me like a knife. I must have something to eat."

"Come, Great Lion," said Jackal. "Listen – because you are my king and my superior I am going to go to the front of this animal. I must sacrifice myself for your sake, my king. I will seize this animal by the front while you catch it from behind. It is not dangerous from behind, it is only the front of the animal which is dangerous."

"I can see that," said the stupid lion. "Well, let's get to it then. You go that side and I

(To page 82)





HOW THE CRAFTY JACKAL OUTSMARTED THE LIONS

(From page 80)

will go this side and when I signal to you we must both seize the animal, you by the nose and I by the hind legs."

"Yes, Great One," said Jackal, doing his best to hide a smile of triumph.

Jackal went to the front of Zebra and Lion crept up from behind. Then Lion roared: "Let's go!" With one bound Jackal seized Zebra by one ear and Lion tried to seize Zebra from behind.

But wait – you and I know it is very dangerous to try to seize a zebra from behind. This is what Lion learned now!

Zebra screamed with anger and braced his front legs in the ground. Then he lashed out with his hind quarters, a terrible kick. Wah!

Lion flew through the air, turning end over end, then crashed on his back some distance away.

Wah!
Stars flying in his head, Lion saw two amazing sights: Jackal had let go of Zebra's ear and was running in one direction while Zebra was disappearing into a bush in another direction. And Jackal was laughing!

Lion became really angry!

82

husband? And how did you get here?" she demanded. "You weren't trying to get away from me, were you?"

"Run away from you, my lovely wife?" said Lion, blushing with guilt. "Why would I do a terrible thing like that? Lions never desert their wives."

"Don't you?" demanded Kakaka. "What are you doing here?"

"Here? Well, I am about to punish that tricky little old scrawny Jackal who has fallen into that hole."

"Is that so? You are still with your bad friends, still keeping bad company as usual, are you, my husband? I have come all this long distance to stand at your side because a lioness never deserts her husband and what do I find? You playing tricks with a jackal. Hey, what has happened to your face? Why is one of your eyes shut?"

"A zebra kicked me," Lion answered truthfully.

"What? You, my husband, allowing a zebra to kick you? Are you mad? Don't you know if you want to catch a zebra you must catch it by the head?"

"Jackal told me to catch it by the hindquarters," said Lion shamefacedly.

"Is that so? Let's do something about this jackal right now!"

The lioness started digging with her front paws. Down, down she dug and Jackal screamed as the lioness drew nearer and nearer to him. At long last she reached down into the hole and caught Jackal and threw him out of the hole.

Bah!

"He is all yours, my husband!" Jackal screamed and begged for mercy and the lions would have dispatched him in style had not Rhinoceros happened along. As you know, when the rhino is angry there are few lions who can tackle it. So Mr and Mrs Lion decided to avoid Rhinoceros, which meant moving out of its way, leaving Jackal to escape.

SO Jackal escaped and the lions found themselves in the beautiful valley. Lioness was soon hunting all over and there was not a day when the lions were not full-bellied.

Then the animals started complaining.

"Stupid Jackal brought these lions into our valley now they are eating us," said one antelope to another. "Let us go and ask the eland, for he is very wise, how we can get rid of these lions."

They went to the eland who was sitting under a tree chewing the cud.

"Greetings, Eland," said the antelopes.

"Yes, my brothers, what is it?" asked Eland.

"Great Brother, a couple of lions have come into our valley, led here by Jackal. Now Jackal has run away and these lions are having a field day eating us. We have never been eaten by lions before and someone must help us get rid of them."

"Who better than Jackal himself?" said Eland. "He who has done wrong must be the one to put right that wrong. Listen, my brothers, let us ask the birds to help. Let them find Jackal and make him remove these two lions from our valley."

"Very well," said the antelopes.

The impala and the springbok ran and ran until they came to the bird called a sakabula, the one with the long, beautiful tail feathers as black as the night. They said: "Sakabula . . ."

Sakabula said, "Yes, my brothers?"

"We are looking for an animal called Jackal. We have been advised by Eland that only Jackal can rid us of the two lions which are eating our people in the valley. If we don't remove these lions they are going to finish us."

"Aah," said Sakabula, "you have come to the right fellow. Listen, I know where Jackal is, but he is rather a shifty fellow and cunning too. I think we should catch him – and I think I know how to do it."

So Sakabula took his plan to a family of weaver birds, who wove a net out of very strong fibres. The net was very big and made a very cunning trap which they placed in front of the hole in which Jackal hid himself every day.

Jackal was sure the animals would never be able to catch him and that no one would be able to find him. So, unsuspecting, he crept out of his hole one day to find a large piece of meat placed in front of the hole. Without question he greedily ate it – then found another, and another, and another.

The foolish Jackal did not realise he was being led into a trap. Before he knew what was happening he was suspended inside a net high in the air. He had got into the net and triggered the trap, a tree had snapped upwards, carrying Jackal in one of its branches and now he was swinging between heaven and

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earth, securely trapped in the net.

The animals came around in a crowd and looked up at Jackal. "Greetings, tricky animal," they said. "You brought lions into our valley and now we want you to get rid of them."

"But I am afraid of them," cried Jackal.

"Are you?" cried the animals. "Now listen, we are going to have an agreement."

They disappeared, leaving Jackal suspended in the air. When they returned they had bundles of firewood which they piled under the net in which Jackal was trapped.

"What are you trying to do?" cried Jackal.

"Nothing much," the animals said. "We are making a fire under you. If you refuse to help us rid our valley of these two lions we are going to set fire to this heap of wood and you are going to be a very roasted jackal. So what is your choice, friend?"

"I'll help you! I'll help you!" screamed Jackal as he saw Baboon rubbing two sticks together to light the fire. "I'll help you! Don't do it!"

"Let us cut him down and see what happens, but we must keep a close guard on this fellow," said Baboon. "He is very tricky indeed!"

The animals watched what Jackal was doing and they noticed he was weaving a very long and very thick rope.

"What do you hope to achieve by this?" asked Zebra, whose ear still ached because of what Jackal had done.

"I want to rid your valley of the lions," replied Jackal.

When the rope was finished Jackal persuaded the animals to let him go because he said he was going to look for someone to help him get rid of the two lions. The animals asked Sakabula to keep a close watch on Jackal and also dispatched Hawk and Fish Eagle to prevent Jackal from escaping.

So there was Jackal being watched by two angry birds from the skies, together with the gentle Sakabula who flew higher than the other two birds.

Jackal went far away and came back with a very powerful creature - Rhinoceros. "Where are you leading me?" demanded the rhinoceros, its stomach shaking with bad temper.

"My friend, you are a very helpful creature. A friend of mine has fallen into the river and has sunk into the mud. Please help

me get him out."

"Must I?" demanded Rhinoceros.

"Of course," answered Jackal. "You are the strongest animal in the world."

"You are a stupid flatterer! Elephant is stronger than I and you know that."

"In this valley," answered Jackal, "you are the strongest of all."

"Maybe there is truth in what you say. I will get your friend out and then we will talk - but if you are tricking me, Jackal, you are going to be sorry!"

So it was that Jackal and Rhinoceros came to the river. There the short-sighted Rhinoceros saw a long, thick rope of fibre which emerged from the river and lay on the riverbank.

"Are you telling me your friend is in there?" demanded Rhinoceros.

"Yes, Rhinoceros, my friend has fallen in there. If you allow me to tie this end of the rope to your horn and you give a great pull when I tell you, my friend will be rescued and he will reward you very greatly."

Rhinoceros agreed that the end of the rope could be tied around the end of his horn, very firmly, by Jackal.

Jackal then said: "I am going to the other side of the river, Rhinoceros. When I shout, 'Pull, Rhinoceros!' please, my friend, pull with all your might."

"Yes, I will do that," said Rhinoceros.

Then Jackal disappeared and there was Rhinoceros, stamping his great feet with impatience, with a rope tied around his horn.

On the other side of the river Jackal allowed the two lions to see him. The moment the old lion saw Jackal he chased him and there was a great race in the bush. A cloud of dust rose as the lions went after Jackal like thunderbolts, with Jackal running for dear life. Then the male lion saw a rope protruding from the water.

"What is this?" he demanded to know.

Jackal turned and answered from a distance. "Great Lion, in the water here is a mighty monster which has told me that you, Lion, are a weak-boned, old moth-eaten and stinking bag of rubbish who will never be able to pull him out of the water because he is the king of all animals."

"What?" demanded Lion.

(To page 87)

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HOW THE CRAFTY JACKAL OUTSMARTED THE LIONS

(From page 83)

"What impudent beast is that?"
"I do not know, Great One,"
Jackal replied. "But if you pull that end of that rope you will be able to find out. I think this beast is mad to challenge you because you are a mighty lion."

"I will settle this beast's hash, whatever it is!" snarled Lion.
"Then I will deal with you, you mangy Jackal!"

So saying, Lion clamped his jaws tightly on the rope.

Then Jackal screamed at the top of his voice: "Pull Rhinoceros! Pull! Pull!"

Far away, Rhinoceros heard Jackal's voice and gave a huge pull on the rope, stampeding backwards in a great cloud of dust. On the other side of the river Lion lost his balance with the rope still clamped between his teeth and fell into the water with a great splash.

Lion's wife, faithful Kakaka, saw her husband's backside and tail disappear into the water with a great splash. She followed quickly, grabbed her husband by the hindquarters and hung on. Both lions were pulled into the water and dragged helplessly away by the angry Rhinoceros on the other side.

Rhinoceros pulled and pulled, snoring with bad temper. Then, to his great surprise, there emerged two rather wet and bedraggled lions, a male and a female.

Rhinoceros, who hated lions, roared with anger and the lions both took to their heels and disappeared into the distance, while Jackal giggled and laughed almost to bursting.

Afterwards, when the lions had disappeared, Jackal came before the animals, hoping they would be grateful to him for what

he had done. But he noticed to his great surprise that every one of the animals was armed with a stick. Before he could wonder why they were armed, Monkey and Baboon, Rabbit and Eland and every other animal was on top of him with their sticks.

Ba! Ba! Ba! Ba! Ba!

They hit him hard and sore, repeatedly. Poor Jackal did not know if he was alive or dead.

He screamed and shrieked and yelped and really made himself scarce. Somehow, as fate would have it, he fled along a spoor which he did not, in his panic, study. Soon he found two very tired lions panting under a tree.

"There he is! Catch him!" roared Lion to his wife.

Jackal fled for his life again, with two angry lions in hot pursuit.

Fortunately for Jackal a thunderstorm broke while the pursuit was on and the lions, who really don't like to get wet, found a cave and stayed there while Jackal continued his flight and lived to trick other animals at other times.

Is it not said the trickster who runs away lives to trick another day?

SOLUTION TO PICTURE PUZZLE No 128

Were you able to correctly fill in last week's Picture Puzzle? If not, then here are the answers. Each week we will publish the solution to the previous week's issue. Now turn to page 76 and have a go at this week's fun puzzle.



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LEVEL 1

Prepositions (Words that tell us where something is)

Example : in, on, under etc.

Where is the cat ?

Look at the picture and complete the sentence



1. The cat is i _ the house.



4. The cat is b _ the house.



2. The cat is o _ the house.



5. The cat is n _ to the house.



3. The cat is u _ the house.



6. The _ is in f _ of the house.

Word bank

in on behind under in front of next to

LEVEL 2

Where do you live ?

My **address** is :

My **telephone number** is :

Example :

RSA 50.
Henda Smith 312 Hamilton Park Church Street Pretoria 0001





Because human noses are soft.



Forget me not, Twinsayer.

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• COLOURS

Note to the educator

Explain colour by using examples in the pupil's own surroundings.
(Especially when illustrating dark and light).

LEVEL 1:

Use a crayon () to colour in!

red

green

blue

orange

yellow

brown

black

purple

white

grey

LEVEL 2:

Underline the correct colour:

The colour of a rat is red / grey / blue.

A log is yellow / black / brown.

A frog is green / white / purple.

A tree is green / red / blue.

Dark and light

This is dark grey



This is light grey



Colour!



light green

light yellow

orange, blue and white



dark red

dark purple

black and grey

LEVEL 3:

What can be green? _____

What can be red? _____

Other colours:

Can you colour these pictures?

pink



maroon



gold



navy



silver



turquoise



Note to the educator

The educator will have to illustrate that these colours could be represented by others, eg
pink = light red
gold = yellow
silver = grey
maroon = a mixture of brown and red
navy = a mixture of black and blue
turquoise = a mixture of green and blue

Lesson 4
CLOTHES

I wear clothes.

LEVEL 1

	dr _ _ _		so _ _ _
	sh _ _ _		jac _ _ _
	pa _ _ _ or trousers		c _ _ _
	sh _ _ _ s		t-sh _ _ _
	sk _ _ _		sh _ _ s
	jer _ _ _ or sweater		

Word bank:
 dress
 shirt
 pants
 shorts
 skirt
 jersey
 socks
 jacket
 coat
 t-shirt
 shoes

LEVEL 2

	under _ _ _ _		_ _ _ _
	g _ _ _ _		s _ _ _ _
	t _ _ _ _		p _ _ _ _
	b _ _ _ _		g _ _ _ _
	_ _ _ _ _		sl _ _ _ _

Word bank:
 belt
 tie
 cap
 hat
 scarf
 pyjamas
 gown
 slippers
 underwear
 gloves

LEVEL 3

Things on my clothes :

	bu t _ _ _
	_ _ _ _
	p _ _ _ _
	l _ _ _ _
	b _ _ _ _

Word bank:
 buckle
 button
 zip
 pocket
 laces

Lesson 12

THE CLASSROOM



New words !

LEVEL 1	Rewrite	LEVEL 2	Rewrite	LEVEL 3	Rewrite
1. pen	_____	7 teacher	_____	13. exercise book	_____
2. book	_____	8. crayon	_____	14. blackboard	_____
3. desk	_____	9. ruler	_____	15. chalk	_____
4. pencil	_____	10. glue	_____	16. duster	_____
5. pupil	_____	11. rubber	_____	17. map	_____
6. school bag	_____	12. poster	_____	18. chart	_____



DRUM (1998:44, 45, 48, 49, 51) 18 JUNE ISSUE





Damascus Alley

By JENNY ROBSON

Illustration: Karen Ahlschläger



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.

And Mama said there was no money for a new navy skirt. Only six more months in school, Mama said, so why waste money on a new skirt? When there was so little money anyway. Except Mama always found money for her beer. And for her boyfriend's beer too.

At the front of the class, Mrs Mabaso was telling a Bible story. Always, for the last 10 minutes on a Friday, Mrs Mabaso told a Bible story. "I know your studies are important for your Matric examinations," Mrs Mabaso often said. "But Bible stories are important too. They give you lessons for your whole life."

"What life?" Rachel always thought bitterly. Her own life felt like a long dusty road through endless days of ugliness. At school she was shunned. The other Matrics laughed at the hole in her skirt. They sniggered at her too-tight shirt. But home at Thaga Park – that was the worst. There the ugliness wrapped itself all around her.

Sometimes she felt she

would drown in the stinking pools of muddy water that lay everywhere. Or she would be buried in an avalanche of corrugated sheeting and beer bottles and plastic packets that the Thaga wind blew from shack to shack. What lessons could Mrs Mabaso give for a life like that?

But Mrs Mabaso was already busy with her 10-minute Bible story. "So there was Paul, travelling along the Damascus Road. He was an evil man, on his way to murder Christian people. And suddenly – suddenly – the most amazing thing happened ..."

Very few pupils were listening now. All the boys at the back of the class were packing

(To page 48)

About the author

Jenny Robson is the award-winning author of a number of novels and short stories. Some of her work has been published in DRUM. She lives in Botswana.





Damascus Alley

(From page 45)

their books, ready to rush out the minute the bell rang. Lesego and Vimba and Doreen were huddled together in a desk made for two, whispering together. Giggling softly. All three of them casting their eyes at the new boy. Rachel looked across at the new boy too.

Vusi, his name was. He had only arrived at school this morning. He was tall and goodlooking. He held his head straight and proud, even here in the classroom. His eyes were steady and filled with confidence.

Rachel looked away. What was the point of thinking about him? He wouldn't be interested in her – the girl from the shacks of Thaga Park. The girl with the hole in her skirt.

No. This Vusi would only want to know girls like Lesego and Vimba and Doreen who lived down Sixth Avenue in brick houses with fences around them . . .

Still Mrs Mabaso went on with her story. "There on the Damascus Road, a bright, blinding light shone on Paul. His eyes were blinded by the brightness, but his mind was opened. He understood things he had not understood before. His whole life changed forever. He no longer wanted to murder Christians. Instead he became a Christian too – one of the world's most influential Christians. That one moment on the Damascus Road made everything different."

JUST then the final bell rang. The boys grabbed their school bags and rushed out. Lesego and Vimba and Doreen leaned against their desk, still giggling.



Then they followed him through the door.

Slowly Rachel picked up her bag and tucked it under her arm. The strap had broken long ago. And of course, there was no money for a new bag.

"Goodbye, Rachel dear," said Mrs Mabaso. "You have a nice weekend now."

Rachel smiled at the teacher because that was the polite thing to do. But she knew there would be no nice weekend for her. Not in Thaga Park. Mama and her boyfriend would be drinking till late and then yelling at each other. And in the shack next door, Mr Pila would be shouting and hitting Mrs Pila, the way he always did over weekends.

Ugliness! That's all the weekend would bring. Two days of ugliness suffocating her. Burying her alive so that she couldn't breathe.

Outside in the sunshine, Rachel saw Lesego and Doreen were already talking to the new boy, Vusi. They leaned against the gate, laughing and touching their hair. Beside the toilets, Themba and his friends were slouching. And Rachel knew they were watching her. Why didn't they just leave her alone? Why did they have to torment her?

Themba rushed at her and grabbed her bag. He threw it to Conrad and Conrad caught it, laughing.

"Give it back!" Rachel shouted, rushing at Conrad. But Conrad had already thrown it to JB.

Rachel closed her eyes, trying to stop the tears from coming. These stupid boys would break her bag. Then she would have to come to school with her books in a plastic packet. That would be horrible. One more horrible thing in that dusty, ugly road that was her life.

"It's alright," said a quiet voice beside her. "Rachel? Your name is Rachel, isn't it? Here - here's your bag."

Rachel opened her eyes to find Vusi standing right there, right there in front of her. He held out her bag.

And he was so handsome! The sunshine glowed along

the line of his temple. But she saw the expression in his eyes. Pity! Just pity! He felt sorry for her, this girl from Thaga Park.

And she didn't want his pity. She would rather be ignored, rather be laughed at, than have someone feeling sorry for her. She took the bag from him and turned away. She looked straight ahead as she walked through the school gates where Lesego and Doreen sniggered.

AHEAD of her now lay Seventeenth Avenue with its brick houses. With its squares of grass and its trees. And its fences.

How wonderful it would be to live in one of these houses! To have hot water running right out of a tap! To have electric lights that you could switch on when the darkness came! To have a room with space for a bed and a door you could close when you wanted to! To walk out of your front door and see flowers and grass instead of beer bottles and rubbish.

If only, if only, she lived in a house like that! Life would be so different. She would be so different. She would be happy and confident. She would walk with her head high, proud and calm. "Then this new boy, Vusi, wouldn't be looking at me with pity," thought Rachel.

She turned into Melrose Road. It was a long road that led all the way to the wasteland and on to the ugliness of Thaga Park.

The houses of Melrose Road were even nicer. Always, every afternoon, Rachel pretended one of these houses was where she lived. "That one across the next street," she would tell herself. "That one with the white wall, that's where I stay."

But of course, when she reached the house with the white wall, she just had to keep on walking. She didn't belong there.

Why, why, couldn't there be a blinding light for her the way there had been for that man Paul in Mrs Mabaso's story? Just a flash of blinding light on Melrose Road that would change her life forever? Make everything different? Turn her

into a girl who belonged in one of these brick houses?

Rachel shook her head angrily. It was all a dream, just silliness. She was the girl from Thaga Park and nothing could ever change that.

She reached the wasteland now with its high, dead, yellow grass. A dead dog lay in the pathway. She edged past it, covering her nose.

Beyond the wasteland, she could see the shacks. Hundreds and hundreds of shacks with so little space between them. So little space to breathe or to move. And any moment now, she would be swallowed up again by the ugliness.

"So that's where you live," said a quiet voice behind her. She spun around, horrified.

Vusi! It was Vusi, standing there on the narrow pathway between clusters of yellow grass. And why? Why was he following her? Did he want to humiliate her completely? Shame her until she felt as small as the ants at her feet?

She wanted to tell him to go away, to leave her alone. To go back to Lesego and Vimba and Doreen where he belonged. But she found she couldn't speak. Her throat felt swollen. So she turned away from him, turned back towards Thaga Park. Stumbling over the stones in the pathway.

And still he followed her. She could hear the sound of his footsteps. She could sense his tall, proud presence just behind her.

And now she had reached the first rows of shacks. Ugliness! The ugliness washed over her from every side. Stinking piles of rubbish, stagnant water. Yet there was Vusi, walking right beside her though the narrow spaces. Still holding his head high. As though he didn't see the dirt and the ugliness.

An awful thought struck her suddenly. Was he after her? Did he think she was easy and without any decency just because she lived in Thaga Park? Was he going to pull her into some dark alley between shacks and then nip at her shirt, grab at her body?

Other boys had done that before. Themba's friend, JB,

(To page 51)

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Damascus Alley

(From page 49)

had done that once. Treated her body as if it was just another pile of rubbish.

They were passing a newly-built shack now. An old woman knelt over a bucket of soapy water. The old woman looked up and a smile lit up her wrinkled face. "Vusi! Aah, my boy, Vusi! And how was your first day? Did you work hard?"

Rachel watched in amazement as Vusi bent to kiss the old woman's forehead. "You want some tea, my grandson? And your friend?"

Rachel stared up at Vusi, stared at the strong lines of his face and the quiet pride in his eyes. "You live here? Here in Thaga Park?" she managed to whisper.

Vusi nodded.

"But - but how . . . I can't believe it. How is it that you walk so tall and hold your head up high? How do you stop the ugliness and the chaos from drowning you?"

Vusi smiled and took Rachel by the arm. "Come, I want to show you something. Come and see."

He led her into the dark shadows of an alley beyond the shack. Rachel looked at the ground covered in broken glass and torn plastic. A rusty pot lay on its side, a huge hole in its bottom.

"What?" asked Rachel. "What am I supposed to see?"

And then she saw what Vusi was pointing at, there beneath the pot. She knelt down, amazed, ignoring the ripping sound as the hole in her skirt grew even bigger.

A small patch of flowers grew there in the alley. Bright pink, beautiful flowers that seemed to glow through all the ugliness. Vusi knelt down beside her. Gently he picked one of the flowers and laid it in her hand.

"See, Rachel. Thaga Park is not just ugliness and chaos. Lovely things exist even here. The ugliness around just makes them more valuable. More precious."

Rachel looked down at the flower in her hand. There was no blinding light like Paul had seen on the Damascus Road in Mrs Mabaso's Bible story. Instead there was a warm glow from the pink petals that seemed to soften all the ugliness around her. A glow in the alley that made everything seem different, that changed everything.

"You can be like these flowers. You can refuse to drown in the ugliness of Thaga Park. Do you understand what I am saying, Rachel?" Vusi's gentle, proud voice filled the shadows. And when he looked at her now there was no pity in his eyes. Just caring and belief. Rachel nodded her head. She understood. D

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LEVEL 1			
Revision			
Female	Male	Female	Male
girl	<u>b o y</u>	aunt	_____
woman	_____	queen	_____
mother	_____	sister	_____
grandma	_____	daughter	_____

LEVEL 2	Note to the educator
Complete by using the word bank	Encourage pupils to remember expressions like <u>fall</u> / <u>asleep</u> , <u>say</u> a prayer, <u>get</u> up.
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.	
At night, when I am t_____, I c_____ my teeth again. Then I s_____ a prayer and get into bed. Soon I f_____ asleep	
Word bank wake stretch get brush wash comb tired clean say fall	

LEVEL 3		
Do or Does ?		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 1 person animal thing } does </td> <td style="width: 50%; vertical-align: top;"> 2 or more people animals things I you } do </td> </tr> </table>	1 person animal thing } does	2 or more people animals things I you } do
1 person animal thing } does	2 or more people animals things I you } do	
Underline :		
1. Peggy do/does her work. 2. I do/does my laces. 3. They do/does an exercise. 4. Mother do/does the cooking. 5. Father do/does the gardening.		
do + not = don't does + not = doesn't		
Example : I <u>don't</u> like to shower. He <u>doesn't</u> clean the bath.		
Underline :		
1. I doesn't/don't know your name. 2. They doesn't/don't do their work. 3. He doesn't/don't understand English. 4. You doesn't/don't speak Zulu. 5. The girl doesn't/don't eat meat.		
Note to the educator		
Explain the words <u>know</u> and <u>understand</u> .		

STEP-BY-STEP

PROMOTIONAL ARTICLE

PILCHARDS AND MACARONI

The LUCKY STAR Test Kitchen has come up with another winning taste treat – LUCKY STAR pilchards and macaroni bake. Nutritious and filling, the dish is guaranteed to satisfy hungry tummies on a cold winter's night.

INGREDIENTS:

250 g bacon, chopped
1 green pepper, chopped
30 ml (2 T) margarine
425 g (2 cans) LUCKY STAR pilchards in tomato
285 g (1 can) cream of mushroom soup
155 g (1 can) evaporated milk
Aromat
salt and black pepper
500 g macaroni pieces, cooked and drained
100 g Cheddar cheese, grated



1 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.

2 Add the bacon and green pepper to the pilchard mixture.



3 Turn the cooked macaroni into a shallow, greased ovenproof dish, pour over the pilchard mixture and sprinkle the cheese on top.

4 Bake for 20-25 minutes and serve with vegetables or a green salad. Serves 6.



LEVEL 1
Can you name these VEHICLES ?

Word bank

bus
van
car
lorry
cart

LEVEL 2
Can you name the following ?

Word bank

bicycle
motorbike
taxi
train
aeroplane (jet)
caravan

We use VEHICLES to transport us from one place to another.

LEVEL 3
A bicycle is a vehicle. However, if we compare a bicycle to other vehicles, there are differences and similarities (when things are alike).
Complete by using the word bank :

Similarities :

- Cars and bicycles have _____ and _____
- Both _____ people and goods.
- We _____ (steer) both.

Differences :

<u>Bicycle</u>	<u>Car</u>
Has _____ seat (saddle)	Has _____ seats
Has _____ wheels	Has _____ wheels
Is _____	Is h _____
Has _____	Has an _____
Cyclists sits on a _____	Motorists sit _____

Word bank

two
one
many
four
light
heavy
engine
pedals
saddle
inside

A person who rides a bicycle or motorbike is a cyclist.



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The major cause of this
hooliganism was that some
unfortunate Tunisian suppor-
ters were sitting on the same
side as the "superiors" who
thought every foul their team
committed was just.

England should be brought
to book for turning what Pele
termed the most beautiful
game into a free-for-all fight.
There is nothing superior
about fighting when it's un-
called-for.
Ian Chogo, Kitwe

Men can help wife at birth

Benjamin Mosifa said men
should not be present during
the birth of a child because it
goes against our tradition
(DRUM, May 28). I would like
to send a clear message that

the majority of women ap-
preciate giving birth in the
presence of their husbands.

Men don't only give moral
support but also witness what
it takes for a woman to give
birth. After all, who says tra-
dition does not change?

We are living in a lively
society where taboos and the
like are things of the past. In
the past women were denied
their rights and were brain-
washed, and now we have the
chance to cut that out we
should go at it full force.

And anyway whose tradi-
tion was it? Benjamin, you still
believe a woman's place is in
the kitchen.

Knowing the hardship of
giving birth will make men
think twice about having 10 or
more children. I think it would
be correct, Benjamin, to as-
sume you were using modern
material such as a pen or
typewriter to write your com-
ment, and I doubt you were
carrying your shield and as-
segai as a sign of being true to
your tradition!

Tradition is not a bible and
not everything in our tradition
has to be taken as the gospel
truth. Not only did I enjoy
giving birth in front of my
husband, but his presence
also eased the labour pains. I
would strongly suggest you
remove your blinkers and
wake up to reality.
Mercia Maleme, Pietersburg

Why should I hate a celeb?

A reader asks "Must I weep
for celebs?" and I have never
seen such negative thinking

in all my life (DRUM, June
11). Why is it we can never
appreciate anything good
done by other people? I think
his letter was just a case of
sour grapes.

I should think the reason
DRUM magazine continues to
give us profiles of TV person-
alities and celebs is to make
us appreciate them more. It
makes us feel closer to the
people we watch on television
daily when we read about their
lives.

I should think anyone who
successfully comes out of
some hardship deserves to tell
their story and be proud.

The thing I think DRUM
tries to do is show the ordinary
folk out there that everyone
experiences problems at
some time. Often we are
tempted to think people we
see on television have it easy
but they don't. Everybody has
to earn his way in this world.

It's this kind of negative
thinking we should rid our-
selves of because in time it
turns into hatred which is
completely uncalled-for.
Dudu Mavuka, Port Elizabeth

Acting gay but not a gay actor

I have been hoping someone
would comment on Themba
Ndaba's performance in the
comedy Streaks on SABC 1,
but to no avail. Most of my
friends had mixed reactions
to the comedy.

It's not easy being con-
fronted in your own living room
by a gay person, so in a way it
forced them to face some
issues I am sure they would

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rather not face

Themba Ndaba does jus-
tice to his character, although
not every gay individual acts
like that; he does it well. I think
it's a first for black audiences
to be confronted by something
like this and I think the produ-
cers of the show deserve a pat
on the back.

Although the humour is
sometimes really strange and
eccentric it's enjoyable and
fun. I just hope that in our
narrow-minded society people
will remember Themba is only
acting and he's not gay in real
life.

Thandi Magudulela,
Zeerust

readers say...

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 "There's no hurry
in South Africa". We are steadily but surely
dropping agriculture in our schools in favour of
certain languages. Where are we going to get
food? Does a language produce any?

We are just running away from the manual

work that goes with agriculture. It's a disgrace
to import food.

This laziness has affected us to the extent
that we can't even think up names for our
soccer clubs but call them things like Man-
chester City and Liverpool. Even our national
teams like Bafana Bafana, Amabokoboko,
Amagluglug, Banyana Banyana, have the
same boring sound. Come, South Africans:
let's shake off this culture of laziness.

BJ, Phalaborwa



Handy hints

Soak your feet for 10 to 20 minutes in strong tea every day until the smell goes away; boil 2 teabags in 750 ml (3 cups) of water for 15 minutes and pour into a bowl containing two litres of cool water.

To the point

Refrigerate eyeliner and lipliner for at least an hour before



Sweet and soft

To keep brown sugar from hardening, place a few pieces of white sandwich bread in the container with the sugar.

Grate ideal

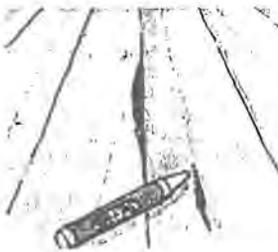
If you need to grate butter for baking, first dip it in flour. It'll be much easier to handle.

String it along

Store odd pieces of string in a screw-top jar with a hole pierced in the lid so the string can be threaded through without tangling.

Waxing wonderful

To fill a deep scratch in a wooden floor, melt a crayon that matches the colour of the wood and use it to fill in the crack. After the crayon hardens, wax the floor.



Perfect potatoes

When peeling potatoes for later use, stop them discolouring by placing them in a bowl of water to which two teaspoons of milk have been added.

Bread for boils

When you next have a boil, place a mixture of bread and hot milk between two clean handkerchiefs, apply to the skin and keep in place with a cotton bandage. This will draw the dirt to the surface and the boil should burst.

Lettuce crisper

To refresh limp lettuce, place in cold water with a peeled potato - it will become crisp once more.

Sparkling saucepans

To make burnt saucepans easier to clean, boil water and onion skins in them and leave overnight to soak. The scorch marks will lift off easily when washed the next day.

sharpening. You'll get a finer point without breakage.

Undercover veggies

Add a cup of grated carrots or courgettes to 500 g of minced beef next time you make hamburger patties. Your family will get a serving of vegetables without even knowing it.

Mankonkwane, son of a Zulu warrior

(From page 72)

said Mankonkwane, "what happened to Sophie? What happened to the serving woman who was with me when we were attacked?"

"She is dead," replied the old watchman. "She shielded you with her body and took three gunshots meant for you. She must have loved you, boy."

Mankonkwane felt bitter tears flooding his eyes. Dimly, through the mist of salty liquid, he saw a nurse go by and heard old Ngubane telling her Mankonkwane had regained consciousness.

The nurse hurried over, placed a cool hand on Mankonkwane's forehead, nodded and went away. She returned some time later with another nurse and a doctor who proceeded to examine Mankonkwane and then ordered an injection for him.

Four days later Mankonkwane

was out of the hospital and back in the hostel where he, his brother and other friends and relatives stayed. His nights were sleepless, haunted by dreams of the beautiful woman who had sacrificed her fading life to save him.

"Why did she do it? We were not even lovers!" Mankonkwane thought again and again.

Some of Mankonkwane's friends, especially his brother Mkheleni, seeing him in deepest depression, tried to introduce him to skokian, the potent illicit liquor of those years before the Second World War, when the great city of Johannesburg was young. But Mankonkwane steadfastly refused to be drawn into the stinking web of drunkenness and alcohol.

Some tried to tempt him with dagga cigarettes, but he refused.

"I would rather face life with a clear mind," he said. "I will not hide behind dagga smoke and skokian fumes."

"Then you are a fool, my brother," said Mkheleni contemptuously. "Strong men must drink. A man who does not drink is nothing but a pisspot!"

"I am not going to argue with you, my brother," said Mankonkwane. "You are my elder brother,

after all, and the law forbids me from arguing with you. But let me tell you this, I would rather face the glare of the sun of life with sober eyes than to depart this world in a mist of drunkenness!"

Mkheleni laughed and left the hostel.

A few days later news reached Mankonkwane, who was still weak and unwell, that Mkheleni had been killed by a gang of thugs while alighting from the train at Kliptown Station.

Mankonkwane's heart was torn apart with grief. He had always admired and loved his elder brother. Now Mkheleni, with his handsome face, prominent front teeth and ready, booming laugh, was gone.

"Why?" asked Mankonkwane. "Why is life so cheap in this city called Johannesburg?"

MANKONKWANE, fully recovered, returned once more to his job as a nightwatchman. But something had left him, a light had gone out of his life.

The loss of Sophie and Mkheleni had struck a deeper blow to his heart than he had realised. Again and again he found himself sinking into the deepest depression. Again and

again he found himself falling asleep while on duty. At one time he was woken up and severely reprimanded by old Ngubane, his sergeant and superior.

Ngubane added "Listen, Mankonkwane, I think you must take leave and go home. You need to recover from the terrible things that have happened to you. If I find you asleep on duty one more time I will be duty-bound to report you to the white man in the office. Do I make myself clear?"

"Yebo, Baba," replied Mankonkwane, shamefaced.

But a few nights later sleep caught up with Mankonkwane again. He woke up to find himself lying on a thick layer of flattened cardboard boxes at the rear of the stop he was supposed to be guarding.

He woke up slowly. Then he saw what he thought were two men creeping up on him in the dark. Slowly he reached for the long sjambok he now carried in the place of his knobkerrie, which had been broken that terrible night.

He raised the sjambok and lashed out with all his power, but it

(To page 78)



Lesson 2

NUMBERS, COLOURS AND SHAPES

• NUMBERS

LEVEL 1, 2, 3

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

LEVEL 2, 3

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

LEVEL 3

30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	hundred
1000	thousand
1 000 000	million

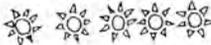
Exercise :

LEVEL 1 :

Write the word :

6 _____
10 _____
3 _____
7 _____
1 _____

Count !

	=	three _____
	=	_____
	=	_____
	=	_____
	=	_____

LEVEL 2 :

four + two = six _____	twenty + one = _____
ten + ten = _____	forty + six = _____
ten + five = _____	five hundred + one hundred = _____
thirty + thirty = _____	seventy + seventy = _____

Handy hints

Shoulder shiner

Remove shoulder pads from old clothes and use for shining shoes and handbags.

Smooth flow

Clean a blocked shower head by soaking it in a bowl of water in which a denture-cleaning tablet has been dissolved.

Perfect pie

Add extra flavour to an apple pie by mixing one dessertspoon of lemon curd to the apple and one teaspoon of cinnamon to the topping.

Tape ties

Use the tape from damaged or worn-out videos to tie up tall plants and rubbish bags.

Hairy job

Use a bent paperclip attached to a length of string to remove hair trapped in plugholes.

Easy curtains

Place sticky tape over the hook on curtain wire and it will glide through the heading without damaging your curtains.

Gold gleam

Coat dull gold rings with an old lipstick stub – any colour will do. Leave for a few minutes, then rub off with a soft cloth for a real sparkle.



Banana mulch

When summer sun threatens to burn your plants, mulch them with banana skins.

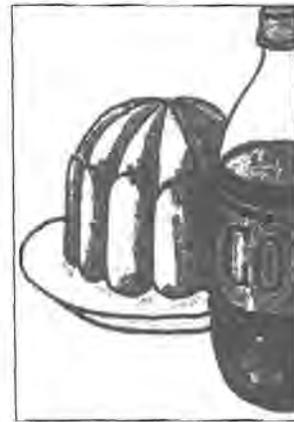
Party nails

Make your own glitter nail polish by adding glitter – available from supermarkets and stationery shops – to a bottle of clear polish.

If you have interesting tips on how to save time or money, post them to us. We pay R20 for every hint published. If necessary make a simple drawing to illustrate your tip. But remember:

• DRUM accepts no responsibility for any loss or damage resulting from the use of these hints.

Send your tips to: DRUM HANDY HINTS, BOX 1802, CAPE TOWN



from going brown.

Jolly jelly

Add fizz to party jellies by stirring in a little of your favourite soft drink before the jelly has had time to set.

Hair essential

Add two teaspoons of borax to the final rinsing water for beautifully soft, manageable hair.

Whiter shoes

Rub scuffed white shoes with a ball of cotton wool dipped in nail polish remover.

Pop present

Wrap teenagers' presents in pull-out posters of their favourite pop stars.

Moist cake

Make your fruit cake extra moist and delicious by soaking the dried fruit overnight in fruit juice or whisky before you start baking.

Egg-cellent eggs

If a recipe calls for hard-boiled eggs, boil them in salted water so the shells peel off easily.

No more blisters

Rub the inside of the heels of new shoes with soap before wearing to make them soft and less likely to chafe.

Good as new

Remove heat rings on lightly polished wood by rubbing with hard margarine. Leave overnight and polish gently with a soft cloth.

Easy files

Rub furniture polish on the metal rings of three-ring flip files to help you turn the pages smoothly.

Pillow perfect

Sew strips of Velcro to the open ends of old pillowcases and use them to store blankets during summer.

Nail it

An easy way to hammer a small nail into the wall is to place it between the teeth of a fine comb. Hold the comb against the wall and hammer the nail in.

Magic mayonnaise

A little mayonnaise on a soft cloth will remove black heel marks from vinyl floors.

Safe soles

Rub the soles of your baby's new shoes with an emery board to prevent nasty falls.

Better bacon

To keep bacon from shrinking as you fry it, first place it in a plastic bag with some flour and shake well. You'll find it's less greasy too.

Scented notes

Store notepaper and cards with a sachet filled with scented herbs or spices – cinnamon sticks have a wonderful fragrance. The people who receive your letters will love their smell.

Static stopper

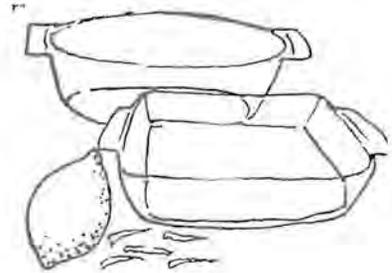
After you've rubbed hand cream into your hands, gently rub them over your pantihose to get rid of static cling.

Salt sense

If you accidentally add too much salt to a dish while it's still cooking, drop a peeled potato into the pot. It'll absorb the excess salt.

Gleaming glassware

Bring shine to glassware by adding chopped leftover lemon peel to the final rinsing water.





- 71

A poem for fun !

The Shop

- 1 At the end of the street
2 is a shop, oh so neat !
3 with shelves full of things
4 from sweets to pretty rings. } This is a **verse**.
- 5 There are also lots of toys
6 for little girls and boys
7 like dolls and kites and trains,
8 motorcars and aeroplanes ! } This is a **line**.
- 9 Mother buys our food
10 for she knows what is good
11 for little children to eat
12 like eggs and fruit and meat !
- 13 Later, when we go home
14 where Doggie was all alone
15 he is so happy to see
16 Mother, Peter and me.
- 17 Next week we will go again
18 in sunshine or heavy rain
19 to buy and buy and buy
20 things on shelves low and high.

LEVEL 1

Find the answers in the poem !

- one shelf, but many _____ one egg, but six _____
one ring, but two _____ one toy, but lots of _____
one child, but many _____ one train, but many _____

Remember ! Another word for **sweets** is **candy**.

LEVEL 2

- Where is this shop ? (line 1) At the _____
- Which food is good for children ? (line 12) _____
and _____
- Who buys the food ? (line 9) _____
- Who stays home alone ? (line 14) _____
- When will they go shopping again ? (line 17) _____

LEVEL 3

- In the first verse of the poem is the opposite word for begin. Do you know which word ?

- Which word in verse 2 rhymes with toys ? _____
- Can you find a word in verse 1 that means the same as beautiful ? _____
- Can you find a word in verse 4 that has the opposite meaning of together ? _____
- Complete : When the sun _____, it is hot.

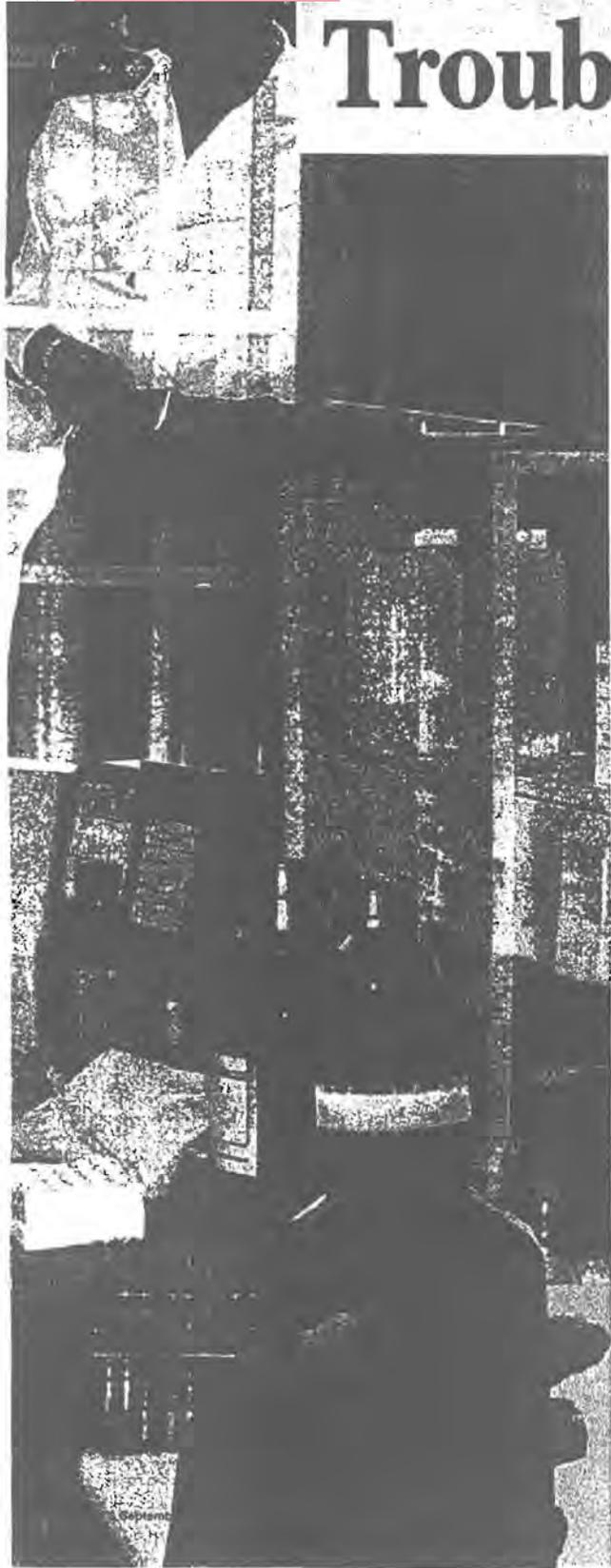


DRUM (1998:40-43) 3 SEPTEMBER ISSUE





Trouble in Ward B



By THABO IAN SHONGWE
Illustration: Karen Ahlschläger

It was raining that afternoon at the Sonke Siyaphila Hospital. It was visiting hour and the place was swarming with visitors. They were allowed to see their loved ones three times a day: at 10 o'clock in the morning, 2 pm in the afternoon and seven o'clock in the evening. Each time they were allowed to stay for an hour and a half.

When the visitors arrived, all the nurses in the wards would leave their patients alone with their loved ones. But they didn't go too far away - they would stay in the room near the door, where they could keep a watch over their charges in case there was an emergency.

Because it was raining outside that afternoon the nurses in Ward B quickly scurried to the main kitchen in the passage to make themselves a hot cup of coffee. There were six of them on duty in Ward B.

"Why is everybody here? What did I say about leaving the ward, without anybody in attendance?" Sister Ngcolosi screamed angrily, finding the staff gathered around the kettle. "What's going on here? Is this some kind of a café or what?"

Sister Ngcolosi was the nurse in charge of Ward B. She had a reputation for being a tough boss. She ordered the nurses around all the time, screaming and never having a friendly word to say to them.

Sonke Siyaphila Hospital was big, but all the nurses knew about Sister Ngcolosi's reputation for treating her staff badly. She was known as 'The Biting Crocodile' and the nurses stayed out of her way as much as possible.

She ordered her staff around as if they were children. Most of the nurses in her ward were young and unmarried, and they all feared her. She had been working at the hospital for 32 years now, and was one of the first nurses to be employed there.

No matter if you were a young, unmarried nurse, or old and married, it made no difference to Sister Ngcolosi. As long as you were a nurse, she'd treat you as badly as she liked.

Over the years many young

nurses had resigned from Sonke Siyaphila and moved to other hospitals because of her tongue. Most of the time her mood was very bad and she didn't care who she took it out on.

Many nurses hated Sister Ngcolosi, but they never spoke back when she picked on them, because they were scared of her reaction. They knew once you talked back, she'd pick on you until you couldn't take it any more.

SISTER Ngcolosi stood at the entrance to the ward waiting for the nurses to scuttle back from the kitchen

"Do you think you're on holiday? Why did you all have to go and make those stupid cups of coffee at the same time? Are you crazy or what? Just tell me, what's your problem, nurses, or should I say, ladies of leisure?" she said sarcastically.

"Listen here, ladies, you are all here to work and to look after these patients. That is what you swore to do as nurses, not to hang around the hospital having a good time and looking for boy-friends!" Sister Ngcolosi was

(To page 42)



About the author: Thabo Ian Shongwe lives in Pinetown, KwaZulu-Natal. He is a journalist, is very interested in philosophy and enjoys writing short stories and poetry.



Trouble in Ward B

(From page 41)

getting angrier by the moment. The nurses just stood there looking down at their polished brown shoes.

"If you want boyfriends, hit the streets!" the sister ranted, "You are the ones giving our hospital a bad name! Is that understood? And one more thing, when you want coffee, you go one by one to the kitchen. Or you, Lindi, make those stupid cups of coffee for all of them. Is that clear?" Sister Ngcolosi bellowed at the top of

her voice.

Everything was still and quiet in the ward. The visitors and patients watched her in surprise and shock.

"She's very rude, isn't she?" one visitor whispered to her friend who lay in bed.

"She's always like this. She's the biting crocodile I was telling you about. She's the beast!" the patient whispered back to her friend.

The nurses weren't the only ones to suffer under Sister Ngcolosi. As she walked past one of beds, she accidentally kicked over a bucket full of water, spilling it all over the floor.

The patient in the bed was in great pain and very ill. The biting crocodile couldn't care less and

became even more angry.

"Get out of that bed at once, and clean up your mess! I told you not to put this stupid bucket where we walk!" she raged furiously.

"But . . . Sister . . . Sister . . ." the patient stammered.

Sister Ngcolosi came closer to the bed, waved her finger in front of the young patient's eyes and yelled, "Sister, sister what? I said out of the bed *now!* Are you nailed to that stupid bed, or what? I said *out!*"

The young girl jumped out, pulled on her dressing gown, and cleared up the mess even though she was in great pain.

This was a typical incident in Ward B. The patients feared the sister because she often beat them if they did anything to upset her. She was the boss in Ward B, everyone knew that.

THE day came when the nurses had had enough. They reported Sister Ngcolosi to the hospital's chief superintendent, Mrs Olifant.

The superintendent listened to their complaints. Then, clearing her throat and taking off her glasses, she said: "Let me tell you something about Jumaima Ngcolosi. She was here at Sonke Siyaphila before me. She is a well-respected sister in this hospital."

The nurses felt their hearts sink. This didn't sound very promising.

"Another thing," she went on, "you have no proof Jumaima is abusing you lot. Discipline in this hospital is very high on the agenda among our staff members. Being ordered by your senior is part of the job. Rules must be obeyed at all times and tolerance is expected amongst nurses. I can go on and on."

Mrs Olifant frowned. "And this story you're telling me, that Jumaima sometimes beats the patients, sounds like nonsense to me. Jumaima has a clean record, and no patient has knocked on my door complaining about her. So nurses, please excuse me, I have far more important work to attend to, than listen to gossip about Jumaima."

Superintendent Olifant stood up and opened the door for the nurses from Ward B. The interview was over.

The young nurses were horrified. Some even felt guilty about reporting Sister Ngcolosi to the superintendent.

"What if the biting crocodile finds out we went to Mrs Olifant?" Lindi, one of the nurses, worriedly asked her fellow-workers.

"That's the day the biting crocodile will eat us, instead of just biting us," another nurse said, as they walked back to the ward.

MRS Olifant wanted to make sure the nurses' story wasn't true, so the following Monday she called Sister Ngcolosi into her office.

"Please sit down, Jumaima," she said. After talking about their families, Mrs Olifant changed the subject to work. "Jumaima, I've

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now, and I know you are looking forward to your retirement one day. I would hate it if you had to get fired after such long service as a senior nurse.

"Tell me Jumaima, do you ... ah ... ever lose your temper and beat my patients?" she asked, her voice soft but firm.

Sister Ngcolosi stood up and rested her hands on the desk. She looked straight into Mrs Olifant's eyes. "That's an insult, Jane!" she said, indignantly. "How could I do such a thing? I know the rules and regulations. That's a crime, how could you ask me such a question?" She banged her fist on the desk.

When Mrs Olifant saw Sister Ngcolosi's reaction, she was convinced the nurses had made up the story. "Okay, okay Jumaima, sit down, please. Don't make such a fuss about it. It's just a routine enquiry, I was ordered to do this to all our senior nurses," she lied. "I still have a long string of questions to ask you, involving other stupid little things. It's not such a big deal. Of course I know you wouldn't do anything like that!" she said soothingly.

BUT in spite of Mrs Olifant's reassurance, Sister Ngcolosi was worried. After their talk, she quickly went to her usual spot – the toilet at the back. It was a Monday and she was really tired, she needed a quick fix.

She went into the toilet cubicle and quickly opened the bottle of brandy she had bought on her way to work. She drank it quickly, pulling a face as the fiery liquid hit her stomach.

"That!" she said, wiping her

face. "Now I'm going to teach them a lesson," she whispered softly.

Every Monday morning, the nurses knew Sister Ngcolosi would be in an extra-bad mood, yelling and shouting all day long. That was because she always drank a lot over the weekend and then she'd have more booze when she got to work in the morning.

The brandy made her feel a lot better. She kicked the door open, stormed off to Ward B and started shouting. "One of you here has a big mouth! One of you has been talking, and I swear to God, I'll find that monster and I'll do what I have to do to her!" she threatened.

"If one of you cripples ever ends up lying in these stupid beds, I'll crush your bones to make my bread. I smell the blood of an informer in this room, is she dead or alive? She can't hide from me!" Sister Ngcolosi yelled in a blind rage.

She passed Lindi, who was attending to a patient on the other side of the ward, and stopped in her tracks.

"Hey you, girl, get me some coffee at once, and bring it to my office!" she ordered.

"But ... but, Sister, I'm still ...," the young nurse stammered.

Sister Ngcolosi didn't give her time to finish. "Girl, I said, coffee now! Let him bleed and die if he wants to! I want my coffee now, or are you the informer I'm looking for?" She came closer to Lindi.

"No, Sister, I'm not, no!" Lindi protested, tears filling her eyes.

"So, go and do it, before I ...!" the sister threatened

again, heading for her office.

"Something has to be done, and right away," one of the other nurses said to Lindi, who was wiping away the tears.

"I'll be right back," Lindi excused herself. She ran to the public phone outside in the passage and rang her boyfriend, Themba. She cried bitterly as she told him the story over the phone.

"I'll be there in 10 minutes, Lindi my darling," Themba promised. He rushed to his car without bothering to change out of the running shoes and tatty shorts he'd worn for his morning jog.

As soon as he arrived at the hospital, he ran as fast as he could to the ward. When he entered, Lindi was nowhere to be seen. One of the nurses told him she had gone to make coffee for the sister.

To pass the time, Themba started reading the patients' files hanging next to their beds. He read the notes carefully before moving to the next one.

Sister Ngcolosi spotted him from her desk and came rushing over. She was rotten drunk, he could smell the brandy on her breath.

"Hey you! Who do you think you are? Just tell me, stranger, who gave you the right to read my patients' files, just tell me who? Somebody please stop me, before I ...," the angry sister Ngcolosi bellowed.

Themba didn't bother to reply. He was busy studying the file of the bleeding patient who had been left by Lindi.

Sister Ngcolosi tried to pull the file out of his hand, but Themba held on to it and carried on reading.

"Hey man, I'm talking to you! I'm in charge here! It's not visiting hours now, so get out here at once. Is that clear, you young bastard? I'm not your nanny, man, get out!" she screamed, even louder than before.

Lindi came back with the cup of coffee in her hand. When she saw what was happening, she put it down hastily and rushed over to Themba.

"Where's my coffee, you stupid girl?" Sister Ngcolosi shouted.

Themba spoke for the first time. "Lindi, I always thought you were exaggerating about this woman, but now I believe every word you said. Today is the last day you'll see this monster in this hospital."

He looked at Sister Ngcolosi. "Old lady, I'm going to make sure you're fired, is that clear?" he said, raising his voice.

"Who ... who do you think you are, and ...," she spluttered.

He walked right up to her. "You listen to me now, lady!" he said, taking out his card and handing it to her.

Sister Ngcolosi couldn't believe her eyes when she read the card. She cried out loud as if a bee had stung her. She ran down the passage out of the door, screaming like a child seeing an injection. "It's a doctor ... Help me, he's a doctor. Today the sun has gone down on me ... help me ... please, everybody help ... woo! woo! Mama, help me ...," she screamed as she ran.

That was the last time the patients and nurses of Ward B saw sister Ngcolosi.

and eat inside you!



Actual size: Large Roundworm (*Ascaris lumbricoides*)

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The grizzly facts: How to set out a metacog

In the passage below, we highlighted the most important words from "The bear necessities" on page 1. We then used the information to make the metacog on the right. How does our version compare with the one you did on your own?

BEARS are carnivorous mammals with shaggy fur. They are related to dogs, but are bigger and have no tails. Bears may grow up to 3m in length. They have thick, powerful legs with strong claws. In spite of their size, bears are very nimble.

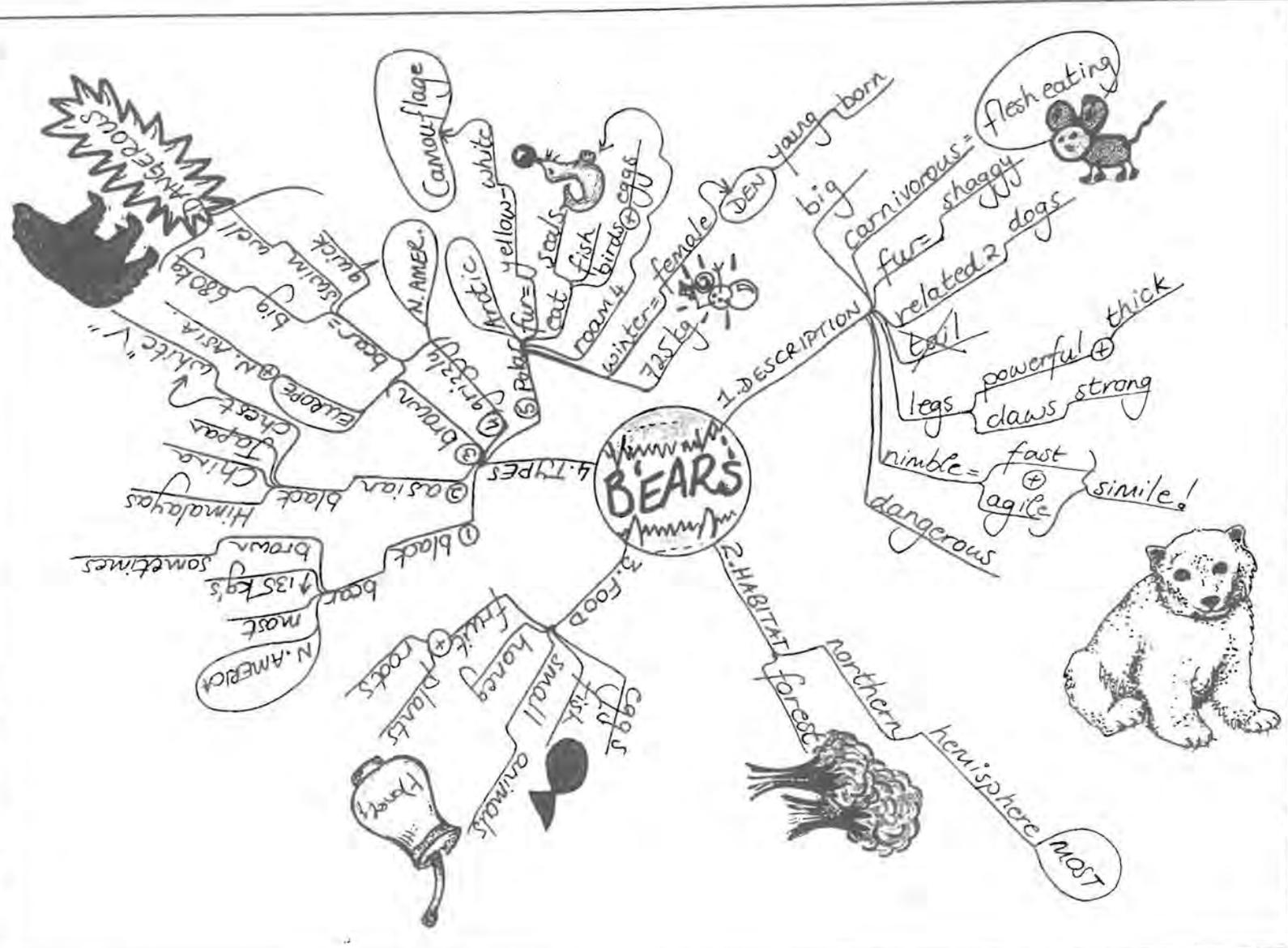
Bears are dangerous animals. In the wild, they may attack, kill and eat a man without warning. Most bears live in the northern hemisphere in forests.

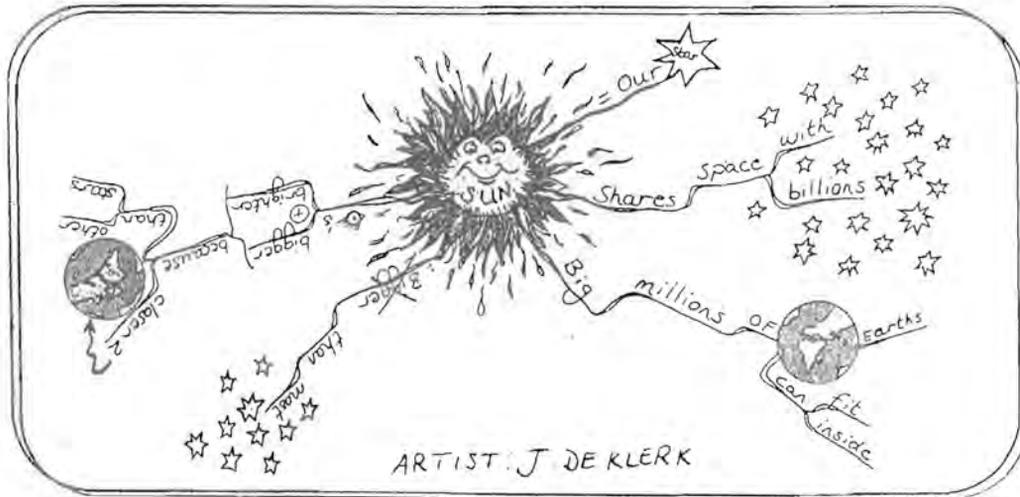
They eat different kinds of food, mostly eggs, fish and small animals, but they also eat honey, fruit, plants and roots.

There are many different types of bears. The black bear lives in North America, where there are lots of them. They can weigh up to 135kg and, in spite of their name, are sometimes brown. The Asian black bear is a different species that is found in the Himalayas, China and Japan. It has a white V-shaped mark on its chest.

The brown bear of Europe and Northern Asia and the grizzly bear of North America are bigger than the black bear and can weigh up to 680kg. They are very quick, swim well and are the most dangerous.

The polar bear lives in the Arctic. Its yellowish-white fur gives it good camouflage. Polar bears eat seal meat, fish, birds and eggs. They can weigh up to 725kg. Polar bears roam around looking for food, but in winter the females stay in their dens, where their young are born.







Master the art of summarising and increase your learning capacity

CORINNE KNOWLES and
LISA BLAKEWAY

SUMMARISING is a vital skill everyone needs in order to be able to learn and recall information effectively. It's about being able to extract the important bits from a chunk of information and store them in your long-term memory.

But how can you learn to summarise information in a meaningful way? You could get two people telling you the same story, but while one might hold your attention with the relevant facts, the other might bore you with loads of boring details and leave out the important parts.

Luckily, like any skill, summarising improves with practice. You just need to keep at it until you figure out which way works best for you.

Mastering the art of summarising increases your learning capacity enormously. It's like tidying up your room: the place always seems fuller when there is stuff lying all over it. When your clothes and books and kit are neatly packed away, there is room for so much more.

Summarising also helps you remember for longer — and as so much of your work is based on what you have learnt previously, it helps to be able to think back and remember past work.

The overall picture: To summarise effectively, you need to make sure you understand the whole section of work you are trying to learn.

Go through your work carefully to make sure you understand what it is all about, and ask your teacher or the class boffin to explain anything you are unsure of. This will give you a better idea of what is really important.

Mind-maps: These can be particularly helpful when learning long involved sections of work.

Choose the central point, circle it on a blank page, and draw sub-points from this central point, in their own circles, joined with lines and squiggles to other connecting points.

This helps you in your thinking when preparing to write an essay, and breaks up the section into bits that are more manageable and easier to remember.

For example, a mind-map of the section headed "How does forestry help the economy?" in the article "Have you hugged a tree today?" on page 3 of readRight, might look something like the graph above.



Key words: Pick out key words in each point that sum up the central idea. You don't have to use words from the text, but make sure you grasp what is being said, and try to understand why it is important.

Mnemonics: You are trying to remember the facts, so should do whatever suits you the best. For example, list the key words and, using the first letter of each key word, make a new word or a silly sentence. For example, if you were summarising paragraph five in the section headed "How can you save trees?" in "Have you hugged a tree today?" your key words might be: *coal, non-renewable, forests, renewable, less energy, less pollution.* To help you remember, you could use the first letters of these words to make other words — like *Colin's naughty friends really like eating Lebo's pudding.*

While some people reckon this technique just complicates the learning process, others find it helps them remember large chunks of information because it adds a bit of fun and creates interesting pictures.

SUSSING OUT THE SUNDAY TIMES

Test your ability to summarise using examples from the Sunday Times

● Turn to the "Health Watch" section in the main newspaper. Imagine you have a sickly aunt who needs to know the impor-

tant information contained in each snippet (mini article) on the page. She will be phoning you later for the details. Read through each section so that you understand all the information.

Choose a **key word** to help you remember each important point. If you like, use **mnemonics** to condense the points into a word or phrase you can remember easily. Test yourself later today, and then again on Tuesday and Friday, to see how much you remember.

● Turn to the article "Have you hugged a tree today?" on page 3 of readRight. Imagine that Mondi have asked you to help them with their recycling campaign. They want you to tell your neighbours how important recycling is and to motivate your family and friends to collect old newspapers and magazines for recycling.

Create a **mind map** to summarise the important information in the article. Study the mindmap until you know your facts, then impress your family by telling them everything you know about paper recycling.

Once you feel more confident, pay your neighbours a visit and see if you can convince them to start putting aside all their scrap paper for Mondi Recycling's Kerbside Pick-up programme.

If you don't have a Mondi Paper Pick-up programme in your community, take the waste paper to school or phone Mondi's toll-free number on 0800-2212 and get a recycling project started in your neighbourhood.



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Density

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right stuff

By KULI ROBERTS
Assistant: AYANILY MDAKA

STAR OF THE EARS

Swarovski crystal star earrings (R130) and matching necklace (R260), both from Bijoutique. Enquiries (011) 880-3280.



Density

GRAB A GRAPPA

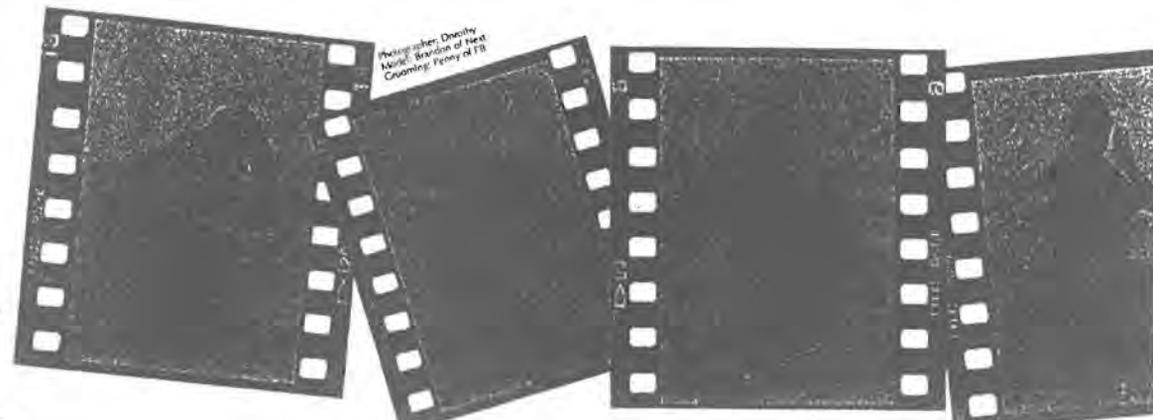
Green Gino Grappa towelling top (R120-R140). Enquiries (021) 461-5617. Black jeans (R185-R260) available at selected Smart Centre stores.



Density

OBJECTS OF DESIRE

Sunglasses (R895) by Fendi, available at Edgars, Stuttafords and other leading department stores. Enquiries (011) 334-7020.



Photographer: Density
Model: Brandon of West
Crombie: Penny of FB



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Cream floral dress (R320) available from selected Truworths stores. Enquiries (021) 460-7901.



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Gold necklace (R95) from Armilla. Enquiries (021) 851-6055.



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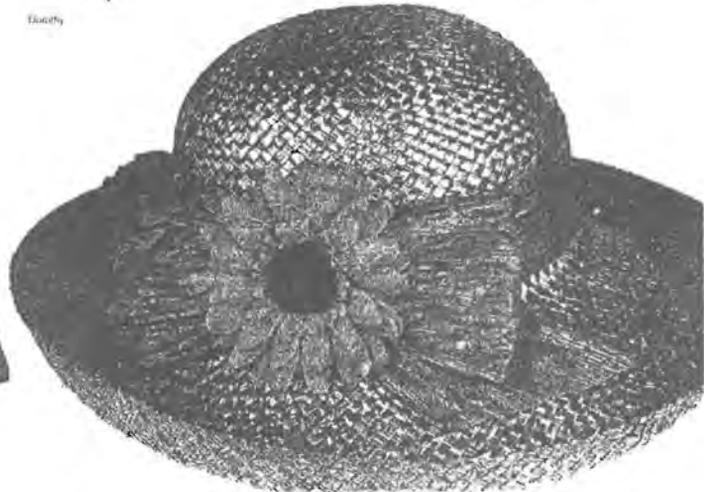


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Friends and Lovers

LOVELY AND FRIENDLY Tyeno Tyolo (16) would like to hear from guys aged 18-25 from all over the world. Her hobbies are listening to gospel and romantic music, watching television, reading and writing. Interested guys should reply in English or isiXhosa to Bizano Village High School, Private Bag X616, Bizano 4800, Transkei.

JANUARY MSATI (18) would like to hear from comedians in Namibia, South Africa and America. His favourite comedians are Jan Mafela, Jim Carrey, Buju Banton and Luther Campbell. His hobbies are cracking jokes, reading, watching comedies, basketball and rap music. Anyone who enjoys similar hobbies should reply in English with photos to PO Box 463, Odangwa, Namibia.

ZAMBIAN GUY Given Tembo (21) is looking for reliable friends of both sexes aged 16-25 anywhere in the world. His hobbies are reading, sports and listening to gospel and reggae music. Reply in English with photos to Chiwola Technical Secondary School, PO Box 71526, Ndola, Zambia.

SAGITTARIAN LADY Millicent Tshuma (18) would like to correspond with pals of both sexes aged 18-22 from all over the world. Her hobbies are listening to music, going to church and exchanging gifts. Reply in English to 1158 Mkoba 13, Gweru, Zimbabwe.

GILBERT SOKO (16) would like to hear from penpals of both sexes aged 14 and older from South Africa, Swaziland, USA and Europe. His hobbies are watching soccer, movies and listening to rap music. Interested pals should reply with photos to c/o Mr L Soko, N.F.W.C.M, Private Bag 308, Lilongwe 3, Malawi.

FRANCINAH PADI (15) would like to correspond with boys and girls aged 15-19 from all over the world. Her hobbies are swimming, listening to music, going to movies and meeting new friends. Reply in English with photos to Bethel High School, Private Bag X1001, Coligny 2725.

A SERIOUS-MINDED lady is what Jason Payne (24) of PO Box 201019, Gaborone, Botswana is after. Jason wants a lady of Indian origin aged 17-27 from any part of the world. His hobbies are yoga, outdoor life and reading about Indian cultures, norms and traditions. Interested

Looking for penpals? Want to make new friends locally and overseas? Send your details – as briefly as possible, please – to: Friends and Lovers, PO Box 784696, Sandton 2146.



ladies should reply in English with photos.

FAITHFUL FRIENDS are what Hlengiwe Ngwenya (19) of 361 Roods, Chesterville, Durban wants. Hlengiwe's hobbies are playing tennis, listening to music and reading novels. Interested pals from East Africa and overseas should reply in English with photos.

LIFE TIME LOVER Aubrey Botha would like to correspond with South African pals of both sexes aged 27-31. His hobbies are listening to music, playing chess and going to church. Interested pals should reply in Afrikaans, English or Sesotho to Helderstroom Medium Prison, Private Bag X051, Caledon 7230.

WELL-EDUCATED Mthokozisi Sebaki (33) would like to meet a lady aged 24-30 of any race. She should preferably not have more than one child and desire a permanent relationship. Interested ladies should reply with photos to PO Box 392, Loskop 3330.

LONELY GUY Terrence Modzono (19) would like to correspond with girls aged 14-17 from all over the world. Terrence likes listening to music. Interested girls should reply in Tshivenda or English with photos to PO Box 209, Mosia 0944.

CANCERIAN MALE Rock Makola (25) is looking for a lovely lady willing to share his unconditional love. His hobbies are writing letters, exchanging photos, singing gospel music, reading magazines and listening to the radio. Interested ladies aged 18-25 from all over the world should reply in English or Sepedi with photos to PO Box 75, Nebo 1059.

UGANDAN MALE Kakungulu Musoke (20) would like to get in touch with pals from all over the world who are ready for long lasting friendship. Interested pals should reply to PO Box 16174, Wandegaya, Kampala, Uganda.

PAMELA MALELA (16) would like to meet friends of all ages from anywhere in the world. Her hobbies are going to parties, watching television, listening to music, going to movies and church and exchanging gifts. Reply in Sesotho, isiZulu or English with photos to PO Box 269, Tweespruit 9770.

VINCENT MASIKO (40) would like to hear from ladies aged 25-40 with a view to marriage. Ladies from Ghana, Zambia and South Africa should write to PO Box 74229, Rochdale 4034.

HAYLEY MARTIN (21) would like to hear from pals of both sexes and all ages. Her hobbies are listening to R&B, jazz and reggae music, reading, watching movies and going to the cinema. She loves watching soccer and her favourite team is Liverpool. Pals should reply in English or Afrikaans with photos to 36 St Wenceslas Street, Seawing, Retreat 7945.

BUTANA MAHLANGU (23) would like to correspond with ladies aged 20-24 with sober habits who live in KwaNdebele. His hobbies are travelling, reading, going to cinemas and listening to the radio. Interested ladies should reply in English, isiZulu, Ndebele or siSwati with photos to PO Box 4272, Vlaklaagte No 1, Mpumalanga 0458.

ARIES LADY Connie Lekabe (17) would like to correspond with pals of both sexes aged 18-23 from anywhere in the world. Her hobbies are listening to music, watching television, playing basketball and baking. Pals with sober habits should reply in English or Setswana with photos to 3673 Khutsang Location, Carletonville 2499.

Experts pick their dream team

ASK 11 coaches to come up with a starting line-up for the national soccer team and chances are you'll end up with 11 different teams.

After the resignation of Clive "The Dog" Barker as Bafana Bafana coach and the appointment of Jomo "Troublemaker" Sono to the hot seat, Drum asked some soccer experts to come up with their ideal starting line-up for the African Nations Cup finals in Burkina Faso next month.

We also asked for the reasons for their selection, how they'd use the players and how they thought their team would perform at the tournament.

As expected, they came up with different teams and different reasons for their selection. Of course, Jomo is likely to repeat what Barker used to say: the team selected by the media is always the best as it never gets to play, so it never loses.

Here are the teams selected by Sunday Times soccer editor Thomas Kwenaitse, TV and radio soccer commentator Marks Maponyane and yours truly . . .



THOMAS KWENAITSE

My starting line-up for Burkina Faso would probably draw gasps from many people, but I've realised our defence has of late conceded soft goals – the one against Uruguay comes to mind.

You can't score against the opposition and 30 seconds later



By S'BUSISO MSELEKU

Paul Evans

Mark Fish

allow them to score as well. It's suicidal, and unacceptable at international level. My defence has been rearranged and tightened with Andrew Rabutla, Willem Jackson and Mark Fish playing as central defenders in a 3-5-2 formation.

I would instruct Fish not to go in his usual forays up front, but to stay at the back and never, I repeat, never venture up front

where he'd expose us at the back. Rabutla and Jackson have proved to be hard nuts to crack and they would be instructed to keep it tight and not allow anyone near goalkeeper Paul Evans, let alone allow them to take potshots at the former Wits University stickman.

Talking about Evans, I know many people would probably

say I'm crazy for selecting him. He can be a nutter, yet beneath the wisecracks and crazy antics lies a brilliant, brave goalkeeper whose ability to guard his poles are well known, especially at Odi Stadium where he single-handedly frustrated Kaizer Chiefs and Orlando Pirates.

Evans is young and agile and can deal effortlessly with crosses, which has been an

Bafana Bafana:



Willem Jackson



telligent player who'd read the game and could be brought in to stabilise the side if Khumalo or Mkhalele are tiring in the second half.

Thabang Lebeso also comes into reckoning mainly because of his ability to run at defenders. There's Thomas Madigane as well, who can cause havoc when allowed to destroy the opposition down the flank.

I haven't introduced radical changes to the "Barker Boys" but have made minimum changes only.

I don't think we'll successfully defend the African Nations Cup in Burkina Faso, but I think we'll go as far as the semi-finals.

People think we have an easy draw but our opening match, against Angola, is crucial. If we win it we have a chance of going all the way to the semi-finals.

GOALKEEPER: Paul Evans
DEFENCE: Willem Jackson, Mark Fish, Andrew Rabutla
MIDFIELD: Helman Mkhalele, Lucas Radebe, John Moeli, Brendon Silent, Doctor Khumalo
FORWARDS: Benedict McCarthy and Chippa Masinga

Achilles heel of the South African team for years. I've selected Brian Baloyi as the back-up keeper because, besides being a perfect cover, the two have graduated from the Under-23's and have age on their side to keep going at least another 10 years.

In the middle I've thrown in Lucas Radebe and John Moeli to do the dirty job of destroying

and stopping opponents from playing. I field Doctor Khumalo next to the duo with a free role as a playmaker while David Nyathi and Brendon Silent will be the two wingbacks on the left and right respectively.

Helman Mkhalele will also be given a free role to play wherever he likes to carry the ball forward to Benni McCarthy and big Pil Masinga. Why McCarthy,

you may ask, especially ahead of the other strikers.

I think he's earned his spurs, and from the few games I've watched him doing duty for Ajax Amsterdam and against France and against Germany for Bafana Bafana I'm convinced he could be a perfect partner for Masinga up front.

On the wings I have John "Shoes" Moshoeu. He's an in-

I doubt that Bafana Bafana will successfully defend their title in Burkina Faso - we'll probably make it only as far as the second round of the tournament.

If the team successfully defends the title I'll go for a Brian Baloyi hairstyle.

South Africa's away record is not very impressive and this will tell in this competition. Unlike the situation in 1996, Bafana



MARKS MAPONYANE

(To page 22)

the winning line-up



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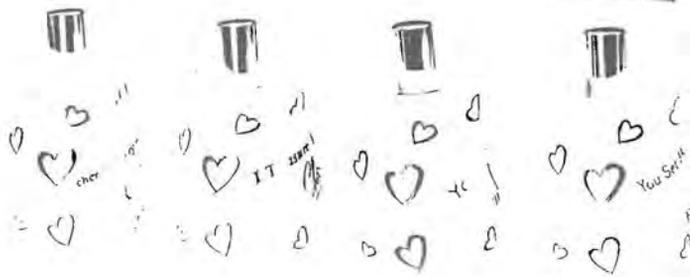
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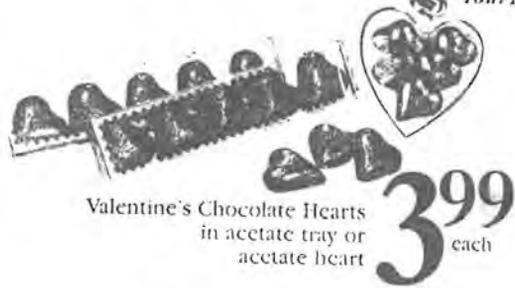
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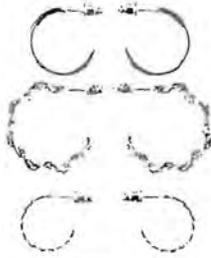
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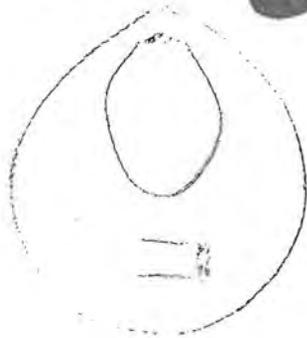


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DRUM (1998:85), 17 SEPTEMBER ISSUE

PROMOTIONAL P/

LUCKY STAR PIZZA



Everyone, young and old, loves pizzas. They're easy to make and good for you too, specially if you top them with pilchards. Try this pizza from the LUCKY STAR kitchen.



YEAST DOUGH

- 500 g flour
- 8 ml (1 1/2 t) salt
- 5 g (half a 10 g sachet) instant dried yeast
- 300 ml (1 c + 1/5 c) warm water
- 45 ml (3 T) oil

TOPPING

- 425 g (1 can) LUCKY STAR pilchards in tomato or chilli oil for frying
- 1 medium-sized onion, chopped
- 2 cloves garlic, chopped
- 2 large tomatoes, peeled and chopped
- salt and black pepper
- mixed herbs
- 2 ml (1 1/2 t) sugar
- 1-2 large tomatoes, peeled and sliced
- 1/2 green pepper, seeded and thinly sliced
- 250 ml (1 c) cheese, grated

1 Sift the flour and salt together in a large bowl. Add the yeast and mix. Add the water and oil and mix to make a soft dough. Knead for about 10 minutes until smooth and elastic.

Cover with a clean cloth and leave in a warm place until it has risen to double the size. Preheat the oven to 200 °C. Knead the dough back to its original size and roll half the quantity into a 30 - 35cm circle. Place on a well-oiled baking sheet.



2 Drain the pilchards gently, so as not to break them, and reserve the sauce. Carefully halve lengthways and set aside.

3 Heat the oil and gently fry the onion and garlic over medium heat for one minute. Add the chopped tomatoes, salt, pepper, mixed herbs and sugar, along with the sauce from the pilchards. Simmer gently until the sauce is fairly thick. Cool and season to taste.



4 Spread the sauce evenly over the base and arrange sliced tomato and green pepper rings on top. Sprinkle with most of the grated cheese. Bake for 20 minutes (below the centre of the oven).



5 Remove the pizza from the oven and arrange the pilchard halves. Sprinkle with the remaining cheese and bake for another 20 minutes. Serve with a fresh salad.

HANDY HINT

Tomatoes are easy to peel if left in boiling water for one minute. Remove and cool before peeling.



DRUM (1998:80-83) 15 OCTOBER ISSUE



*Bottom to top: Orange
cookies, almond and oats
squares, coffee and raisin
shortbread squares and fru-
ity oats cookies.*



(From previous page)

COFFEE AND RAISIN SHORTBREAD SQUARES

MRS FJ THERON of Port Elizabeth says these delicious shortbread squares with coffee icing are perfect for special occasions.

SHORTBREAD

230 g butter
140 ml sugar
500 ml (2 c) cake flour
10 ml (2 t) baking powder

15 ml (1 T) golden syrup
250 ml (1 c) seedless raisins

ICING

warm water
10 ml (2 t) coffee powder
5 ml (1 t) butter
375 ml (1 1/2 c) icing sugar, sifted

Preheat the oven to 180 °C and spray a baking sheet with nonstick spray or butter lightly.

Cream the butter and sugar together until light and fluffy.

Sift the cake flour and baking powder together and add to the butter mixture along with the remaining shortbread in-

gredients.

Mix well and press the mixture into the prepared baking sheet. Bake for about 20 minutes until the shortbread is a pale straw colour.

Meanwhile prepare the icing: dissolve the coffee powder in 15 ml (1 T) hot water and add half to the icing sugar along with the butter. Mix, adding small quantities of hot water at a time until a spreadable paste is formed.

Cool the baked shortbread for 5 minutes before spreading with the icing. Leave for another 5 minutes before cutting into squares. Allow to cool

completely in baking sheets. Store in an airtight container. Makes 35 squares.

ORANGE COOKIES

ALICE RULEILE of Lesotho serves these cookies at tea time.

100 g butter
120 ml caster sugar
380 ml cake flour
10 ml (2 t) baking powder
pinch salt
1 extra-large egg, whisked
finely grated rind of 1 orange
10 ml (2 t) freshly squeezed orange juice
glacé mixed rind for garnishing

Preheat the oven to 180 °C and spray a few baking sheets with nonstick spray or butter lightly.

Cream the butter and caster sugar until light and fluffy.

Sift together the dry ingredients.

Beat the egg and beat into the butter mixture, a little at a time.

Fold in the dry ingredients and rind. Add a little orange juice if the mixture is too dry.

Leave the dough to rest in the fridge for 10 minutes.

Shape into walnut-sized balls and arrange on the prepared baking sheets. Make a slight hollow in the centre of each cookie with your finger and decorate with a piece of glacé rind.

Bake for about 10 minutes or until the cookies are pale brown underneath.

Cool the cookies on wire racks before storing in an airtight container. Makes about 75 small cookies.

MICROWAVED CHOCOLATE BROWNIES

DENISE BALL of KwaZulu-Natal sent us the recipe for these divine fibre-rich chocolate brownies made in the mi-

Friends and Lovers

GORETIE ZULU (16) wants to correspond with pals of either sex from anywhere in the world. He enjoys listening to music, swimming and reading novels. Reply in English, with a photo, to Cooritas Convent School, PO Box 80040, Kabwe, Zambia.

MXOLISI SONJA (20) wants to correspond with pals aged 18-30 from anywhere in the world. He enjoys listening to music, writing and swimming. Reply in English, with a photo, to Helderstram Medium A, Private Bag X051, Coledon.

MANDISA MTUNGWA (20) wants to correspond with pals aged 20-35 from any part of the world. Her interests are baking, playing netball and listening to music. Reply in English or isiZulu, with a photo, to 3 Carter Drive, Ashlana, Pietermaritzburg 3201.

DEBRA KAOMA (20) wants to correspond with pals aged 22-26 from anywhere in the world. His interests are watching TV, making friends and listening to music. Reply in English with a photo, to 25 Kennedy Ave, Chambishi, Zambia.

CHARLES NKOMWE (19) wants to correspond with pals of either sex aged 16-21 from anywhere in the world. He enjoys playing chess and listening to reggae music. Reply in English, with a photo, to c/o MFL Nkomwe, Ministry of Legal Affairs, PO Box 50106, Lusaka, Zambia.

MONNYE WATEMO (24) wants to correspond with pals of either sex, aged 24-32, from any part of the world. She enjoys listening to music, travelling and hanging out with friends. Reply in English or Setswana to PO Box 2411, Gaborone, Botswana.

NDAGIRE PHARIDAH (16) wants to correspond with pals of either sex from any part of the world. She enjoys going to the movies, exchanging photos and swimming. Reply in English to c/o Mr Kawesi Ahmed, KKM Enterprises, PO Box 30355, Kampala, Uganda.

THOZAMILE ANTONI (41) is looking for a loving and caring lady aged 30-40 who's ready to settle down. His interests are reading, listening to gospel music and watching TV. Reply in isiXhosa or English, with a photo, to Correctional Services, Private Bag X6, Middeldrift 5685.

ERNEST MKHWANAZI (24) wants to correspond with pals aged 17-25 who neither drink nor smoke, from any part of the world. He enjoys going to the movies and playing soccer and snooker. Reply in isiZulu or English, with a photo, to Box 10127, Richards Bay 3900.

Looking for penpals? Want to make new friends locally and overseas? Send your details – as briefly as possible, please – to:
**Friends and Lovers,
PO Box 784696,
Sandton 2146.**



GRANT SIBIYA (29) wants to correspond with ladies aged 20-27 from anywhere in the world. His interests are listening to music and going to the movies. Reply in English or isiZulu, with a photo, to Private Bag 202B, Krugersdorp.

DERECK CHONGO (35) wants to hear from ladies willing to settle down, aged 25-35, from any part of the world. His interests are travelling, listening to music and reading. Reply in English, with a photo, to G73 Bulanda Road, C/Bombwe Mine Town Ship, Chillabambwe, Copperbelt, Zambia.

DAVE SEBANYONI (24) wants to correspond with ladies aged 22-28 from anywhere in the world. He enjoys reading, listening to music and going to church. Reply in English or Setswana, with a photo, to PO Box 30116, Bolekong, Rustenburg 0308.

NOMSA THWALA (24) wants to correspond with pals of either sex and any age from any part of the world. Her hobbies are cooking and listening to music. Reply in English to 6171 Zone 5, Diepkloof, PO Khotsa 1864.

FUNEKA ZIKODE (17) wants to correspond with guys aged 17-20 from anywhere in the world. She enjoys listening to music and watching TV. Reply in English or isiZulu, with a photo, to PO Box 35234, Zwelibomvu 3614.

GEORGE KAPUTO (16) wants to correspond with pals of either sex from any part of the world. He enjoys going to church, playing football and watching TV. Reply in English to Mapalo Baptist Church, PO Box 410445, Kasama, Zambia.

CLAUDETTE LICHABA (17) wants to correspond with pals aged 17-21 from anywhere in the world. She enjoys listening to music, travelling and reading. Reply in English, with a photo, to PO Box 2962, Matikeng 2745.

NONTOMBI MZONDI (17) wants to correspond with pals aged 16-21 from any part of the world. Her interests are listening to gospel music, writing letters and going to church. Reply in English, with a photo, to Box 6224, Enqobo 5050.

WILLY MWAFILASO (16) wants to correspond with pals aged 14-16 from anywhere in the world. He enjoys playing soccer, athletics and reading. Reply in English to Army Secondary School (Private Bag 91), Lilongwe, Blantyre, Malawi.

LINDIWE MTSWENI (17) wants to correspond with pals of either sex from anywhere in the world. Her hobbies are playing tennis, listening to music and reading magazines. Reply in English or isiZulu to PO Box 1717, Kwa-Mhlangu 1022.

FAITH ALWEENDI (20) wants to hear from pals of either sex from any part of the world. She enjoys watching TV, reading and making friends. Reply in English, with a photo, to PO Box 23549, Windhoek, Namibia.

CHRISTOPHER SIGWENTU (40) wants to hear from ladies aged 30-35 from anywhere in the world. His interests are listening to music and reading. Reply in English, with a photo, to Goodwood Prison, Private Bag X4, Edgemead 7404.

SIHSO MATHEBUSA (17) wants to correspond with pals aged 12-14 from any part of the world. Her hobbies are watching TV, playing soccer and reading. Reply in English or isiZulu, with a photo, to PO Box 406, Femia 2339.

ANELE JOZANI (28) wants to hear from ladies aged 28-32 from anywhere in the world. He enjoys reading and going to church. Reply in English or isiZulu, with a photo, to Medium B, St Albans, Private Bag X6055, Port Elizabeth 6000.

ASHLEY NAVARRONE (25) wants to correspond with gay pals from anywhere in the world. His hobbies are scriptwriting, shopping and listening to music. Reply in English, with a photo, to 226 Lenham Drive, Phoenix, Durban 4000.

Tomato sauce - it's good for you

Eating plenty of processed tomatoes can help prevent heart disease and cancer

Tomato sauce not only tastes delicious but is good for you too.

Research shows tomato sauce reduces the risk of cardiac disease and cancer. And while we've always been taught that fresh fruit and vegetables in their canned or natural form are the best source of vitamins and minerals, the latest research into tomatoes proves otherwise. Fresh or canned tomatoes are equally good, tomato juice and purée are better, but tomato sauce is best!

The latest buzzword among researchers is lycopene, the colouring agent which gives tomatoes their red colour.

This super-ingredient in tomatoes is one of the most important carotenes which help the body build up resistance against diseases.

Lycopene is also an antioxidant, like vitamins C and E. Antioxidants protect the body against free radicals, the culprits which cause heart diseases, cancer and age-related illnesses such as arthritis.

Lycopene smothers the free radicals and provides the white blood cells with twice as much protection against harmful nitrogen dioxide which we inhale, as beta-carotene, which is found in carrots and green vegetables.

A protein, lycopene is also found in watermelons, ruby grapefruit and apricots. But these are all foods that are not

eaten as frequently as tomatoes and are not as readily available as tomatoes. Tomatoes can also be bought in cans and bottles throughout the year.

SO why is tomato sauce better for you than fresh tomatoes from the garden? Researchers from Ulster University in Ireland say that while fresh tomatoes do contain lycopene, the lycopene cells in processed tomatoes are broken up, making it easier for the body to absorb. Best of all, you can now tuck into an Italian meal of pizza, pasta and tomato sauce because it's good for you.

And this has been the trend worldwide. Researchers say we now eat 50 per cent more tomatoes than 10 years ago. Blood samples also show we are consuming more lycopene.

These findings have been confirmed by two research teams in America. They agree tomatoes are good for you and should be a must on the menu.

A researcher from the University of North Carolina com-

pared American and European men who had had heart attacks with men who had never had heart attacks. The results showed that the risk of heart attacks reduced by half in men with high levels of lycopene.

Another study conducted by the Harvard School of Medicine found that men who ate tomatoes twice a week in whatever form had a 34 per cent less chance of developing prostate cancer. And tomato sauce proved to be the best source of lycopene.

But before you dash out and buy dozens of bottles of tomato sauce and encourage your family to drench their food in the stuff, first read the contents label on the bottle. Not all processed tomatoes are necessarily beneficial.

"Some tomato sauces are imitations and contain little tomato and mainly thickeners, colorants, sweeteners and preservatives, which can be more harmful than beneficial. ALL GOLD tomato sauce contains no

For years we thought processed tomatoes weren't as good as fresh ones. But scientists recently discovered the opposite: tomato sauce and pastes used in pasta and pizzas contain a miracle ingredient . . .



thickeners, preservatives or colorants," says Mr Rob Opie, marketing manager of ALL GOLD.

The only note of caution when it comes to eating tomato sauce is to go easy on the fatty meals. But tomato sauce on pizzas, eggs and hamburgers has been given the green light.

Main picture: Now you can drench your food in tomato sauce knowing it's good for you.

by experts. They even predict pizzas will soon be displayed on the health-food shelves in supermarkets.

DID YOU KNOW?

- Tomatoes originally come from South America and were brought to Europe and England in the 1500s.

- Tomatoes were immediately accepted in Spain, Portugal and Italy, but Northern

Europeans were initially suspicious of them;

- Tomatoes were called the love "apple" because people believed if you ate them you would fall in love;

- Tomatoes are neither a fruit nor vegetable but a berry;

- Tomatoes consist of 90 per cent water. The remaining 10 per cent is made up of carbohydrates, proteins, vitamins, minerals and trace elements.

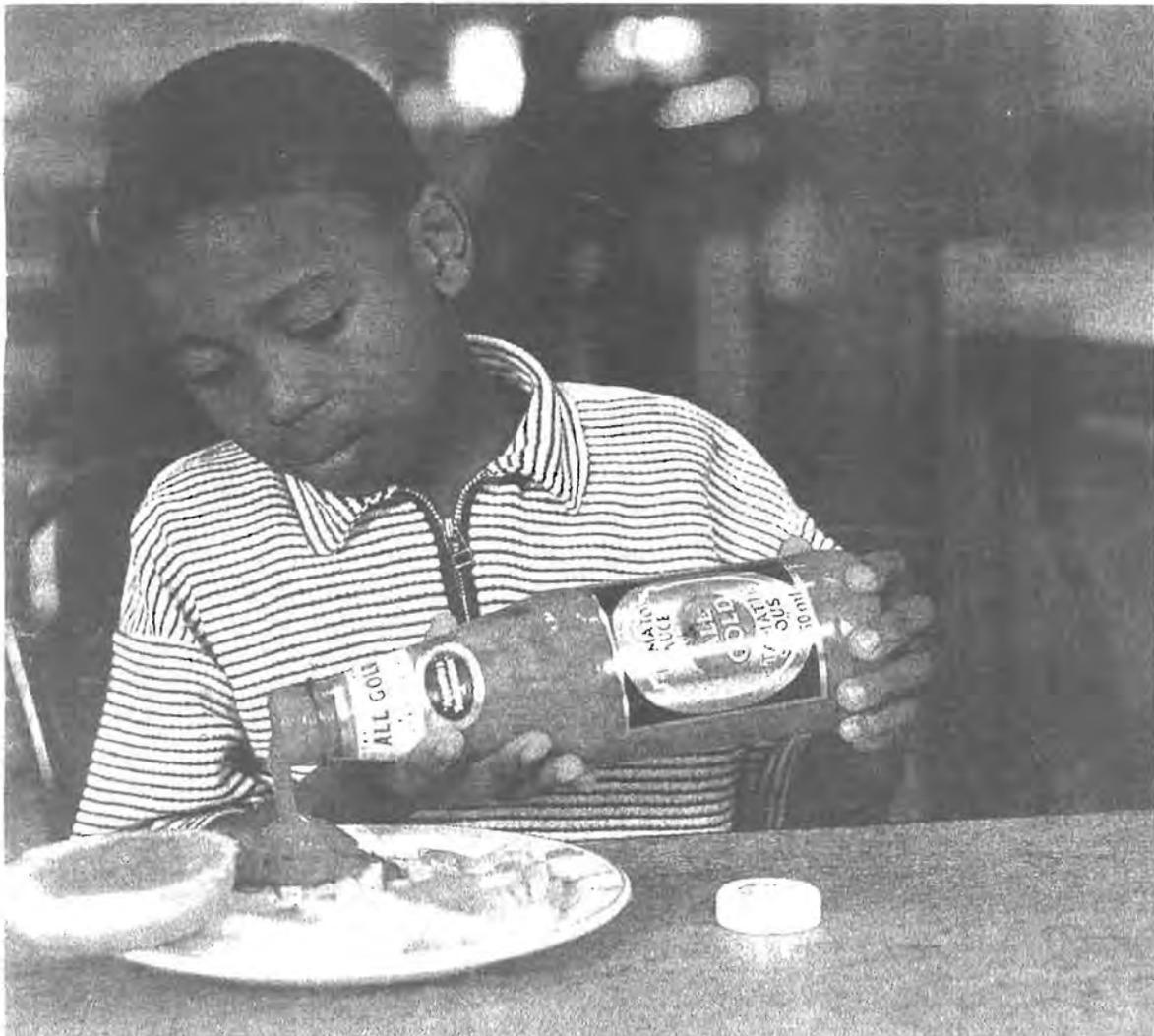
- Tomatoes aren't fattening and if you're on a diet you can eat as many as you like.

- Tomatoes contain vitamins A, E and C and are ideal for keeping colds at bay;

- About 60 million tons of tomatoes are grown annually all over the world;

- Tomatoes belong to the same family as potatoes, green and red peppers, petunias, tobacco and brinjals. 

Words and Picture by BRIDGET WALTERS and HELEN MEINTJIES



Double vowels

m__n	^{oo} sp__n	b__k
tr__	^{ee} b__	s__

More sounds !

__urch	^{ch} __ild	__in
__orts	^{sh} __irt	fi__
__under	th __ink	__l(t)
ki__	^{ng} ri__	swi__
__eel	? ^{wh} __at	? __en

Exercise

LEVEL 1

Fill in :

s__n	l__g	c__p
h__t	__gg	b__n
t__p	w__b	b__s
d__t	c__p	p__t
p__n	r__t	p__g

LEVEL 2

Fill in :

be__	dr__	b__
__ee	__n	__u
__og	__brell__	z__
__ur__	m__	f__
____l	____	____
____	o__	____



SUNDAY TIMES. READ RIGHT (1999:3), 28 FEBRUARY ISSUE

Monitoring children's reading progress

CHILDREN'S progress in reading must be assessed regularly. There are two very important reasons for continuous and regular assessment:

- Each child develops at his or her own pace. This means that each child must be continually challenged at a level just higher than the level at which he or she can read independently.

- Only by continually monitoring children's progress can you be sure that you are pushing them to try more difficult books.

- By monitoring children's progress in reading a teacher is reminded about all the strategies and skills that children need to become competent readers. The continuous assessment helps to plan further reading lessons and activities.

Teachers need to monitor things like the number of words each child can recognise; what phonic sounds the children know and can use; what word attack skills they have to guess unknown words; what strategies they use when they get stuck; what conventions of print they know; and whether they can write about some of the things that they read.

In addition teachers need information about each child's attitude to reading; each child's self-confidence in learning to read; each child's tastes in reading; and whether each child is recognising the many purposes of reading.

DEFINING AND ASSESSING THE OUTCOMES OF A READING PROGRAMME

What do we want children to know about reading at the end of Grade 1?

The Grade 1 child:

- Is confident that he or she can learn to read;
- Recognises that the central purpose of reading is to gain meaning from print;
- Is self-motivated to read for pleasure;
- Recognises that there are different purposes reading;
- Sees books as a way of learning about the world;
- Is confident and efficient in his or her use of reading strategies;
- Can identify likes and dislikes about different authors and different kinds of books;
- Can respond to texts critically by providing an interpretation and point of view; and
- Can recognise the main idea in a text.

What do we want children to know about reading at the end of Grade 2?

In addition to being able to accomplish the tasks listed above, the Grade 2 child also:

- Recognises the difference between texts that tell a story and texts that give information;
- Has an increased sight vocabulary;
- Recognises that characters can be stereotyped in books; and
- Recognises and responds to the manipulative uses of language in text.

How can teachers assess whether children are achieving these desirable outcomes?

In order to assist teachers monitor and assess pupils' progress, we will be printing several assessment schedules for Grades 1 and 2 which list those indicators that tell the teacher whether — and how — a child is progressing.

The first schedule, which will help teachers assess the pupils' grasp of the conventions of print, appears alongside this article.

Other schedules dealing with phonic knowledge and reading behaviour will be published at a later stage.

When completing the schedules it is important to remember that an item should be marked off only when a child can perform that task independently (without help). In this way the schedules are a record of each child's actual reading performance.

Some kinds of monitoring need to be done once a term, some kinds need to be done at the start of the year, and

Assessment schedule 1

Reading development: Conventions of print

This is a list of indicators that shows whether the children have developed an understanding of the conventions of print and are ready to develop further reading skills. All children should be able to do the things listed here within a month of school if the teacher is teaching reading properly. Use this list after one week of reading lessons and then again three weeks later.

From *Star Stories Learn to Read in Grade 1 and Teacher's Book* by Wen Flanagan. — © JUTA

	PUPIL'S NAME			
Can identify the cover of a book				
Can show the front of a book				
Can show the back of a book				
Can show the top of a book				
Can show the bottom of a book				
Can point to the page numbers				
Can show direction in which we read (left to right)				
Can point to the start of a story				
Can point to the title of a story				
Can point to the author of a story				
Can identify a word				
Can identify a sentence				
Can point to a single letter				
Can identify a comma				
Can identify a full stop				
Can identify a capital letter				
Can say why there is a space between words				
Can hold the book correctly				
Can turn the pages appropriately				
Can use the pictures to construct ideas				
Can turn the pages of the book, telling the story from memory				
Realises that print carries meaning				



APPENDIX B: MAGAZINE READERSHIP UPDATE



Magazine Readership Update (Amps 1997 A)

Prepared by: *NatMags* AMU

Sandton

September 1997

Contact: Percy Hlabathi (011) 322 0731

email: natmags@smags.naspers.co.za

<http://www.natmags.com>

Magazine Readership Age (Readership in '000s)

Source: Amps '97 A (All Races)

	Total	16-24	25-34	35-49	50-64	65+
Total	25 722	7 245	6 610	6 525	3 198	2 144
Bona	2 548	1 061	814	503	152	17
Burda	24	5	9	6	5	1
Car	436	144	116	119	41	16
Cosmopolitan	394	189	113	61	27	4
De Kat	80	17	19	21	18	6
Drum	937	430	288	181	29	8
Ebony SA	97	28	36	31	2	0
Edgars Club	1 354	552	401	281	99	21
Elle	123	78	16	15	11	2
Essentials	183	36	45	63	27	12
F & T Weekly	28	12	4	6	5	1
Fair Lady	667	193	183	179	77	35
Farmer's Weekly	89	10	20	36	12	11
Femina	235	66	71	52	36	9
Finance Week	48	5	11	20	10	2
Financial Mail	117	10	39	47	18	3
Finansies & Tegniek	77	17	18	24	14	5
Getaway	234	40	61	81	36	15
House & Leisure	120	29	48	29	11	2
Huisgenoot	2 074	536	528	554	299	157
Hustler	235	86	97	42	7	3
Inside (ST Magazine)	1 022	258	258	279	137	91
Keur	309	96	58	80	45	29
Kick Off	984	551	282	129	19	3
Landbouweekblad	227	34	45	79	49	20
Living & Loving	411	116	142	112	35	7
Longevity	42	9	15	9	7	3
MultiChoice TV Guide	1 252	365	277	360	170	82
Next	578	289	206	65	13	4
Pace	888	399	282	176	28	4
People	215	78	74	40	18	4
Personality	278	78	78	52	43	27
Rapport Tydskrif	1 128	297	270	304	171	85
Reader's Digest	759	173	210	189	109	78
Rooi Rose	580	160	126	153	97	43
SA Food & Home	125	46	39	23	13	5
SA Garden & Home	427	62	115	143	82	26
SA Sports Illustrated	330	145	100	71	10	4
Sarie	645	150	149	181	110	55
Soccer News	592	313	160	103	16	1
Style	77	35	19	10	10	2
Sunday Life	344	75	88	102	48	32
Thandi	287	132	60	70	23	2
Time	145	34	35	41	24	11
Top Forty	52	32	10	9	1	0
Tribute	179	44	88	45	1	1
True Love	698	287	251	148	11	1
Woman's Value	207	36	52	48	49	21
You	1 705	520	481	429	181	94
Your Family	350	54	99	84	83	30

Magazine Readership

Race (Readership in '000s)

Source: Amps '97 A (All Races)

	Total	Whites	Coloureds	Indians	Blacks
Total	25 722	4 025	2 176	677	18 843
Bona	2 548	4	18	7	2 518
Burda	24	19	1	3	3
Car	436	291	67	42	35
Cosmopolitan	394	239	30	22	105
De Kat	80	70	2	5	3
Drum	937	2	36	5	894
Ebony SA	97	2	3	0	92
Edgars Club	1 354	417	277	118	542
Elle	123	106	5	3	9
Essentials	183	155	10	10	8
F & T Weekly	28	24	2	1	2
Fair Lady	667	395	61	29	182
Farmer's Weekly	89	59	4	7	19
Femina	235	141	15	7	71
Finance Week	48	33	5	3	8
Financial Mail	117	82	7	3	25
Finansies & Tegniek	77	75	3	0	0
Getaway	234	220	4	6	3
House & Leisure	120	93	5	1	20
Huisgenoot	2 074	1 351	633	2	88
Hustler	235	55	47	8	126
Inside (ST Magazine)	1 022	512	111	195	204
Keur	309	219	78	0	12
Kick Off	984	3	24	8	949
Landbouweekblad	227	199	7	0	20
Living & Loving	411	137	70	49	156
Longevity	42	37	1	2	1
MultiChoice TV Guide	1 252	902	201	77	72
Next	578	4	9	9	556
Pace	888	3	8	6	872
People	215	86	19	35	74
Personality	278	167	40	27	44
Rapport Tydskrif	1 128	673	446	0	8
Reader's Digest	759	324	109	75	250
Rooi Rose	580	444	103	5	27
SA Food & Home	125	50	17	10	48
SA Garden & Home	427	303	28	14	82
SA Sports Illustrated	330	94	28	10	198
Sarie	645	499	118	0	28
Soccer News	592	3	27	10	552
Style	77	43	7	7	20
Sunday Life	344	168	20	121	35
Thandi	287	2	9	6	269
Time	145	112	5	8	20
Top Forty	52	27	4	2	20
Tribute	179	1	2	1	176
True Love	698	1	24	0	673
Woman's Value	207	139	24	10	33
You	1 705	684	268	166	587
Your Family	350	204	44	35	68



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

NatMags Magazine Profiles '97

Prepared by: NatMags AMU
Cape Town
Date: September 1997

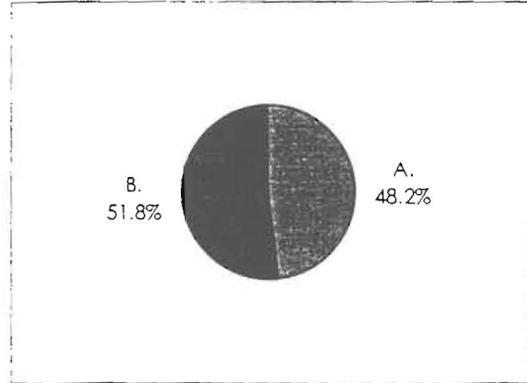


5.5 Drum Demographics

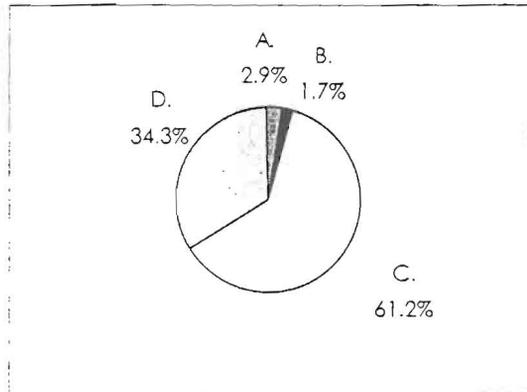
Circulation **92 320**
(Jan - Jun 1997 Total Net Sales)

Readership **937 000**
(AMPS 1997 Total)

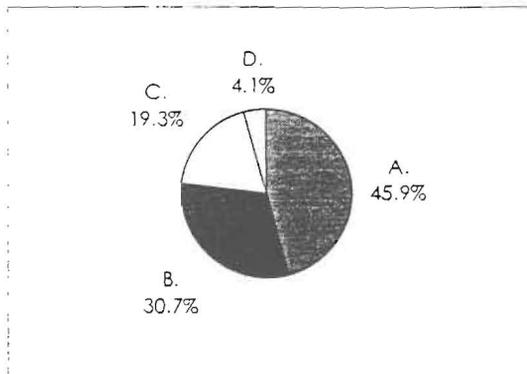
Gender	Readers 000s
A. Male	452
B. Female	486



Language	Readers 000s
A. Afrikaans /Both	27
B. English /Other European	16
C. Nguni /Other	573
D. Sotho /Both	321

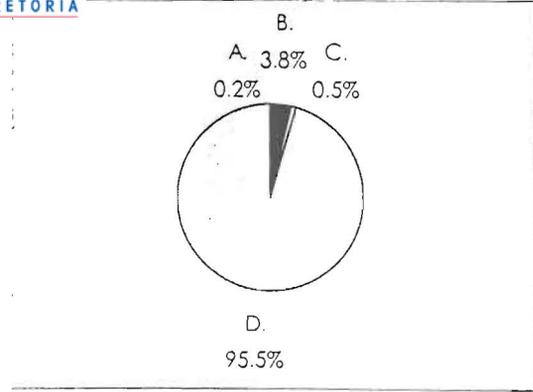


Age	Readers 000s
A. 16-24	430
B. 25-34	288
C. 35-49	181
D. 50+	38

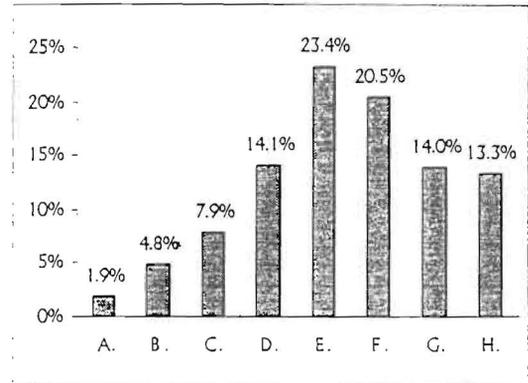




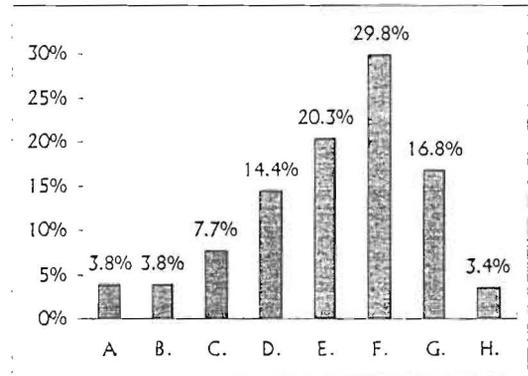
Race	Readers 000s
A. White	2
B. Coloured	36
C. Indian	5
D. Black	894



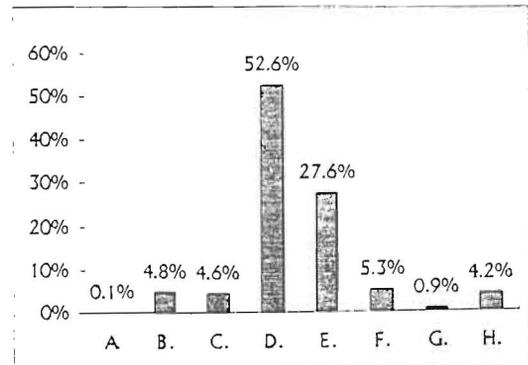
Household Income	Readers 000s
A. R9000+	18
B. R6 000 - R8 999	45
C. R4 000 - R5 999	74
D. R2 500 - R3 999	132
E. R1 400 - R2 499	219
F. R900 - R1 399	192
G. R500 - R899	131
H. Up to R500	125



Living Standards Measures	Readers 000s
A. LSM 1	36
B. LSM 2	36
C. LSM 3	72
D. LSM 4	135
E. LSM 5	190
F. LSM 6	279
G. LSM 7	157
H. LSM 8	32



Education	Readers 000s
A. No school	1
B. Some primary	45
C. Primary complete	43
D. Some high	493
E. Matric	259
F. Techn/Dipl/Degree	50
G. University degree	8
H. Other post matric	39





**APPENDIX C: OBSERVATIONAL INSTRUMENT:
MEGA AND COOPERATIVE
LIFESKILLS**

OBSERVED MEGA AND COOPERATIVE LIFESKILLS

Profile of a learner in the control group who showed the best progress (according to quantitative and qualitative results of literacy test)

SCALE: Levels of competency

MEGA LIFESKILLS:

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS:

1. Negative
2. Neutral/passive
3. Positive

LS: Learning situation

R : Reading

	L S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFESKILLS	1	2	3	1	2	3		
1. Self-confidence		x					Quiet, but is sometimes more spontaneous. Has a degree of self-confidence in the class situation.	22/02
		x					No improvement	15/04
		x					Same as above	22/06
		x				x	Self-confidence in class has improved a lot.	05/10
2. Motivation	x						Her work is good. She achieves and shows interest.	22/02
	x						The same	22/06
		x				x	The same	05/10
3. Initiative	x						Initiative not really exposed, but learner sometimes does work ahead without being asked.	22/02
	x						Same as above	22/06
		x				x	Shows initiative to certain extent. Sometimes does work ahead.	05/10
4. Effort	x						She does her best to do good work	22/02
	x						The same	15/04
	x						The same	22/06
		x				x	She does her part and wants to do good work	05/10
5. Perseverance	x						Definitely has perseverance. Her work is always done and it is completed.	22/02
	x						The same	15/04
	x						The same	22/06
		x				x	Has perseverance. Her work is always done.	05/10
6. Common	x						Difficult to determine. Follows instructions.	22/02



sense	x				The same	15/04
	x				The same	23/06
	x				Makes choices and acts when she does not agree with me. Can come up for herself.	06/10
7. Responsibility	x				Takes responsibility to do tasks. Is focused on completing tasks. Shows a lot of interest.	22/02
	x				The same	16/04
	x				The same	23/06
	x				Definitely takes responsibility to complete tasks to best of her ability. Also takes chances and always wants to talk.	06/10
8. Independence	x				Does good work. Realizes that she has to be responsible for own future.	22/02
	x				The same	16/04
	x				The same	23/06
	x			x	Does good work. Definitely has potential and realizes she is responsible for her future.	06/10
9. Peacefulness	x				Difficult to determine	22/02
	x				Difficult to determine	16/04
	x				Difficult to determine	24/06
	x				A lot of self-contentment when work has been completed correctly. Wants to feel responsible.	06/10
10. Joy	x				Can improve but does not know learner well enough to determine.	22/02
	x				The same	16/04
	x				The same	24/06
	x			x	No improvement	06/10
11. Love	x				Can improve but does not know learner well enough to determine.	22/02
	x				No improvement	16/04
	x				No improvement	24/06
	x				Does care about what is going on around her. It has to be developed in the right direction.	06/10



COOPERATIVE LIFESKILLS	L S			COMMENTS/OBSERVATIONS	DATE
	1	2	3		
1. How do I see others?	x			Courteous, but cannot really determine because the learner is not known that well	22/02
	x			No improvement	17/04
	x			No improvement	25/06
		x		Can sometimes make a loud noise, but definitely has potential. She does not depend on others to achieve her goals. She tends to laugh when others make mistakes.	26/10
2. Communication	x			Difficult to determine	22/02
	x			Difficult to determine	17/04
	x			The same	25/06
		x		Her work is important to her. She helps others but also takes chances.	26/10
3. Dealing with feelings	x			Cannot determine	22/02
	x			The same	17/04
	x			The same	25/06
		x		Sometimes acts negatively, but sometimes takes the lead in class. Sometimes her peers cause anger, but she soon forgets about the anger.	26/10
4. Justice and forgiveness	x			Difficult to determine	22/02
	x			Difficult to determine	17/04
	x			Difficult to determine	25/06
		x		Is obedient, but sometimes wants to take the lead in class but does not know how.	26/10
5. Love for others	x			Difficult to determine	22/02
	x			Difficult to determine	17/04
	x			Difficult to determine	25/06
		x		Does definitely care for others. Cannot make any further comments.	26/10
6. Leadership	x			Difficult to determine	22/02
	x			Difficult to determine	17/04
	x			Difficult to determine	25/06
		x		Definitely has leadership abilities, but needs guidance.	26/10



OBSERVED MEGA AND COOPERATIVE LIFESKILLS

Profile of a learner in the experimental group who showed best progress (according to quantitative results of literacy test)

SCALE: Levels of competency

MEGA LIFESKILLS:

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS:

1. Negative
2. Neutral/passive
3. Positive

LS = Learning situation

R = Reading

	L			S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFE-SKILLS	1	2	3	1	2	3	1	2	3		
1. Self-confidence	x			x						Lacks confidence. Never speaks, not even when spoken to in Sotho.	20/02
	x			x						Slight improvement - looks up when spoken to.	11/03
				x						Starts reading now - never read before (too shy)	18/04
				x						Improving slightly. Tries to give answers.	25/05
	x						x			Reads slowly in shy way - still very uncertain of herself.	17/06
	x						x			Seems more in control of herself. Reads in soft voice but with greater ease.	27/07
									x	Improved a lot. Has achieved so much in reading that she eagerly agreed to read to principal in his office!!	30/09
2. Motivation	x			x						Does not respond on questioning.	20/02
	x			x						Same	11/03
	x			x						Very passive	18/04
				x						Trying to understand	25/05
	x			x						Slight improvement in wanting to cooperate.	17/06
	x			x						Cooperating much better. Starts taking part in dialogue reading.	27/07
									x	Wants to read everything.	30/09
3. Initiative	x									Never moves - cannot assess.	20/02
	x			x						Same	11/03
	x			x						Very passive. Dare not move.	18/04
	x			x						Slight improvement.	25/05
	x			x						Will try handing out pencils or give an answer/supply word during paired reading.	17/06
		x					x			Asks to hand out rulers etc. Raises hand to answer questions.	27/07



				x	Very much conducive to cooperation and pays attention very well.	30/09
4. Effort	x			x	Shy. Easily falls down on arms and does not respond in presence of other pupils.	20/02
	x			x	Same	11/03
	x			x	Very little effort. Gives up easily.	18/04
				x	Slight improvement.	25/05
				x	Seems to get more interested in work and trying harder.	17/06
	x			x	Still loses interest in difficult tasks like dusting class etc. Finishes (reading) work.	27/07
				x	As before.	30/09
5. Perseverance	x			x	Very slow. Stays behind most of time.	20/02
	x			x	Same	11/03
	x			x	Very little	18/04
				x	Trying to keep up with class, not coping yet.	25/05
	x			x	An improvement on above.	17/06
	x			x	Cannot cope or loses interest in something not exciting e.g. cleaning up paper cut work etc. Becomes average on completing (reading) work and learning new words.	27/07
				x	Trying very hard. Achieving much in reading.	30/09
6. Common sense	x			x	Not assessable	20/02
	x				Same	11/03
	x				As above - very passive	18/04
	x			x	As above	25/05
	x			x	Points at water I spilt on table - not speaking to me. Easily follows where we read.	17/06
	x			x	Takes notice of praises when achieving a goal - likes it very much. Chooses to do her (reading) homework regularly.	27/07
				x	Quietly came to tell teacher that girl next to her was dishonest in test. Much improvement.	30/09
7. Responsibility	x			x	Not assessable	20/02
	x				Same	11/03
	x				As above	18/04
	x				Starts showing teacher that her coffee water is boiling by pointing at cup (sits in front of class and can easily see this).	25/05
	x			x	Cannot assess much more	17/06
		x		x	Pays attention in class without shying away. Realizes that she has to participate in class and group work to progress to higher grade.	27/07
8. Independence				x	Very punctual in attending school.	30/09
	x			x	Dependent on help	20/02
	x				Same	11/03



	x				As above	18/04
			x		Still dependent on help	25/05
	x			x	Becoming less dependent on help, even in reading.	17/06
		x			Hardly ever asks learner next to her for help.	27/07
				x	Starts deciding for herself what to do.	30/09
				x	Slight improvement in comparison to previous assessment.	30/09
9. Peacefulness	x				Quite content	20/02
	x				Same	11/03
	x				Very peaceful (too peaceful!)	18/04
	x				As usual	25/05
	x				Still peaceful and content	17/06
	x			x	Still very peaceful. Realizes she can accomplish success.	27/07
				x	Very peaceful and content.	30/09
10. Joy	x				Happy, smiles frequently	20/02
	x				Same	11/03
	x				As above	18/04
	x				As usual	25/05
	x				Seems to be happy	17/06
	x			x	Happy and enjoys being part of class. Very happy after succeeding in task.	27/07
				x	Turned out to be a very happy child.	30/09
11. Love	x				Very submissive type of girl	20/02
	x				Same	11/03
	x				As usual	18/04
	x				As lovable as always	25/05
	x				As above	17/06
	x				Caring for herself (hair, clothes) much better, probably because now in hostel and can copy from more educated pupils. Still very lovable towards other girls, meek and humble	27/07



COOPERATIVE LIFESKILLS	L S			COMMENTS/OBSERVATIONS	DATE
	1	2	3		
1. How do I see others?		x		Enjoys being surrounded by other girls. Very aware of their presence.	20/02
		x		Same	11/03
		x		Very passive - not assessable	18/04
		x		Very dependent on friendship of other girls.	25/05
		x		As she is youngest and smallest in school she is well cared for by other girls - and adores it.	17/06
		x		Very humble towards others but does not tolerate attention from boys.	27/07
		x		As before	30/09
	2. Communication		x		Very shy and quiet. Does not communicate but watches eagerly.
		x		Same	11/03
		x		Becoming more communicative.	18/04
		x		Will respond much more easily but does not speak Afrikaans or English, only Sotho.	25/05
		x		As above	17/06
		x		Communicating quite normally with friends. Does not share information with teacher, only when teacher asks something concerning class work.	27/07
		x		Communicates very well with others by talking to them, telling them/sharing information with them.	30/09
3. Dealing with feelings			x		Does not respond to unfamiliar people.
		x		Same	11/03
		x		Same	18/04
		x		Cannot assess properly.	25/05
		x		Seems to cope and adjust to circumstances.	17/06
		x		Teacher has never seen her dealing with ill-feelings.	27/07
		x		As before	30/09
	4. Justice and forgiveness		x		Very submissive and tries to please friends with loving touches.
		x		Same	11/03
		x		Same - cannot assess with precision.	18/04
		x		Still very submissive as result of inferiority complex.	25/05
		x		Seems not to get cross.	27/06
		x		Always honest and obedient in class. Will not act in an unjust way towards others. Teacher has not yet notice any injustice done to her.	27/07
		x		Always honest, humble and obedient.	30/09
5. Love for others			x		Very lovable. Has a lot of love and friendship to give.
		x		Same	11/03
		x		Same	18/04
		x		Same	25/05
		x		As usual	17/06



		x	Lovable as usual - no difference	27/07
		x	Adored by all other girls. Will sit with friends and comb or plait their hair.	30/09
			As before	
6. Leadership	x		Totally absent. Definitely no leadership at all.	20/02
	x		Same	11/03
	x		As usual	18/04
	x		A good follower	25/05
	x		As usual a good follower	17/06
	x		Still reveals no leadership	27/07
	x		Still reveals no leadership	30/09

OBSERVED MEGA AND COOPERATIVE LIFESKILLS

Profile of a learner in the control group showing average progress (according to quantitative results of literacy test)

SCALE: Levels of competency

MEGA LIFESKILLS

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS

1. Negative
2. Neutral/passive
3. Positive

LS = Learning situation

R = Reading

	L			S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFESKILLS	1	2	3	1	2	3	1	2	3		
1. Self-confidence	x									Very quiet. Does not take lead or anything pointing in that direction. Asks a question now and then but communication does not exist.	20/02
	x									Very quiet - the same as above	15/04
	x									The same	22/06
	x					x				Did improve. More spontaneous but communication still a problem. Asks many questions about work.	06/10
2. Motivation	x									Only does what is expected of him. No indication of motivation.	20/02
	x									The same	15/04
	x									The same	22/06
	x					x				Is motivated to understand work and complete it.	06/10
3. Initiative	x									Does not take any initiative except for doing his work and following instructions - which is not done completely.	22/02
	x									The same	15/04
	x									The same	22/06
	x					x				Sometimes takes initiative and shows interest but does not always understand what to do because of communication problem.	06/10
4. Effort	x									Tries to participate in class activities but	22/02



	x				communication is a problem.	15/04
	x				The same	22/06
	x		x		Participates in class activities but his abilities do not always allow it. He tries hard however.	06/10
5. Perseverance	x				Cannot determine. At this stage it looks as if there might be a degree of perseverance. Maybe it will develop later.	22/02
	x				No improvement	15/04
	x				No improvement	22/06
		x		x	There seems to be some perseverance. It is important to him to complete his work.	06/10
6. Common sense	x				Very passive. Difficult to determine	22/02
	x				The same	16/04
	x				The same	23/06
	x				Still difficult to determine. Learner very passive. Communication a problem. Learner only follows instructions. Common sense not part of his frame of reference.	06/10
7. Responsibility	x				Does not always complete instructions correctly owing to communication problem. Must be monitored continuously.	22/02
	x				The same	16/04
	x				The same	23/06
		x			Tries doing what is right in class. Always asks if unsure. Seems as if he feels responsible towards his work, however has to be monitored continuously.	06/10
8. Independence	x				No indication	22/02
	x				No indication	16/04
	x				No indication	23/06
		x		x	Does work according to his ability.	06/10
9. Peacefulness	x				No indication	22/02
	x				No indication	16/04
	x				Cannot determine, learner too passive.	23/06
	x				Unsure whether he has understanding of concept "future". Only does his work.	06/10
10. Joy	x				Difficult to determine. Learner seems uncertain and without emotion.	22/02
	x				No indication	16/04
	x				No indication	24/06
11. Love	x				No indication	22/02
	x				No indication	16/04
	x				No indication	06/10



	L S			COMMENTS/OBSERVATIONS	DATE
COOPERATIVE LIFESKILLS	1	2	3		
1. How do I see others	x			No indication. Learner not spontaneous due to communication problem.	22/02
	x			Difficult to determine	17/04
	x			Difficult to determine	25/06
	x			Difficult to determine. Laughs when others make mistakes.	07/10
2. Communication	x			No indication. Communication a problem.	22/02
	x			Cannot determine. Doesn't know learner well enough.	17/04
	x			The same	25/06
	x			Difficult to determine. Learner very shy.	07/10
3. Dealing with feelings	x			Cannot determine. Learner not spontaneous. Has communication problem.	22/02
	x			Doesn't know learner well enough.	17/04
	x			The same	25/06
	x			Reacts like peers. Easily angered but forgets about it quickly.	07/10
4. Justice and forgiveness	x			Cannot determine	22/02
	x			Cannot determine. Doesn't know learner well enough	17/04
	x			The same.	25/06
	x			Learner very quiet. Doesn't communicate easily	07/10
				Cannot determine.	
5. Love for others	x			Cannot determine	22/02
	x			Cannot determine	17/04
	x			Cannot determine	25/06
	x			Cannot determine	07/10
6. Leadership	x			No indication. Learner not spontaneous because of communication problem.	22/02
	x			No improvement	17/04
	x			No improvement	25/06
	x			No indication	07/10

OBSERVED MEGA AND COOPERATIVE LIFESKILLS

Profile of a learner in the control group who showed no progress (according to the quantitative results of the literacy test)

SCALE: Levels of competency

MEGA LIFESKILLS

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS

1. Negative
2. Neutral/passive
3. Positive

L S = Learning situation

R = Reading

	L S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFESKILLS	1	2	3	1	2	3		
1. Self-confidence	x			x			Very quiet. Does not react easily. Doesn't come forward. Communication a big problem.	20/02
	x			x			The same	15/04
	x			x			No improvement	22/06
	x			x			Very quiet. Comes forward a little bit more but does not react out of her own. Communication still a big problem.	05/10
2. Motivation	x			x			Does not do more than what is expected. Does not look if there is any motivation: not yet part of frame of reference as in most cases.	20/02
	x			x			No improvement	15/04
	x			x			No improvement	22/06
	x			x			Still does only what is required. There seems to be no motivation. Difficult to assess because of communication problem.	05/10
3. Initiative	x			x			Does not take any initiative. Does not look if she knows what it is about.	20/02
	x			x			No improvement	15/04
	x			x			No improvement	22/06
	x			x			Only does her work or even less. Does not take any initiative.	05/10
4. Effort	x			x			Does not make any effort to participate in any class activities.	20/02



	x		x	No improvement	15/04
	x		x	No improvement	24/06
	x		x	No improvement	05/10
5. Perseverance	x		x	Teacher cannot make any positive comment as learner is extremely passive.	20/02
	x		x	No improvement	15/04
	x		x	No improvement	24/06
	x		x	Learner still passive. Still difficult to assess her.	05/10
6. Common sense	x		x	Very difficult to express an opinion. Learner does not give any positive indication.	20/02
	x		x	No improvement	16/04
	x		x	No improvement	24/06
	x		x	Very difficult to determine. Learner very passive. No indication of common sense. Shows no emotion.	19/10
7. Responsibility	x		x	Does not always follow instructions completely. Has to be monitored continuously. No responsibility yet. Only does her class work.	22/02
	x		x	No improvement	24/06
	x		x	No improvement	19/10
8. Independence	x		x	Very difficult to give an opinion. Independence does not feature yet.	20/02
	x		x	No improvement	25/06
	x		x	No improvement	19/10
9. Peacefulness	x		x	Cannot determine	20/02
	x		x	As above	16/04
	x		x	As above	25/06
	x		x	Does not show any emotion. Cannot determine.	19/10
10. Joy	x		x	Does not show any emotion. No indication	20/02
	x		x	Cannot determine	16/04
	x		x	As above	25/06
	x		x	As above	19/10
11. Love	x		x	Cannot determine	20/02
	x		x	Cannot determine	16/04
	x		x	Cannot determine	25/06
	x		x	Cannot determine	19/10



	L S			COMMENTS/OBSERVATIONS	DATE
COOPERATIVE LIFESKILLS	1	2	3		
1. How do I see others?	x			Does not know learner well enough to evaluate.	20/02
	x			Difficult to determine	17/04
	x			Very shy. Shows very little emotion. Very difficult to determine.	26/10
2. Communication	x			Does not know learner well enough to evaluate.	22/02
	x			As above	25/06
	x			Does not show any emotion. Does not get involved. Only completes class work. Communication a problem.	26/10
3. Dealing with feelings	x			Does not know learner well enough to determine.	22/02
	x			All of them react the same.	25/06
	x			Gets upset quickly. Learners tease her but it stops later. Difficult to determine.	26/10
4. Justice and forgiveness	x			Does not know learner well enough to determine	20/02
	x			As above	25/06
	x			As above	26/10
5. Love for others	x			Does not know learner well enough to determine	20/01
	x			As above	25/06
	x			Learner very shy. Cannot determine.	26/10
6. Leadership	x			No sign of leadership.	20/01
	x			No improvement	25/06
	x			No sign of leadership	26/10

OBSERVED MEGA AND COOPERATIVE LIFESKILLS

**Profile of a learner in the experimental group who showed average progress
(according to quantitative results of literacy test)**

SCALE: Levels of competency

MEGA LIFESKILLS

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS

1. Negative
2. Neutral/passive
3. Positive

LS = Learning situation

R = Reading

	L S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFESKILLS	1	2	3	1	2	3		
1. Self-confidence	x						Never attempts to talk in class	20/02
	x			x			Very quiet. Reads poorly.	11/03
				x			Loses lines when reading	24/04
		x					He is gaining much confidence in himself and offers to hand out stationery.	25/05
					x		He is also much more confident when reading, because the latter has improved tremendously.	25/05
		x					Acts with confidence. Will even endeavour to do something unfamiliar.	17/06
					x		Reads without continuously correcting himself or repeating words. Word recognition improved drastically.	27/07
				x			Gained much self-confidence. Success in class, especially in reading lead to improved self-esteem.	30/09
2. Motivation	x						Lacks motivation	20/02
				x			Doesn't try hard to learn new words	11/03
				x			Teacher has challenged him to learn and memorize two new words per day..	18/04
					x		He has really achieved a great deal of success which pushes him on for more	25/05
		x					Will encourage group to work hard during group work.	17/06



				x	is experiencing notable drive to work hard.	27/07
				x	Feels and acts with motivation because he experiences success in his work.	30/09
3. Initiative	x				Waits for some-one else to prompt him.	20/02
				x	Waits for others to prompt words to him	11/03
				x	He is trying very hard..	18/04
				x	Will ask to read magazine when his work is done.	25/05
		x			Asks classroom key from teacher to open up and switch on heater before school begins.	18/06
				x	Enjoys writing words on chalkboard when others don't know the answer.	27/07
				x	Continues working, starting with something else after completing the task.	30/09
4. Effort		x			Willing to work hard.	20/02
				x	Doesn't put in much effort.	11/03
				x	Slight improvement	18/04
				x	Improving even more. Once started working, he'll push on until he has completed the task.	25/05
		x			When he offers to help cleaning classroom he takes pride in his part of operation by putting in much bigger effort than others.	16/06
				x	When making spelling mistakes, he will sit and do correction with great effort.	27/07
				x	Puts in a lot of effort and enjoys it.	30/09
5. Perseverance	x				Being distracted easily	20/02
				x	Gives up easily	11/03
				x	Concentrates better.	18/04
				x	Concentration not being distracted easily, will not give up, but come and seek help from teacher.	25/05
					Tries painstakingly to read the magazine by asking the meaning of words from teacher.	
		x			When offering to water flowers outside classroom, will tirelessly keep on carrying water until task is completed.	18/06
				x	Will persist in preparing reading lesson until he can do it without errors or stumbling.	27/07
				x	Works diligently and with a lot of attention.	30/09
6. Common sense	x				Lacks it altogether. Tries to write with pen which has no ink!	20/02
				x	Cannot recognize repetition of old words.	11/03
				x	Improving on recognition, matching, supplying of words in phrases.	18/04
		x			Reminds teacher on Mondays to fetch tissue paper from store.	25/05
				x	Has chosen to cooperate well in group activities as he has developed a taste for progress.	17/06
				x	Realizes that effort and perseverance bring rewards.	27/07



				x	Has made a choice to work hard and achieve even better results.	30/09
7. Responsibility	x		x		Will leave lunch tin behind.	20/02
					Someone has to remind him of his book.	11/03
					Sense of responsibility has improved - homework being done more regularly.	18/04
				x	Asks to fetch cleaning material from store - does not stay away long. On coming back, quickly gets down to exercise and finishes it.	25/05
				x	Turned out to be a very reliable scholar. Sending him on an errand with money will not be regretted.	18/06
					Applies great deal of self-discipline in learning activities and homework.	27/07
			x	Has been acting very responsibly. Responds positively towards work, even extra work.	30/09	
8. Independence	x		x		Asks friend to sharpen his pencil.	20/02
					Asks help from friend when reading.	11/03
					Reads more independently.	18/04
				x	No more dependent on help from other pupils. Will seek help from teacher.	25/05
				x	Asks to go to office to pay school fees. Goes alone.	18/06
					Tries to read inscriptions on posters on notice board	27/07
			x	Works independently and finishes in a short time.	30/09	
9. Peacefulness		x	x		Quite at peace with himself and others	20/02
					Does not feel at peace when reading.	11/03
					More at ease when reading	18/04
					Much more content and at peace with himself.	25/05
				x	Feeling he is on the right way.	18/06
					Experiences sense of self-fulfilment, not needing someone's help all the time.	27/07
			x	Gets excited when starting with new project in magazine owing to success achieved in reading.	30/09	
			x	Very peaceful but not sitting idly. At peace with himself.	30/09	
10. Joy	x		x		Seems to be very happy. Smiles a lot.	20/02
					Finds no joy in reading.	11/03
					Slight improvement in that he feels good after having read more smoothly.	18/04
				x	Happy and well adjusted	18/06
					Feels happy and satisfied being in control of learning activities.	27/07
					A very happy child who often laughs at something someone says in class.	30/09
11. Love	x				Loves himself, cares for himself, always brings food to eat and warm clothes when cold.	20/02



				x	Has no love for reading.	11/03
				x	Has improved much, tries to read ahead of daily lesson.	18/04
				x	Is concerned about, and considerate towards others, never tries to have the best for himself.	25/05
			x		Will enquire to see if Paulus's pencils are sharp or whether his pen is working etc.	18/06
				x	Now starts reminding other pupils of school bag or jacket forgotten in class - before it was just the other way round - pupils had to remind him.	27/07
				x	A boy said the learner had come the previous afternoon to help him with homework. So, he cares for others and in the process also gets more exposure to learning.	30/09
					Very respectful. Cares for himself but considers others.	



	L	S	COMMENTS/OBSERVATIONS	DATE
COOPERATIVE LIFESKILLS	1	2	3	
1. How do I see others?		x	As fellow scholars who can help you in need	20/02
		x	As friends who can support you	11/03
		x	As a social group. Gets along with friends much better now.	18/04
		x	As persons with whom to interrelate	25.05
		x	Very tolerant with anyone making mistakes. Never loses temper or makes a scene of it. Would rather help. D.... accidentally bumped teacher's cup of water off table - without a fuss learner jumped up and mopped floor.	18/06
		x	Very humble	27/07
		x	Someone spilt fruit juice on the floor and learner offered to clean up the mess. Very humble without being or feeling inferior.	30/09
2. Communication	x		Does not communicate in class	20/02
		x	Has become more talkative	11/03
		x	Is enjoying chatting with friends	18/04
		x	Speaking in long phrases - giving information	25/05
		x	Quite good at sharing news, information and jokes with friends	18/06
		x	Maintains personal involvement during conversation with peer group	27/07
		x	Communicates well with others and shares information	30/09
3. Dealing with feelings		x	Will not bother other people	20/02
		x	Will rather shy off than talk about it	11/03
		x	Will not fight about something he dislikes, but rather argues about it.	18/04
		x	Will deal with feelings right away and get it over and done with.	25/05
		x	Reacts in a reasonable way in order to please both parties involved.	18/06
		x	Good-natured, and maintains this quality in arguments - never declines into sulking.	27/07
		x	Quite in control of feelings. Always stays in line with code of conduct.	30/09
4. Justice and forgiveness		x	Does not want anyone to fight with him	20/02
		x	Will forgive easily. Picked up neighbour's pencil when it was dropped unknowingly.	11/03
		x	Acts very justly, expects the same from others.	18/04



			Will take on someone acting dishonestly against him, but will not stay cross for a long period.	
		x	Very obedient	25/05
		x	Will endeavour to bring in justices into open in order to put an end to them. Culprit must learn not to be dishonest or unfair. (In marking class test H.... did not mark incorrect spelling wrong, instead he	18/06
		x	marked it correct).	27/07
		x	Generous, shares food with friends	30/09
			Very honest and obedient	
5. Love for others	x		A somewhat "on his own" type of child	20/02
		x	Shared a slice of bread with a friend	11/03
		x	Will sit or stand close to friends outside before school trying to get warm. Loves being with friends.	18/04
		x	Loves his peer group. Shares a jacket with them.	25/05
		x	Is concerned about F....'s condition, several times enquiring about it, telling teacher he doesn't see F.. in township anymore.	18/06
		x	Reminds friends to dust off clothes before entering classroom and to tidy themselves: fastening buttons, putting shirt slips into trousers etc.	27/07
		x	Has a flexible personality and will bend backwards to help others. Is courteous and considerate.	30/09
6. Leadership	x		Very poor - rather a follower	20/02
	x		The same	11/03
		x	Developed a lot and not so shy and quiet anymore. On same level as peer group.	18/04
		x	Will take the lead amongst the few of his group - others seem to look up to him.	25/05
		x	Able to positively influence fellow scholars	18/06
		x	Knows what he wants and expresses himself fully. Negotiates about homework (not for week-ends, but working harder during the week!)	27/07
		x	Conducive to cooperation. Often takes lead in group work. Puts himself on same level as M.... (leader of the pack!)	30/09

OBSERVED MEGA AND COOPERATIVE LIFESKILLS

Profile of a learner in the experimental group who showed no progress (according to quantitative results of literacy test)

SCALE: Levels of competency

MEGA LIFESKILLS:

1. Below average/unsatisfactory
2. Average/satisfactory
3. Above average

COOPERATIVE LIFESKILLS:

1. Negative
2. Neutral/passive
3. Positive

LS = Learning situation

R = Reading

	L S			R			COMMENTS/OBSERVATIONS	DATE
MEGA LIFESKILLS	1	2	3	1	2	3		
1. Self-confidence		x					Understands English very well - makes him feel quite confident. Is English/Sotho interpreter for class.	20/02
		x					Feels in control of himself	11/03
				x			Reads English fluently	18/04
			x				Has good self-image without being arrogant	25/05
		x					Has no problem in maintaining himself in well-balanced fashion.	17/06
				x			Is at the point where he is willing to take the risk of moving to a much more advanced English language workbook.	27/07
				x			Feels good about continuing on his own. Takes lead in about all class activities but is not boastful.	30/09
2. Motivation		x					Wants to do well in his work. Always enquiring about results of his tests.	20/02
			x				Endeavours to score full marks	11/03
				x			Asks for extra work/homework	18/04
				x			Is being challenged by advanced language book	25/05
			x				Determined to progress in order to be appointed in a higher grade next year.	17/06
				x			Determined to work hard in class not allowing attention to be distracted.	27/07

					x	Very much motivated to get on with own workbook	30/09
3. Initiative		x				Takes initiative and explains to class when asked. Takes on himself to open windows in mornings. Hands out magazines.	20/02 11/03
			x			x Offers to show B... the way to the office as he, B ..., does not know it	18/04
				x		x Independently does exercises at hostel study time On own initiative reads magazine article to class when teacher was called to office.	25/05 18/06
					x	x Makes own word list to suit own reading exercise without being required to do so.	27/07
					x	x Uses initiative and skips difficult parts but comes back to teacher for help when teacher is not otherwise engaged.	30/09
4. Effort		x				Puts in lot of effort in work and tests. Works strenuously.	20/02
			x			Is never idle, rather asks to read a magazine	11/03
				x		x Can complete longer and more difficult magazine projects than rest of class.	18/04
					x	x Marks part of work where he gets stuck. Afterwards enquires about it and finishes exercise	25/05
				x		Continuously commits himself to maximize potential. Teacher's explanation in this regard seems to have challenged him.	17/06
					x	x Broadens perspective and general knowledge by reading in magazines as much as possible. Reports back to teacher.	27/07
					x	x Much the same as previous assessment	30/09
5. Perseverance		x				Very diligent. Completes all tasks Does extra work when finished	20/02 11/03
			x			x Does not give up halfway. Asks for explanation concerning difficult work and then continues until completion.	18/04
				x		x Once had a choice of sitting outside in sun (PT teacher was absent) or reading new work card in class. He chose the latter. Teacher doesn't have to check him on completion of tasks as he does not give in to temptations. Will continue even if it means struggling to complete tasks.	25/05 17/006
				x		x Prefers to continue with work rather than being sent with message to another teacher.	27/07
					x	x Is never idle but always works or reads a magazine when class work is completed.	30/09
6. Common sense		x				Uncovered the overhead projector	20/02
			x			Rearranged stack of books to prevent it from collapsing	11/03

					x	Asks new work card when class exercise has been completed. Prefers not to be idle.	18/04
					x	Finds it strange that words with the same letter e.g. "a" in "man" and "master" do not have the same sound. Teacher had to explain.	25/05
				x	Teacher uses learner's common sense to check on group work with different pupils	17/06	
					x	Uses common sense to the ultimate when he has to number a scrambled series of pictures and does it correctly	27/07
					x	On own initiative goes back to deliver message when other person is engaged in conversation	30/09
7. Responsibility		x				Reliable. Can send him with message or money.	20/02
					x	Teacher sent him to class with keys to let pupils in and hand out books etc. Everything was ready for teacher to start at arrival.	11/03
					x	Takes responsibility to work even harder to achieve greater success.	18/04
					x	Has extraordinary self-discipline for his age, realizing he wants to prepare himself for the future.	25/05
					x	Very consistent in class activities. Will not score high one day and low the next. Knows about average term mark. Is acting responsibly for every test, even small ones.	17/06
					x	Every part of work is done thoroughly, never in a slipshod manner. Makes diagrams in scribbler, adding much neat detail.	27/07
					x	Always at school, never late for school or class. Most reliable.	30/09
8. Independence		x				Quite independent to continue working on his own	20/02
					x	Only asks teacher to continue with next lesson	11/03
					x	Works diligently on his own	18/04
					x	Relies on himself to do his work	25/05
				x		Keeps himself busy with constructive games etc. when temperature outside forces him to stay in during break.	17/06
					x	Goes to library on his own	27/07
					x	Is able to work independently and loves it	30/09
9. Peacefulness		x				Very peaceful and content. Feels very secure.	20/02
					x	As above	11/03
					x	At peace with himself because of progress and success	18/04
					x	In control of circumstances in class and enjoys sense of self-fulfilment.	25/05
				x		Well adjusted and content with circumstances in class	17/06

		<p>way. Expects other pupils to do likewise, e.g. to be quiet and attentive.</p> <p>x Pupil who has been wronged will say: "Ask M... (the learner) he will tell the truth".</p> <p>x Never reacts in an unjust manner</p> <p>x Is a generous type of person. During excursion to Zoo, constantly shared snacks and drinks with friends who had spent all their money earlier.</p> <p>x Same as before</p>	<p>25/05</p> <p>17/06</p> <p>27/07</p> <p>30/09</p>
5. Love for others		<p>x Shows that he cares by reaching out, helping those around him.</p> <p>x As above</p> <p>x Always available to share encouragement with those in need</p> <p>x Other pupils adore him</p> <p>x Will never brush off anyone in need of his help - always available</p> <p>x Always courteous - something rare amongst pupils nowadays - even to minors</p> <p>x No difference</p>	<p>20/02</p> <p>11/03</p> <p>18/04</p> <p>25/05</p> <p>17/06</p> <p>27/07</p> <p>30/09</p>
6. Leadership		<p>x Leader of the class in no uncertain way!</p> <p>x As above</p> <p>x Takes lead in class (self-appointed)</p> <p>x Is becoming role-model to other pupils</p> <p>x To teacher's amazement he started counting pupils of his class at Zoo when on the point to depart.</p> <p>x When teacher has to complete attendance register he keeps her informed about absentees</p> <p>x Positively a good leader</p>	<p>20/02</p> <p>11/03</p> <p>18/04</p> <p>25/05</p> <p>17/06</p> <p>27/07</p> <p>30/09</p>