

THE IMPACT OF USING THE SCAFFOLDED LITERACY
STRATEGIES AS DEVELOPED BY DR. DAVID ROSE IN A SOUTH
AFRICAN SPECIAL NEEDS CONTEXT.

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Submitted in fulfilment of the requirements for the degree of Master of Education in the School of
Education and Development University of KwaZulu-Natal Pietermaritzburg July 2006

ABSTRACT

This dissertation studies the impact of using the Scaffolded Literacy Strategies as developed by Dr. David Rose, in a South African Special Needs school.

The central aim of the study was to establish the efficacy of this approach and whether it would have any effect on the levels of literacy and comprehension of the learners at the school. The research site caters for learners with mild to moderate learning disability. Added to the overall aim the hope was that in implementing this approach, the new knowledge of the approach could be cascaded to the staff to facilitate a "whole school" buy into the approach. This would then allow for the approach to be implemented across the curriculum and utilized by staff for all learners in all grades. Thus in years to come the entire school would be exposed to this approach and so benefit in that literacy levels and comprehension could be raised.

The research design was a pilot study which ran from 21 July 2004 to 3 December 2004 (the last two terms of the academic year). This enabled the collection of various data to collaborate findings.

A qualitative, action research method was employed. The progress and development of six learners was closely tracked. The research design, fieldwork and analysis of lessons and marks achieved by the six tracked learners are described and recorded.

The findings indicate that the use of Scaffolded Literacy Strategies is highly beneficial to learners, especially those who have been labeled as "slow" or having a mild to moderate learning disability and thus require a higher level of support.

The implications of the findings for appropriate curriculum development as well as teacher training and classroom practice are considered. Certain recommendations from these findings are made which will further, and enhance, the development of the teaching profession and individual teacher knowledge and teaching practice.

DECLARATION

I hereby declare that this dissertation is my own work. It is being submitted in fulfillment of the requirements for the degree of Master of Education (Language Studies) at the University of Kwa-Zulu Natal, Pietermaritzburg. It has not been submitted before for any degree or examination at any other university.

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JULY 2006

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ACKNOWLEDGEMENTS

I am grateful for the encouragement which I have received from Mike Hart who has spent many hours advising and guiding me. Without his supervision the final product could not have been achieved.

In particular, I thank Bruce, my husband, for tirelessly watching over our two young sons and so enabling me many hours to read and work in front of the computer. To my mother, Dr. Glynnis Prinsloo, for the hours of proof reading and assistance, thank you.

Lastly, to the principal and staff of Newton High School, a big vote of thanks for your time and allowing me to share this approach with them.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE RESEARCH

Exposure to a video clipping of Rose's work (Sobantu High School:2001) was what initially sparked my interest in investigating whether or not Rose's Scaffolded Literacy Strategies (SLSs) could be beneficial to learners with Special Educational Needs. Rose's work was initially carried out in Australian schools with Aboriginal learners who had previously been denied access to the power of literacy as the explicit teaching of reading and writing for academic purposes was not being taught.

The denial of access to academic genres was to cut off the learner from participating in their society and thus, in the case of my research, further exclude the special needs learner from being actively involved in society.

1.1 Research Methodology

Rose's work reflected the situation I found myself in with my Grade nine learners. The traditional method of transmitting important writing skills had little effect on these learners who were displayed little control over their ability to write or even read. They had been exposed to a curriculum which did not take into account their limited abilities. They thus progressed through the school year without actually experiencing explicit language teaching. I had become increasingly aware of this lack of explicit teaching over the years I was based at a special needs school and so decided to actively intervene and determine if the use of Rose's method could bring about a change for the better on the levels of the learners' literacy. This active intervention best suited the use of Action

Research as a route for my investigation. The identification of the issue which I wanted to change, the active use of a methodology to bring about a change and the constant evaluation of the efficacy of the method used and the implementation of any adjustments to that method articulated well with the cyclical nature of action research.

Being a teacher at the research site had given me first hand knowledge over a long period of time as to the school curriculum, teaching approaches within the English department and the general attitudes of teachers towards their students and the manner in which the syllabi were transmitted. This knowledge of both the micro and macro contexts within which the research would be occurring allowed me to consider such factors as the constraints of the educational systems which were in place at the school, the socio economic community of the school and its learners, the learners' personal medical history as it pertained to their academic progress and the cascading of my own experiences with the use of Rose's methodology to other educators at the school for future use. My personal situation within the school, having been the grade head for year nine previously and being involved in the teaching of a full English and Social studies timetable, had afforded me the time to build and establish links with the learners at the site as well as the staff who did not see my use of the new teaching methodology as a threat or a means to an end, a new degree. My choice to use the Grade nine class was due to the school ending at Grade ten. I felt that the learners in their second to last year of formal schooling would have been exposed to nine years (in some cases more depending on the years they had been kept back to repeat a grade) of formal schooling and so would benefit from the change in methodology. Also, they would thus be able to be exposed to the new approach

without being immersed in the preparation and requirements of the final year at school and would be able to focus more fully on the SLSs and would hopefully bring about a positive impact on their approach to their final year of formal schooling.

1.2 Research Aims and Questions

The research investigates the efficacy of using Rose's SLSs in the realm of the special needs education arena. The aim of the research was to bring about a positive impact and raise the level of literacy among the Grade nine learners exposed to the new method which would actively and explicitly teach language. While each special needs education centre is unique with unique learners, it is my hope that this research in some way contributes to the improving of literacy levels among learners with barriers to learning so that they too can participate fully in a society which has previously denied these learners access to and involvement in a literate society.

It was this desire to improve the literacy levels of the learners I faced each day, which prompted me to explore avenues of teaching, other than those I had already attempted, so as to bring about greater literacy progress in my students as well as equip them to better handle socially literate situations. I wanted to empower my students but also teach them skills they would need to aid them in further studies , if that was what they chose, or simply improve the quality of their life by allowing them to be able to read with greater comprehension and ease.

The formulation of guiding research questions was necessary in order to investigate the efficacy of using Rose's SLSs to improve literacy levels among special needs learners.

The questions included the following:

- How much time could be allocated to the intensive use of Rose's strategy within the English Department?
- How much opportunity is given to learners to draw on their own life experiences and prior learning to make their reading and writing more relevant to their learning situation?
- Would staff attitudes allow the method to be sustained or adopted as an ongoing approach within the school even after the study was completed?
- What impact was evident on the learners' own learning?
- What social impact was evidenced after exposure to the SLSs?

1.3 Research Site

There were a number of important reasons for choosing the school at which the research was conducted. Firstly, I was already employed in the school and had been teaching there since January 2002. Thus I had already established a network of links with the staff, learners and the support agencies that were attached to the school. I was the Grade Head for Grade nine in 2003 and had coached the girls' netball teams for two years besides being involved in other extra-curricular activities. Thus I had a strong support base in the

school and the school principal and management team supported my decision to explore new methods of trying to raise the literacy level within the school.

The school is bounded by a river as well as an industrial area along two sides. The front of the school faces onto a housing area of the lower income group and the remaining border is fenced in and looks onto a community soccer field. The school is close to a national road and falls within the boundary of the municipality of Pietermaritzburg. Traditionally the school was a 'whites only' school but with the move to a model C school, it opened its doors to all races. The school has a strong ethic of promoting practical skills so that learners can actively seek employment upon completion of Grade ten. Learners who had evidenced some academic ability were invited to stay for a further Grade ten academic year (similar to a lower grade Grade ten in a mainstream environment) but over the years, the decreasing literacy levels have caused the school to cease with this academic Grade ten year.

Also, the use of SLSs appears complimentary to the curriculum being followed at the research site. The school follows both the National Outcomes Based Education (OBE) curriculum as well as running the Adult Basic Education and Training curriculum parallel to OBE. The skills and outcomes of both the curriculum used were underscored in Rose's methodology which encourages the development of core skills, like reading with understanding, being able to verbalise thoughts, writing with clarity and correct grammar as well as encouraging the social skills of confidence and building up of self-esteem, all of which are incorporated into OBE and the ABET syllabi.

While the school technical classes are well resourced, the academic classes suffer in the sense that there is little funding available for textbooks and there is no library at the school. There are computer facilities in the compu-typing room but no access to internet or research facilities for students out with the Compu-Typing subject area. Much of the resource material is generated by the teachers who spend many hours outside of school researching and designing new and interesting teaching materials. The Department of Education library in Pietermaritzburg is well utilized by some of the more dedicated staff members.

The school is subject to all the effects of poverty as the surrounding area and community are poor, with a high level of unemployment, low household income and education levels. Many learners within the school collect meals from the school feeding scheme in order to be nourished. There is a high level of crime in the community and surrounding areas, which spills over into the school, I myself have had my bag stolen and later my mobile telephone. Pupils show a high degree of apathy, which is manifested in a high level of absenteeism, about school and school work. The social situation could be to blame for this situation as could the general rising level of unemployment in the community which indicates the difficulty they will experience as school leavers seeking employment.

This brief description of the impetus and rationale for the research and the context in which it took place, provide a backdrop for an overview of the chapters that will provide the framework for the research process and the findings which emerge.

1.4 Outline of Chapters

The following provides a broad outline of chapters to come.

Chapter 2: Literature Review

This chapter will delve into the central readings that provided the theoretical framework and insights for the research and data analysis. Key readings emerged from the work of Rose (1999,2003,2004,2005) Cope and Kalantzis (1993a and b), Halliday (1989)and Macken-Horarik (1996) whose work highlights their concerns with issues of equity and access to written genres. Added to these readings was the work of Vygotsky (1962) and his theory for development as well as Bruner's (1975) work in the realm of scaffolding. Both of these theorists's work articulate well with the work of Rose and the idea of raising attainment in special needs learners, which was the central aim of this study. The work of Bernstein (1990, 1996) and the interface between community and school literate practices and how they might explain learner attitudes to school work and their perceptions of reading and writing was also a key element in evaluating the use of Rose's SLSs.

Chapter 3 : Research Methods

This chapter will establish action research methods as appropriate to the research task. It will analyse and describe the nature of action research and demonstrate how the research

processes undertaken attempted to fulfil the requirements of effective action research.

The different sources and methods used to collect data will be described and the necessity of triangulation of data will be established together with a history of the unfolding research process.

Chapter 4: Findings

This chapter will present the findings and analyse the data. It will describe and interpret findings from the variety of data collected. These include reading test scores, learner writing samples, teacher observations of learners coupled with my own observations of the tracked learners' profiles, the interviews held with learners and the questionnaires which they filled in.

Chapter 5: Conclusions and Implications

The interpretation of the findings will lead to conclusions in relation to the issues explored in the Literature review. The implications that emerge from these conclusions will focus on issues of raising literacy levels and access in the schooling system and how these impact on considerations of curriculum, teaching methodology and teacher training.

If implemented across the curriculum, Rose's SLS allow for the development of language and literacy skills which fulfil the requirements for OBE assessment criteria, which

demand that a student be able to demonstrate the knowledge and skills they have acquired in an independent manner, both in the mainstream and special needs education realms. Rose's SLS may lessen the phenomenon of "slow" learners who are always "playing catch-up" while their more advantaged counterparts seem to progress even further. The use of SLS could provide a far more equitable teaching and classroom context and allows all learners to gain access to literacy.

The benefits of the SLSs are clearly outlined and documented in this dissertation and convey my belief in a method which has produced positive results during the study.

CHAPTER 2

THEORETICAL CONSIDERATIONS

2.1 The issue of literacy and issues around literacy.

For the purposes of this study, the ever-present issue of literacy and the access to power, which being literate provides, will be focused on. More specifically, it is the unequal access to the power of literacy that will be explored. The work of Rose, as it pertains to this study in a South African special needs context, will be exegeted extensively and his Scaffolded Literacy Strategies implemented to determine their applicability in redressing the unequal access to literacy prevalent in our schools.

The definition of what literacy is, which is subscribed to by an educator, will determine the classroom policy and teaching style of the teacher. Some definitions of literacy include the following; "Literacy is not just a process of learning the skills of arithmetic, but a contribution to the liberation of man and to his full development." (Hutton: 1992:8) Another useful definition states, "Literacy is all about reading and writing. It is also about being confident and expecting other people to respect you. More than that, it is about learning and working together to change things in our society," Witthaus (1992:11) claimed that a "basically literate person can read and write with understanding a short, simple statement on their everyday life," but this claim was soon revised as it was seen to be too simplistic to encompass the demands society makes on people which are certainly more than, "short, simple statements." Thus the definition of literacy was

broadened from "basically literate person" to a "functionally literate person." To be "functionally literate" people must "be able to engage in all those activities in which literacy is required for effective functioning of their group and community and also for enabling them to continue to use reading, writing and calculation for their own and their community's benefit." This definition of functional literacy raises the issue of literacy and power and the link between literacy and access to power.

Although there are many more definitions of what it means to be literate, these three definitions dovetail with Paulo Freire's views on education. Freire was very involved with adult education and established his views, called Critical Pedagogy, in which he expanded his belief that learning programmes, especially adult learning programmes, should empower people to participate in transforming their societies or communities. The Freirian model (1972) makes use of liberating and problem posing education while rejecting the opposite, domesticating and "banking" model of education that merely deposits information into the minds of students. Freire believed in active education which exposes all its participants to the process of exploring and shows ways towards knowledge. Teachers must not simply "deposit" knowledge but must create a two way communication channel so that students feel part of the education process and are challenged by questions posed or issues raised. Freire believed in "co-intentionality" in that both teacher and student share the same space in a classroom and so should learn from each other through discussions and debate, so the teacher becomes a facilitator and not an oppressive instructor. A facilitator causes a process to start and then acts to keep the process in motion by generating or stimulating the learning environment thereby

encouraging learners to think and discuss and analyse. Freire believed in using generative themes. These are themes arising out of everyday life which students can relate to and thus engage with confidently, like poverty or living with a terminal illness like AIDS.

Freire's work highlighted the role schools should be playing in raising literacy levels in schools and so facilitating greater access to power through literacy. Literacy and the ability to comprehend form the foundation for learning at school and life-long learning. Illiteracy is not a new phenomenon. Rather, it is the unequal access to literacy that gives some learners access to power which is denied others that is an age-old problem. It permeates and impacts on all levels of society. This impact has a political and social affect on society in that access to the power of literacy is denied the less advantaged groups in society.

For the purposes of this study, much emphasis will be placed on the role that the school plays in perpetuating the unequal distribution of power through the non-explicit manner of teaching literacy that is prevalent in the Outcomes Based Education system that is currently the form of national education in South Africa. Much has been done in the field, yet these strategies do not seem to be effective in granting greater access to the power of literacy and the literacy of power that is so necessary for the technologically advanced world in which we live. Local and international studies have been conducted (Bernstein, 1996; Taylor and Vinjeveld, 1999), some as private research and others at the request of government, (Review Committee, 2000) and much theory as well as

methodology exists to assist the eradication of the unequal access to the power of literacy, yet this issue remains problematic in South African schools.

Taylor cites Bernstein's (1996) experiment carried out in a London school with seven-year-olds as a means to illustrate how social and economic backgrounds impact on access to literacy and the development of literacy skills in students. Bernstein was concerned that students from working class backgrounds performed relatively poorly in language tasks yet were able to achieve the same, if not higher, results mathematically. The students were asked to sort cards depicting items commonly found on the school's luncheon menu so all the learners, both working and middle class, could all associate those with everyday experience. The responses resonated well with the class origins of the learners, as indicated by such factors as the level of education and professional status of the parents, the number of books to be found in the home and the amount of time parents spent reading to their children. Working class children drew on background knowledge and shared understanding of the items when classifying them, often using slang or words known only to their social group thus displaying a strong community orientation to tasks of classification. Middle class learners however made use of an elaborated code and a conceptual element that the pictures had in common for example, "These are all vegetables" or "These things are all fruits" and there was no confusion in their classification as the elaborated code can "stand on its own." These middle class children used the school code first, and only when prompted did they use a community perspective to the classification task. In other words, elaborated code spells out everything in detail, it does not try to condense a response. Rather, as its name states, it

elaborates so that one knows exactly what is being spoken about. Bernstein concluded that the code which a person uses symbolises their social identity (1971) as the language use of everyday conversation reflects and shapes the assumptions of certain social groups and, conversely, the relationships formed within the social group affect the manner in which that group uses language. From the manner in which the children responded, it is evident that the middle classes have access to greater sources of information and stimulation namely Internet, travel and media. Education tends to reinforce the codes which these middle-class students bring with them to school, and so provides them with greater opportunities to attain success and opens doors for further education and professional development. Working class children, on the other hand, have to work much harder to bridge the gap between themselves and the middle class. They still need to acquire the elaborated language codes and specialized principles of classification which structure school knowledge. Bernstein has suggested a concept of code, more specifically his elaborated code, as a means of clarifying and explaining the amount of social power that various discourses exert. Everyone has access to the restricted code (their everyday experiences) of the working class, but only the advantaged have access to the elaborated code as well (the specialised and reflexive as Macken-Horarik would state). They have at their disposal only one principle of classification, i.e. the localised or personal. Middle class children could rely on two principles of classification, one conceptually specialised (elaborated code) and the other local or personal (restricted code). Bernstein's findings point to the problem of making knowledge more accessible and open to children of different social classes, especially to the children of the poor who may not have access to

educational resources which are more freely available to middle class children who are more mobile geographically, socially and culturally.

Considering the social context of language use and how people or institutions use language to achieve forms of power and certain goals, Johnson (1994) argues that the aims of a language policy should be to bring about greater opportunities for access to the technology of literacy and thus a redistribution of power in society. Cope and Kalantzis (1993) argue that it is the function of the school to make the nature of literacy explicit, especially so that it can provide marginalized learners with access to a literate culture and ways of thinking. Good teaching is a dialogue between the discourses and the culture of schooling and those of learners. This belief of Cope and Kalantzis resonates particularly well with the work of Macken-Horarik who proposes the movement from the everyday to the specialised and then the reflexive/critical domain. She proposes that it is the task of schooling to foster this movement from the everyday to the reflexive domains across the curriculum, similar to Freire's suggestions for the role of the school. It is the creation of this ability to move from the everyday to the specialised and then the reflexive which encourages learners to become critical of the social agendas of texts they may encounter and so cause the learners to question socially powerful discourses. This implies that learners need to comprehend a text to such a degree that they are able to recognize the social agenda which exists in socially powerful discourses and be in a position to make judgements regarding these texts. Literacy and the differing ways of using language open linguistic doors so that access to other areas of social action and social power is facilitated. The teaching of literacy must then link the various social purposes of language

in different contexts to predictable patterns of discourse if it is to provide equal social access to learners.

2.2 History of language teaching

2.2.1 Traditional Approaches

Historically, many educationalists like Dewey (1912) and Freire (1972) favoured social progress and opposed the traditional pedagogy that simply "deposited" knowledge into the minds of learners. The traditional approach which Dewey opposed was steeped in rote learning, memorising spelling lists or language rules divorced of any context and as such separated from any relevance which could assist the learning of the language devices needed to encourage literacy. Traditional approaches were thus prescriptive and did not encourage much creativity. Cope and Kalantzis (1993:44) believed this traditional approach to be a "crucial means of socializing children" in a society that needed a "controllable, docile and respectful workforce, willing and able to take orders." (Graff 1987:262). Very little focus was placed on relevance in the traditional approach. Instead, educators merely followed a set syllabus pre-determined for the masses to encourage the development of a work force that would not be encouraged to be creative, critical or judgemental. This traditional approach to education is clearly illustrated in Christian National Education, which was adopted by the apartheid era government, to merely provide basic education to the majority of the populace while allowing further academic development for a select few. This approach strove to maintain the inequalities in society as the working class were denied access to the power of literacy. This inequality in

education was demotivating and did little to encourage learners to stretch their boundaries and seek out new academic horizons. Rather it was a means of gate keeping, maintaining the echelons of the elite and not facilitating equal access to the power of literacy.

2.2.2 Progressivist Approaches

Dewey (1912) saw progressivist education as a direct opposition to the inappropriateness of the traditional curriculum. Dewey's progressivist approach, sought to remedy three problematic areas in the traditional curriculum. The first was a lack of relevance. Until grammar has relevance, meaning and purpose for the learner, it remains merely a set of symbols. Secondly, the lack of motivation would not give learners the feeling of being in control of their own learning and possessed of a means to meet an academic end. Thirdly, the traditional curriculum failed to create problem solvers and creative thinkers. The traditional curriculum perpetuated the politics of an autocratic society. Dewey regarded language as social and purposeful thus language teaching should reflect this and be done in a related manner so that the learner could recount their social experiences and be exposed to the experiences of others. Thus he believed that social purpose and language were closely related. In this way, Goodman (1986:112) supports Dewey's view and states that schools must "reject negative, elitist, racist views of linguistic purity that would limit children to arbitrary 'proper' language." Goodman thus supported the move away from the traditional approach and the focus on rote learning to the more progressive approach that sought to acknowledge learners' prior experience and rectify past social and political inequalities. Progressivism regards curriculum as an active phenomenon, which must be

in the hands of the students and teachers so in essence there is no pre-set curriculum (this was the view of radical progressivism). This requires a partnership between learners and teachers, working together to achieve common goals. The development of Outcomes Based Education in post-Apartheid South Africa draws heavily on the tenets of the progressivist approach to learning.

The concept of the "student voice" as expounded on by Cope and Kalantzis (1993:58) shows the "tendency of progressivism to reduce the teacher to the role of facilitator and manager in the name of student-centred learning which relativises all discourses." One aspect of the progressive approach was to avoid the creation of "disadvantaged" learners or marginalizing any learners. These were learners who did not have the economic advantage of the middle class learners and who were previously denied access to the power of literacy. Goodman (1986) argues for a "whole language" approach, drawing on authentic responses rather than textbook responses. Immersion in the language, through doing adequate amounts of reading and writing for specific purposes, rather than to keep learners busy, was recommended strategy for class instruction. The focus was however on learners' personal experience and their responses to the experiences, so the scope for writing and the purposes thereof were very limited and lacked objectivity. Graves (1983) supported this approach and advocated that learners choose their own topics when writing to increase motivation and their sense of ownership. Graves claims, " The human voice underlies the entire writing process". However, it was this very student-centeredness which maintained the previous disadvantages of the working class students. They were still denied access to the power of literacy, as they did not have the necessary language

ability to facilitate anything more than the everyday experiences in their work. Also, this lack of explicit language teaching and focus on the student voice, kept the working class students from developing the ability to differentiate between speech and writing.

Graves did support giving learners a sense of control of their own language and use thereof through the use of the whole language approach, which imparted a degree and sense of social power. However, the language skills to truly achieve access to power were never taught and thus the illusion of access to power was maintained through the progressive approaches. The idea that all forms of writing are the same was one of the principles of the progressive approach and students were thus encouraged just to write.

Johnson (1994) criticizes the Progressive Approach owing to its contention that language learning is natural and orality and literacy are the same both in structure and the learning process involved. Another critique he levelled was that the Progressive Approach did not acknowledge the need to be able to write differently for different purposes and so no explicit teaching of the how and why of grammar formed part of their curriculum.

Johnson's critique lent itself to the support of the Genre-based approach. The Genre-based approach (Cope and Kalantzis 1993:3-7) took the idea of granting greater social power and access to power through literacy teaching and developed a specific methodology to achieve both the pedagogical and political aims of the approach. The political agenda of the genre approach was to provide an avenue that would facilitate equal access to power through literacy regardless of cultural background. The genre-based approach, in a bid to create greater social equity, acknowledges diverse social backgrounds rather than denigrating them or other home languages in favour of one

dominant language. The pedagogical aim of the genre approach was to facilitate the "how" of language, in other words, the way in which meaning is conveyed by a text. This requires that teachers who are authorities in their field explicitly teach language.

The Genre-based approach saw the Traditional approach as limiting to writing due to language learning becoming "the art of speaking and writing in English correctly, based on prescribed absolute standards in which grammar amounted to a set of facts, fixed with no unresolved problems" (Cope and Kalantzis 1993: 3). Rote learning of grammatical rules and spelling, which although explicitly taught, were divorced from any real context or relevance to students.

The Progressive approach also presented the Genre-based approach theorists with difficulties owing to the philosophical assumptions underpinning the Progressive approach. These assumptions saw language as a naturally occurring process, and so little or no explicit teaching of grammatical rules occurred. Rather, the pedagogy of the passive was further entrenched, as teachers were encouraged to simply wait for development to occur. Cope and Kalantzis claim that "natural literacy learning is simply an inefficient use of time and resources." (1993:6)

The critical dialogue that arose between the traditional approach and the progressive approach created scope for the Genre approach to become foregrounded and develop more fully. Genre theorists emerged in opposition to both traditional and progressive pedagogy, as both were perceived to have limitations.

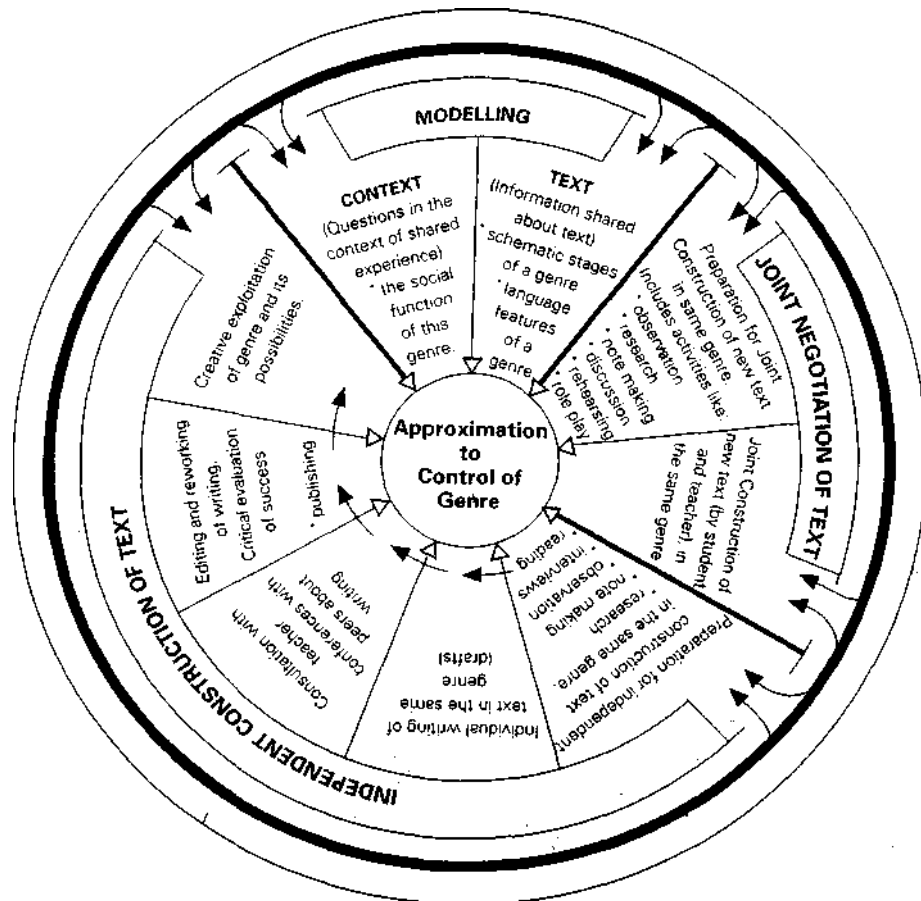
Genre theorists objected to the idea that literacy is a process which occurs naturally and does not have to be overtly and explicitly taught, thus teachers should wait for this learning to develop. The approach aims to provide equitable access to knowledge and power. A Genre-based approach emphasises the social and cultural dimensions that underpin the formation of language texts. It aims to give disadvantaged learners more equitable access to the social and cultural resources found in society. Rose is an advocate of the Genre-based approach as he believed in the democratisation of the class, by providing the conditions for equal access to literacy and thus to the power of being literate. According to Cope and Kalantzis (1993), the Genre approach emphasises the cultural and social dimensions which enter into the formation and constitution of language and social texts. Emphasis is on meaning and function, therefore on an understanding of what language is doing and being made to do by people in specific situations in order to make specific meanings. Thus Genre theory emphasizes the communicative and social dimensions of language, having emerged from the work of Systemic Functional Grammar which is arranged to show how meanings are made in a text and how their social purpose is conveyed. This implies that whole texts and their purposes are analysed, rather than focusing on teaching "parts of speech" when dealing with literacy. The work of Halliday (Systemic Functional Grammar) and later theorists like Hasan and Martin who built on Halliday's work, helped to lay the foundation for Genre theory, which developed in opposition to both the traditional and progressive approaches. Johnson (1994) sums up the Genre approach as a development to combat the "passive pedagogy" which the progressivists encouraged due to lack of explicit language teaching and the overly authoritative rote approach of the traditionalists. The Genre-based

approach to literacy teaching engages all students in the role of apprentice while the teacher assumes the role of expert on language, meta-language and as such grammar. Genre literacy includes systemic functional grammars. So Genre theory is about the real use of language in the world, not divorced from any real context (as in traditional approaches to teaching literacy) or with the focus being only on the learners' subjective experiences and not on any wider texts (as in the progressive approaches.)

Hyland (1992:14-17) refers to the Genre approach as being "genuinely valuable" to the process of teaching and learning and he feels that "this approach will unquestionably have an increasingly important impact on the way we teach writing skills in the future." Reid (1987:64) supports the move towards a genre-based approach to teaching literacy and states that, "the whole movement towards child-centred education has foundered on the idea that children can understand and undertake history, geography and other subject areas 'in their own words'. That this is a necessary starting point no one would deny, especially not those interested in genre-based approaches to writing development. But that children should be stranded there, writing stories, for example, as their only genre in infant, primary and high school, is impossible to accept. It denies access to any real understanding of what the humanities, social sciences and sciences are on about and denies them the tools these disciplines have developed to understand the world." It is out of the need to provide greater access to literacy and power and thus empower students that the genre approach developed. The work of Halliday (Systemic Functional Grammar) and later theorists like Hasan and Martin, is illustrated in the diagram below,

the Martin/DSP "Wheel model of Genre Literacy Pedagogy (from Macken-Horarik et al 1989)

Figure 1: Wheel Model of Genre Literacy



The diagram illustrates the movement of the genre-based approach to active and explicit teaching of literacy and language skills. The phases of modelling and joint negotiation require involvement from both learners and educators and highlight the need for educators to be experts in grammar so that they can impart the appropriate knowledge to their students. The modelling phase requires a build up of shared experiences as the text and its social purpose are analysed to show how purpose is achieved through staging and

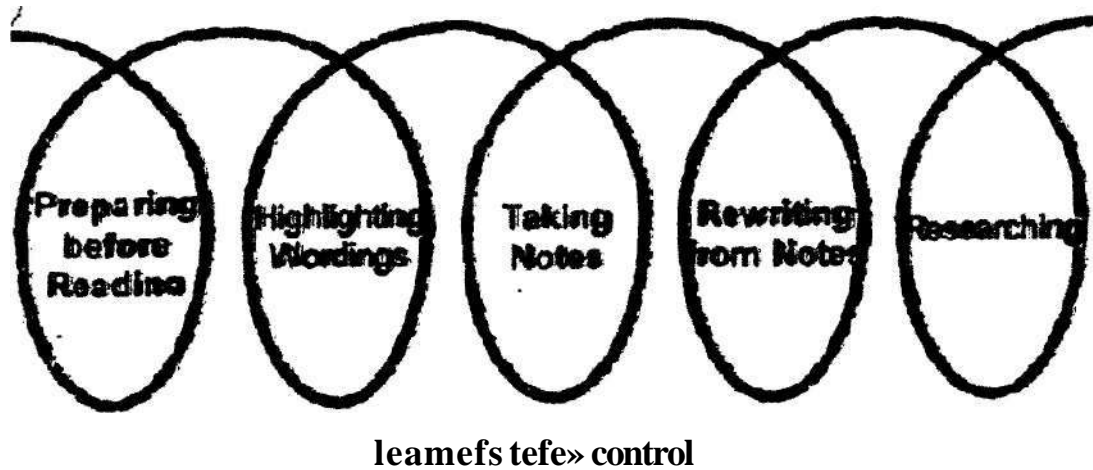
language thus allowing explicit criteria to be developed. There is no place for rote learning in this approach. Their responses are authentic and involve the class in an active and critical analysis of the text and the linguistic features that help convey the meaning of the text. The joint negotiation aids the learners in implementing the skills acquired in the modelling phase to construct a new text in the same genre as the text studied originally. Learners begin to understand that texts serve different purposes and as such need to be written in a manner that will allow the text to be recognised and respected in the genre into which it falls. The final phase of the wheel introduces independent writing which allows the educator to gradually withdraw the amount of support and scaffolding offered to a learner as they become more competent and confident to work on their own.

It was out of this genre-based background that Rose emerged and developed his Scaffolded Literacy Strategies. Rose sought to improve the inequitable learning situations he perceived among Aboriginal Australians and create greater access to power through explicit literacy teaching. Rose currently coordinates a literacy programme known as Learning to Read: Reading to Learn which trains teachers from junior primary through to university levels in literacy scaffolding strategies. The program was established with a project in South Australia known as Scaffolding Reading and Writing for Indigenous Children in School. Independent assessment of this programme revealed that the "average improvement in reading and writing was 2.5 levels (equivalent to four years average development in one year) ...much higher levels of student participation - especially in terms of the quality of dialogue between students and teachers (McRae et al 2000:24-26). Added to this programme Learning to Read: Reading to Learn currently conducts major

training programs with state and independent school systems in NSW and Victoria, and in universities in Australia, South Africa and Latin America. It was through the work done with the University of Kwa-Zulu Natal, South Africa that the researcher became aware of Rose's scaffolded literacy approach. This approach would serve to meet both the pedagogical and political aims of the genre approach. Pedagogically, literacy would be an active, explicitly taught phenomenon with teachers being authorities in their class but not stifling the learners' responses. This appreciation of all learners' responses would in turn support the political aims of the genre approach as credence is given to the diverse cultural and social backgrounds of learners and these backgrounds are seen to have value as all learners can add their responses, shaped by their life experiences, to class instruction as shared knowledge is built up when texts are analysed. The active teaching of literacy also empowers learners. As they are made aware of the purpose, and possible hidden social agendas of texts, so they become more objective and critical. This facilitates a greater understanding of the power of discourse and thereby grants the learners greater access to that power and thus greater equity.

Rose's own approach and methodology articulate well with the processes reflected in the Genre approach pedagogy in the above diagram. Rose shows this succinctly in his lesson sequence reflected below. Rose developed even further than the Genre-based approach as he chooses to focus much of his work on reading, rather than writing, believing that writing develops out of reading. This belief is clearly outlined in his project outline "Learning to Read, Reading to Learn" (2001).

Figure 2: Lesson Sequence for Factual Texts



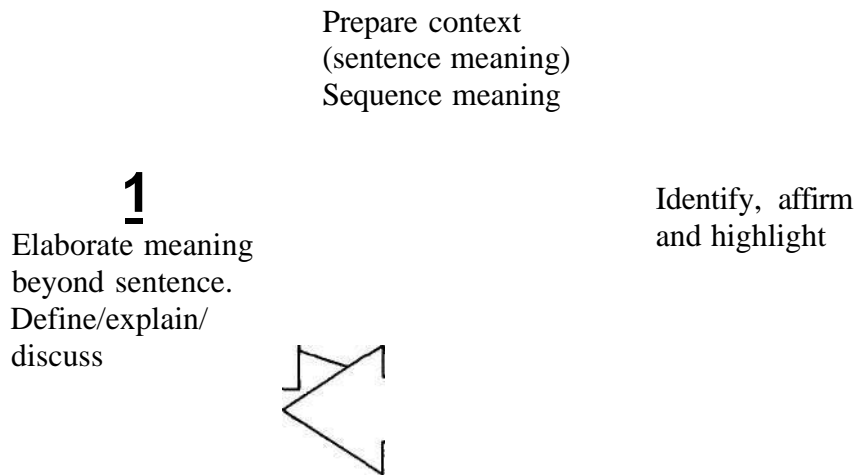
This lesson sequence follows a similar route to the Martin/DSP wheel as Rose allows for modelling in the way that the educator prepares students before reading. Rose orients learners with a thorough discussion phase while subtly correcting grammar faults in verbal discourse, which serves as a model for the students. This vicarious learning allows students to listen to and watch an expert/authority say and do things that the students can learn from. Rose does not take for granted that learners have access to texts and so seeks to build their knowledge regarding field, tenor and mode right from the basics up. Rose adopts a bottom up and top down approach, through the cycle of simultaneous preparation, identification and elaboration, so that support is always available to every student no matter the level of the student's proficiency or comprehension. The difference between Martin's/DSP wheel and Rose's sequence is that Rose spends far more time on and gives more support in the preparation phase than Martin's/DSP wheel allows. The lesson sequence progresses through the highlighting of words (building up of vocabulary

and knowledge regarding semantics), taking notes and rewriting a new text from these notes, accompanied by more scaffolding. This assists learners in comprehending the features of a text which impart meaning and how to use the understanding of what these features are to reconstruct a text in the same genre.

Added to this is Rose's interaction cycle which supports the lesson sequence. Three stages are highlighted: preparation, identification and elaboration. The lesson sequence links with the diagram below as well as the work of Martin as the modelling stage articulates well with Rose's preparation phase in which students are encouraged to share their personal knowledge which may be relevant to the text being studied. For example, in one recorded lesson Rose used a brief text highlighting some of the difficulties experienced by black South Africans during the Apartheid era. Learners were encouraged to relate any knowledge they may have had regarding this era, to build a deeper understanding of the period of history referred to in the text amongst all the learners. Words, phrases and clauses are looked at to expound on the meanings and how they convey the message of the text. The identification phase overlaps with the preparation phase as words, phrases and clauses are again examined for meaning and sentence construction. Positive feedback and affirmation must be given by the educator to encourage learners to attempt to identify the features in the text that help to convey meaning. The final phase, the elaboration phase, allows for a joint negotiation of the notes taken during the lesson sequence in a bid to reconstruct the text which enables learners to work independently to write texts in a similar genre without high levels of teacher support. Once again, bottom-up and top-down methodology is revealed as a

means of providing high levels of scaffolded support to learners while accommodating the diverse needs of learners for support.

Figure 3: Rose's Interaction Cycle



As an illustration of this cycle, a transcript of Rose's work is included. The passage was taken from a History textbook and is entitled "Revolutionary Days".

FIRST SENTENCE:

Prepare: (sentence meaning) now the first sentence tells us that the trouble blew up in the townships and that the people were rebelling against the government. (Teacher reads sentence as students read along) In the mid-1980 's South African politics erupted in a rebellion in black townships throughout the country.

Prepare: (position) now that sentence starts by telling us [meaning] when they rebelled.

Who can tell us when?

Identify: In the 1980's

Affirm: *Is she correct? (Engaging all students to check and affirm) OK*

Elaborate: *Let's all do mid-1980's (expand student's response).*

Prepare: *(position) then it tells us that [meaning] South African politics blew up. Can you see the word that tells us South African politics blew up? [Position] South African politics.....?*

Identify: *Erupted*

Affirm: *Erupted! Is he right? [Students] yes - Can you see the word that says erupted?*

Lets do that one, erupted (repeating pronunciation)

Elaborate: *[Explain metaphor] the reason they use the word erupted is because that's what volcanoes do. Have you ever heard that before? [Students] Yes- a volcano erupts?*

[Students] Yes - So what were the townships like? They were like... ? [Students]

Volcanoes- Exactly right, they were like a volcano and there was all this pressure inside, waiting to blow up and erupt, with all this anger the people were feeling about the government's repression.

(Taken from Rose 2004: 11)

In the development of his Scaffolded Literacy Strategies, Rose draws heavily on the work of certain theorists including Halliday, Vygotsky, Bruner and Bernstein.

Halliday's development of Systemic Functional Grammar (SFG) explains the idea of emphasizing the meaning and function of language so that the learner understands the purpose of language in specific situations in order to make meaning from a text. Halliday explains that learning in a school environment requires that students now "have to construe from technical and highly metaphoric written texts, generalizations that they

must recognize as relating to but systematizing their own previous everyday experience." (1991:22-23) In other words, students need to move from their everyday experience of language use, be it at home or in the community, to the realm of the specialized use of language in schooling. This implies that students have to "assimilate and reproduce the contexts of knowledge as they learn to make meanings explicit: to read and write texts which build up all information necessary to their interpretation."(Macken-Horarik1996:238). This then facilitates the movement of the learners into the realm of the reflexive. The reflexive realm of language use allows the learners to apply their new knowledge and understanding of a text to their everyday commonsense understanding of the world, to their everyday life in a culturally and socially diverse society. So, students are required to confront their lives on two fronts: the specialized (eg. Science) and the everyday (personal experience) when faced with texts in the class or simply in daily life. As illustrated in the excerpt from his lesson quoted above, in his teaching, Rose draws on Halliday's work in that learners must move from the realm of the everyday (personal experience) into the specialised (recognizing and identifying linguistic features of the text which convey the meaning of the text as well as allowing the learner to place their own life experience into the broader framework of the historical events depicted in the text.) Once this is done, learners are able to combine their knowledge of the everyday and the specialised to become reflexive or critical thinkers and make evaluations and judgements regarding the text and its social purpose and assumptions.

The movement between domains described by Halliday, is also evident in the work of Vygotsky. The work of Vygotsky formed part of the foundations for the Genre approach

as he supported a far stronger role for the teacher than that suggested by the progressivist approach. Vygotsky's theory of ontogenesis of thought and language, shows his perception that the drilling of concepts, popular in the traditional approach to teaching literacy, is nothing more than empty verbalization" (1962). Instead, he emphasises the developmental role of play, learning under tutelage and mentoring by adults (scaffolding) and the negotiated nature of adult/child interaction. Vygotsky (1962) believed that the cognitive capacity does not precede instruction, but "unfolds in a continuous interaction with the contributions of instruction". He also advocates grammar instruction because it cultivates the "abstract, deliberate" forms of thinking through language that are peculiar to writing. Vygotsky's theory of the Zone of Proximal Development (ZPD) also requires that learners move from a place of the known to the unknown and then the mastery of the unknown to make the unknown automatic. Vygotsky believed that educators should not focus on what learners have already mastered but expose them to new skills and outcomes so that they can develop their potential and acquire new skills. It is the role of the educator to develop these new skills through explicit teaching and guidance. As an illustration, consider the lesson Rose gave to the learners at Sobantu High School. In keeping with his lesson sequence, he first read the text to the learners which was then followed with a discussion of the meanings of sentences and the text in general to orient learners to the text. The earlier transcript of Rose's lesson gives a clear illustration of this process. Learners were encouraged to share their views, knowledge and opinions. This then paved the way for a more detailed reading and highlighting of important information in the text. A class summary in dot point form was then constructed on the board by the learners with the aid of the educator who explicitly taught spelling and sentence

construction to the student, and class as a whole, while the student was writing the note on the board. All students were encouraged to take a turn at writing a note on the board to help complete the joint construction of a summary. The students then used the summary on the board to reconstruct the text in their own words in the form of a summary in their exercise books. The explicit teaching and guidance aided the learners as they moved from a known area into an unknown area and thus develop their potential. This development of potential assisted the learners to be able to move from the everyday to the specialised domain and so not only recognize linguistic features of a text but also place their own experience within the framework of the events in the text. Once the learners had oriented their own experiences in the text, they were able to enter the reflexive domain described by Halliday and be able to make judgements regarding texts.

Bernstein's (1996) experiment with the seven-year-olds is added proof of the importance of being able to move from the everyday into the realm of the specialised and reflexive. Bernstein's experiment highlighted the unequal access to power, which contributed to keeping the working class children from gaining access to literacy and thus power. The seven year olds from the middle class homes were able to assimilate their knowledge of the everyday and use the elaborated code to make judgements regarding the items on the menu in the experiment. The working class learners were only able to conceptualise regarding the everyday and thus were stranded in the everyday experience and not able to enter the realm of the specialised or be reflexive regarding the items on the luncheon menu.

Rose drew on the work of the above-mentioned theorists in his work to achieve more equal access to literacy and the power of literacy. As mentioned earlier, the Genre-based approach focused on the use of language in the real world thus making it a relevant and appropriate approach for a post-Apartheid South Africa with its cultural and social diversities and restricted access to the power of literacy for previously disadvantaged social groups. Previous approaches have been abolished, like the Apartheid era system of Christian National Education, or are currently under review like Outcomes Based Education, the present system of education in South Africa. The Genre-based approach, out of which Rose's work emerged, actively seeks to empower learners by allowing them greater opportunities to develop literacy skills and greater access to literacy and the power of literacy.

While both the Traditional and Progressive approaches are still being practiced, it is becoming increasingly clear that, especially in South Africa, a new approach is needed to increase the literacy levels among students of all ages. The Genre-based approach, with both its explicit political and pedagogical agenda, could be infinitely beneficial in South Africa.

2.3 Literacy issues in South African schools

South Africa is a complex country and one of the most heterogeneous countries in the world. Problems in education have included unequal educational opportunities for all races, unequal access to schools, unbalanced funding, inadequate facilities and enrolment

explosions in some areas. Coupled with these problems the education system was dominated by Christian National Education. The introduction of Curriculum 2005 (C2005), ushered in a critical change to the system and heralded an era of progressivism.

The new Outcomes Based Education was implemented to eradicate past inequalities and create a more fulfilling and positive learning experience for all students, regardless of background, keeping with the progressivist theory of acknowledging each learner's subjective experiences rather than fostering a more objective experience. According to Taylor (2000) C2005, the Outcomes Based curriculum implemented in South Africa in 1996, is positioned at the radical end of the progressivist spectrum. Taylor and Vinjeveld (1999) believe the effects of OBE on South African education to be the exact opposite to what the original aims of redressing the past inequalities were. This belief was reflected in their research, which showed poorer South African schools to be up to two years behind their counterparts in more developed countries at the end of Grade 3 (JET 2001). This lagging behind in literacy, possibly due to the progressivist influence which believes literacy to be a naturally occurring phenomenon, which learners will simply "pick up" along the way without any explicit teaching, is also reflected in Van Heerden's (1991:18) literacy statistics research. These literacy statistics were alarmingly low, a literacy rate of 58,7% was reflected for Kwa-Zulu Natal in 1992 (Schindler: 1994:1). Van Heerden's research echoes Taylor's work, which reflects the negative effects of progressivist methodology, and thus OBE, on the development of literacy among learners. Despite an eagerness to implement OBE as a means of redressing the social and political inequalities of the past, Taylor and Vinjeveld (1999) noticed a marked decline in performance from

word recognition to sentence completion and comprehension of simple passages thus highlighting again the need for explicit literacy teaching for the learners it aimed to empower and grant greater power to through literacy. Hyland (1992) believes that learners find writing tasks difficult, as the progressivist approaches have not explicitly taught language, literacy and comprehension: "Nobody ever teaches them what is involved in writing different kinds of texts i.e. the distinctive organisational features of different text types." Hyland's work could suggest a possible reason for OBE having the opposite effect to that which was intended on education, as noted by Taylor and Vinjeveld,.

C2005 may be contributing to this poor performance due to the poverty and lack of resources experienced in the majority of South African schools. Learners in these poorer schools often hail from semi-literate or even illiterate households with little or no access to resources and knowledge. As mentioned earlier, Taylor and Vinjeveld (1999) illustrated how learners in poorer schools could be up to two years behind their counterparts in more developed, better-resourced schools. C2005 appears to have some effectiveness in better resourced schools, but this could be attributed to teachers having stronger knowledge frameworks which enable them to supplement the under specifications of C2005. In effect, C2005 actually widens the gap between the working and middle classes rather than lessening it as it intended to do. Thus C2005, and its progressivist influences, actually maintain the social inequality and unequal distribution of power that it seeks to eradicate. Being literate encourages access to power and the literacy of power so C2005, which follows the Progressive approach and so does not

explicitly teach grammar and literacy, continues to marginalize the very students it proposes to empower and liberate from the oppression of illiteracy.

The Genre approach and Rose's work, which developed out of the Genre approach, offers a viable methodology to combat the social inequalities that OBE was supposed to lessen. No assumptions are made that literacy occurs naturally and, as such, literacy needs to be implemented across the curriculum and actively taught by all teachers. Rose believes that educators must be literacy teachers, regardless of their field of specialisation, if they are to provide appropriate support to the learners to lessen the social and political inequalities experienced by different learners. Consider the use of the excerpt he used in his lesson, the "Revolutionary Days" passage from a History textbook, which would be different to an English literature passage. Hyland (1992) adds support to this view as he feels that it is an "essential aspect of the teacher's role to help students acquire an understanding of texts" and how those texts unfold and the linguistic devices used to convey the text's message or create the text's structure. This adds to the empowering of students as it furthers the political and social aims of the Genre approach by providing greater access to the power of literacy and the literacy of power, these being part of the original aims of OBE which research has shown have failed to be met.

The Ministerial Review Committee advocated the abolishment of C2005, stating that the, "C2005 curriculum model is strong on integration and weak on conceptual coherence or progression...(it) fails to provide structured guidelines for sequence, progression and pacing for higher order thinking skills...." (Review Committee, 2000: 44). This move

away from the very radical spectrum of progressivism leaves room for the implementation for Genre-based approaches to the teaching of literacy.

The lack of reading and writing skills is prevalent in the school environment chosen for this research project. Newton High School is a pre-vocational, special needs high school in Pietermaritzburg, Kwa-Zulu Natal. In this environment, the majority of learners are from dysfunctional, semi-literate and sub-economic backgrounds, including foster homes and orphanages. Many of the learners' caregivers are semi-literate which exacerbates the learners' reading difficulties. The sequencing rules of primary schooling demand that learners are fairly independent readers by the end of grade two or three (seven or eight years old). For those with pre-school experience and home training, this age expectancy milestone can be realized, but not so with learners who have no such exposure, like those at Newton High. Many of the learners at the research site, although already teenagers, have not realized the primary school reading age expectancy. Rose argues the value of pre-school literacy experiences (early learning with care givers and experiences at pre-school institutions), which lay the foundation for success in school for middle class learners. Children from all cultures in working class environments often do not have this and yet school systems are based on an assumption that learners have had this experience. The social equity agenda of C2005 unintentionally encourages unequal distribution of power, as those who are literate have power and access to power while the semi-literate and illiterate do not. This lack of explicit literacy teaching entrenches this decreased access to the power of literacy. Freire (1972) argued that power is increased through access to literacy and being able to be a lifelong learner. Many of the teenage learners at

Newton High School (the research site) have not yet reached this level, which promotes independent learning, as they have passed through a system which has failed to meet their needs.

Rose (2004) contends that the basis of inequality in the classroom, and hence in society, is in differing capacities to independently learn from reading, which is the fundamental mode of learning in the secondary school. Also, as mentioned earlier, the middle class learners have had greater access to learning experience at pre-school level (early learning with care givers and at pre-school institutions) and as such have an advantage over the working class learners. During his research, Rose found that the literacy development sequence of schooling assumes and evaluates orientations to meaning acquired in previous stages of schooling. Pre-school experiences of sequencing, predicting and paraphrasing impact positively on vocabulary development and so affect literacy development sequence so that those without this experience enter school with a disadvantage. The rapid rate of acceleration of the school curriculum as it progresses into the upper grades means that any deficiencies not addressed in the lower grades cause learners to begin to lag behind and it is these students who are termed "slow" or "learning disabled" and as such are at an even greater disadvantage. Bernstein (1990:78) acknowledges this phenomenon and states, "the strong pacing of the academic curriculum of the school creates the necessity of two sites of acquisition [school and home]. It creates a particular form/modality of communication, which does not privilege everyday narrative [the inner structure of the communicative principle children use

everyday life]. In this structure children of the disadvantaged classes are doubly disadvantaged."

The sequencing of literacy development can be divided into three stages.

These three stages are:

1. Becoming an independent reader in early primary
2. Learning from reading in middle to upper primary
3. Independently learning from reading in secondary school.

Those with pre-school experience are able to progress more rapidly than those without who then find themselves at a disadvantage and so the inequality in the classroom situation is intensified.

Another of Rose's findings is that the initial exposure to books and reading materials in the child's early development with primary care-givers has a tremendous impact on their later reading proficiency and motivation for reading. Middle class homes have more access to this initial exposure as highlighted by Bernstein's experiment (1996), which illustrates the manner in which working class learners have access only to a restricted code and not the elaborate code to which the middle-class learners have access. This limited access of the working class learners denies them access to literacy and thus the power of literacy. The child learns to identify himself or herself as a "reader" long before they are even able to read or be aware of the alphabet only when they have received the early, pre-primary exposure to literacy and reading materials. This early exposure can be illustrated with another of Rose's transcripts:

Dialogue 1:

Kristen: (Brings the book, sits on her mother's lap and turns the book so the cover is facing right side up)

*Mother: The three little pigs (points to each of the pigs on the cover of the book)
(Kristen opens the book and turns several pages while her mother is talking)*

Kristen: (points to a picture of a tree) Tee (looks up at her mother)

Mother: Yes, it's a tree

Kristen: (points to another tree in the picture) Tee (looks up at mother again)

Mother: Um,um (points to each of the little pigs in the illustrations) here are the little pigs. Bye-bye mama (waves her hand). We 're going to build a house.

Kristen: (laughs, waves at the mama pig in the illustration and turns the page)

Mother: Look, the first pig (Kristen turns the page)

Mother: Oh, oh I see that wolf (points to the wolf, eyes get larger as if in fright)

Kristen: (turns page and points to wolf) Oh, oh.

Mother: Oh, oh. He huffed and puffed (blowing on Kristen) and he blewwww that pig away. Very bad, isn 't he? (in different tone directed toward Kristen as an aside)

(Rose:2001:7)

Due to the pleasure and comfort derived in early childhood when reading with a caregiver, and the behaviour learnt from the modelling of the caregiver, children come to see reading as an enjoyable activity, identified with the mother-child relationship. Thus the mother-child learning cycle of reading is the basic structure of scaffolded learning; pointing to pictures, naming them, repetition, asking what happens next, prediction.

These are all part of scaffolding. When this element of early childhood learning is absent, unequal conditions are created for learners and it is in such a deprived environment that the use of Rose's Scaffolded Literacy Strategies can be implemented.

Classroom practices have evolved in western education systems to reward the elite and marginalize the majority and until this situation is rectified, many of the students of this democratic age will not achieve their goals of further education. In particular, OBE in South Africa allows learners who have developed certain skills through early childhood experiences to progress unhindered and gain access to power through being literate while those learners who need explicit teaching in order to progress are marginalized as OBE assumes, in keeping with its progressive influences, that literacy teaching is unnecessary as literacy is a naturally occurring phenomenon which is "picked up" along the way.

2.4 Implementing a Scaffolded Learning Strategy

Rose implemented an action research project in the fields of language and literacy for the indigenous people of Australia. This project focuses both on schools and teacher training. His project, "Learning to Read, Reading to Learn," evolved out of the alarming statistics showing Aboriginal learners as being, "slow" or "learning disabled" as they were not able to read at the same level as their other classmates and were thus falling further and further behind with the passing of each academic year. Learners who were of an age to enter into tertiary education had not had the same opportunities to be exposed to learning experiences like their peers had had at pre- primary, primary or secondary school

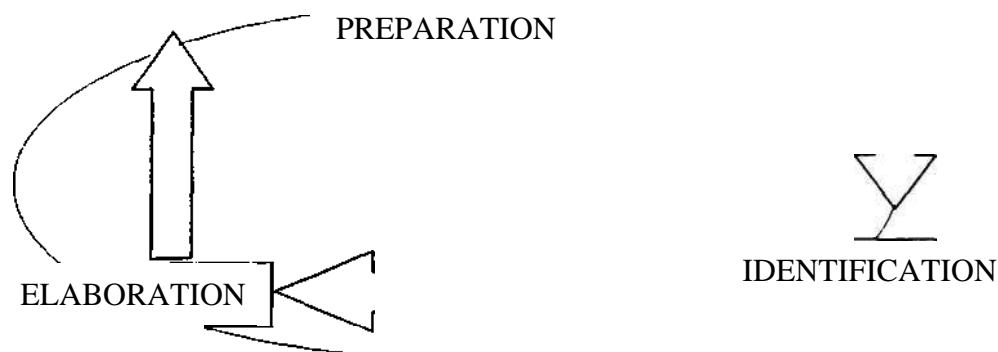
levels and they were not adequately equipped to deal with the demands of the tertiary environment. Rose, seeing a need to assist such learners and equip them with the skills to promote lifelong learning and self-study, implemented his research programme and developed scaffolded reading strategies to assist these learners.

The process of scaffolding refers to the support that a teacher can give learners so that they can work at a higher level than is possible on their own. The term was first used by Ninio and Bruner (1978) to describe how learning takes place in families, following the social learning theory of Vygotsky (1978). Scaffolding support allows learners to "successfully practice complex skills and, as they become independently competent, the scaffolding is gradually withdrawn." (Lean Lui-Chivizhe et al 1978) This process requires teachers to model and explain each task in an activity while all the learners observe and listen after which they are given the opportunity to practice the activity under the guidance of the educator. Scaffolding has broadened meaning for learners by exposing them to the shared knowledge of their peers and the authority exhibited by their teachers in their learning areas. This then gives learners the scaffolded support needed for them to move from the everyday into the specialised and then the reflexive domains, and to engage with the text using both their everyday knowledge and the specialised to critically examine a text. With each step, learners gradually become more competent and so assume greater control of the task at hand, until they are able to become independent and autonomous readers thereby being able to learn from reading. By using such scaffolded procedures, educators can support their learners to read and, following on from this, write more complexly than they were previously able to do. Rose's scaffolding

procedure operates at three levels: firstly, learners are enabled to recognise, comprehend and use meanings; secondly, to interpret meanings in terms of the academic field they are involved in and their own life experiences; and lastly, to critically analyse how authors construct meanings themselves.

In order to prepare for reading the educator and learners must work on two levels, namely, orienting learners to the field of the text before reading and secondly to interpret the information expressed in the wording of each sentence. Thus, the scaffolded reading cycle operates in the manner depicted below:

Figure 4: Stages in Rose's Learning to Read Cycle



In the preparation or orienting stage, the educator gives the overall meaning of the text, through discussion of the paragraph (overall meaning of text, then paragraphs, followed by sentences and, lastly, words), followed by in-depth discussion of sentences and finally a discussion about each significant element of those sentences. Each learner in the class must be included and affirmed in this process and the discussion. Allowing them to participate, be included and be able to respond, assists the "buy in" to the strategy. The

identification process allows the learners to name and highlight the wording that expresses each element of meaning. The shared knowledge and practice of this knowledge, engages the learners in predicting the sequence of events and how the text unfolds. The elaboration phase requires further discussion as students identify words and more meanings, calling on their own knowledge and life experience to assist them and make them feel a part of the process.

The ability to read with comprehension and learn from reading is the function of all activities in schooling. Writing, which is inextricably linked to reading, is secondary in sequence but not secondary in importance. The principal function of writing is to evaluate what has been learned from reading and furthermore, the ability to produce written text emerges from learners' experiences of reading. Once a child can read, independent, individual work is possible.

In implementing scaffolded reading strategies, one must remember that texts must always be chosen on a par with what learners should be reading, rather than what remedial programmes prescribe on the basis of their individual student assessments. Using scaffolded reading strategies allows reading to be built in across all levels of the curriculum so that even the weakest student can succeed and become a successful reader. Initially, scaffolded activities could take up to half of the time available in the curriculum, but the benefits are vast as after a period of time learners are able to read more independently and thus work at a pace with the curriculum and are also capable of more independent work.

2.5 Why use Scaffolded Learning Strategies?

Rose's five principles for all learners to succeed. (Adapted from Rose 2003)

1. Pacing

Keep practising and demonstrating each task until a learner is competent before progressing to the next task.

2. Equality

Make sure that even the weakest learners are engaged and can do a task as well as the quicker learners. Re-demonstrate if you have to, or if learners are unsure. Often weak learners use disruption as an avoidance tactic as they are not sure of the task at hand.

3. Preparing

Ensure that all learners are prepared to do a task before asking them to do it. Do not ever ask them a question you know they cannot answer - this breaks down their confidence and morale.

4. Handing over control

After preparing learners, give them space and time to practice for themselves. Always praise their efforts and give positive feedback, no matter how small the amount of progress.

5. Have fun

Make learning a game in which every child feels like a winner. This fosters greater will to learn and builds up the learners' self esteem and confidence. The learners will also build better relationships with the educator; this makes the class experience more positive for both stakeholders.

Applying these principles to all teaching/learning situations can be beneficial especially to very weak readers who struggle to even spell out each word, letter by letter, and can only recognize a few common spelling patterns. These weak readers also have a minimal sight vocabulary so much cognitive effort is expended on trying to recognise words and not comprehending the text as a whole. Certain weaker readers do learn to interpret the letter patterns in English spelling and thus they can predict words but do not know the meanings of the words and thus lack comprehension of the text.

Rose argues that if his principles are applied, then even the weaker readers and "slower" students in a class can be scaffolded to new levels of literacy and comprehension and so begin to feel more in control of their learning. Working with learners of different abilities provides opportunities for engaging all learners simultaneously. When a scaffolded question is asked of the class, quicker learners may well respond first, but the slower learner gets the opportunity to participate later in associated activities like marking/highlighting language features in the text, as hearing the answers given by more able peers gives them confidence and enables them to be elevated to the level of the quicker learner. Rose uses these techniques in his *Scaffolded Literacy Strategies* so that

all learners can be included and can learn not only from the educator but also in the sharing of knowledge by classmates.

Rose's approach draws on three theoretical approaches. A Vygotskian model of social learning, a Hallidayan model of language as text in a social context and a Bernsteinian model of education as pedagogic discourse. The work of Bruner in developing the idea of scaffolded learning and teaching was also influential.

The theory of the Zone of Proximal Development (ZPD) as developed by Lev Vygotsky (1978), made an impact on the ideas of social learning and teaching situations. Vygotsky believed that most opportunities for learning are lost because education takes place incorrectly in most teaching and learning situations. He believed that a distinction must be made between what learners have learned completely and what they are in the process of learning. This group of partially learned skills is called the ZPD. Vygotsky believed teaching happens most effectively when assistance is offered at those particular points in the ZPD when the learner requires help. Rose's work supports this as he too provides scaffolded assistance to all learners through the use of Scaffolded Literacy Strategies so that support is there for the learners every step of the way through the approach.

Assistance is thus available from the teacher at all crucial moments, be that during the writing up of the notes on the board, assistance with spelling and sentence construction, assistance at the individual reconstruction of the text stage or merely guiding the learners' discussion regarding a text and assisting in the build up of shared knowledge. Therefore

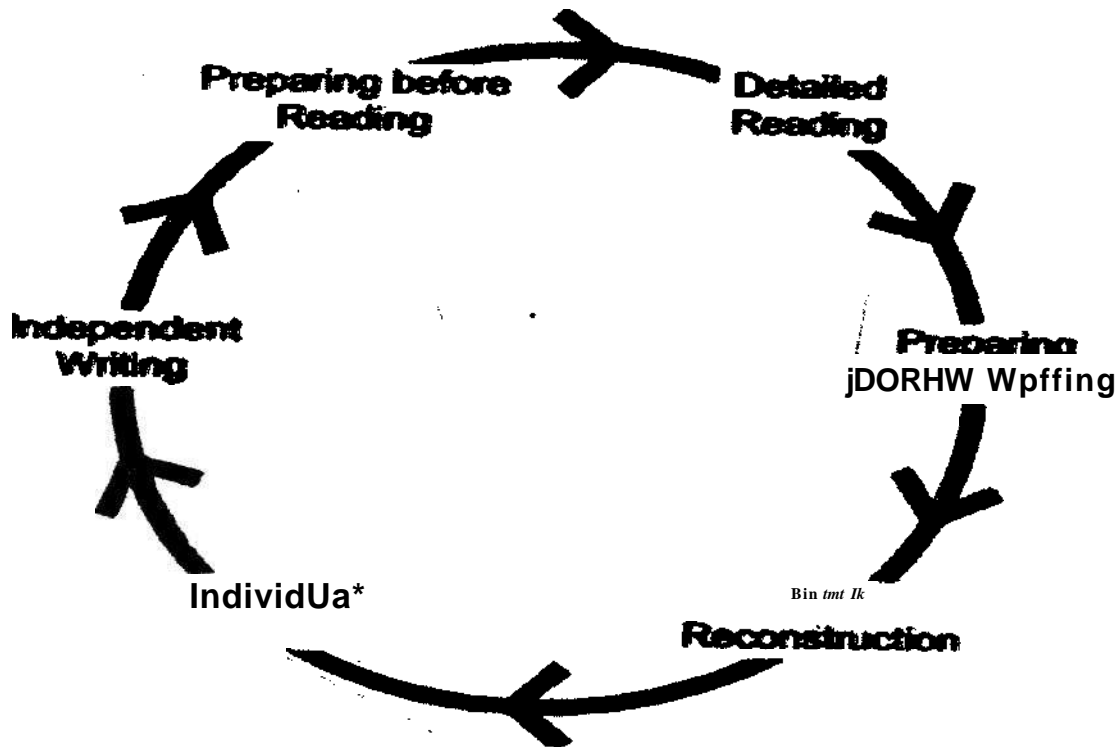
good teachers are those who have observed their students well and can tell when assistance is required and for what purposes.

The journey through the ZPD represents a movement of skills and knowledge from the intermental plane to the intramental plane. The intermental plane is described as the area or space between two people, it is the combination and blending of abilities and attributes of both people working together, while the intramental plane is the place inside our minds where knowledge and skills are stored. These skills in the intramental plane, are independent of the external world and are completely developed. This means that once a skill is taught and becomes automatic it is transferred to the intramental plane and is considered to be mastered. As skills and knowledge move from the intermental to the intramental plane, social assistance changes to self-assistance, which is the process of scaffolding towards autonomy.

Rose bases his work on three pedagogic principles:

1. Democratising the classroom
2. Preparing for tasks - classroom interaction and sequence
3. Analysing tasks: genre, mode and field.

Figure 5: Learning to read cycle (Rose 2000)



Scaffolded strategies aim to move the learner from high teacher/learner support to low teacher/learner support. Rose draws on Vygotsky's theories to support his reading cycle depicted above and as such an explanation of Vygotsky's work related to this cycle is given below. Vygotsky proposes four stages of progress through the ZPD.

Stage One: Social Assistance

The educator or facilitator offers guidance or direct assistance to the learner. When the learner has acquired a basic understanding of the idea or skill, assistance can be offered in more indirect ways. For example, do not just tell a learner what to do; ask questions so as to guide the learner's own ability for thought and problem solving. Stage one has been completed when responsibility for helping has been handed over to the learners and they

have begun to assist themselves. Rose, for example, introduces a text and facilitates the preparation, identification and elaboration phases. Discussion, sharing ideas, identifying linguistic features in the text which convey the meaning of a text and guided highlighting and note taking from the text would be an example of Vygotsky's social assistance.

Stage Two: Self-Assistance

The skills learnt in stage one have become part of the intramental plane so a learner can perform a given task without the assistance of a helper. The learner provides his own assistance, in the form of thinking through the steps taught in phase one, which implies that the skill is not yet mastered because some form of assistance or aid is still needed. This aid takes the form of self-directed thought or speech so the learner is in essence guiding himself. Rose supports the action of using the summary that was jointly constructed by the class and teacher, to create their own text. Thus the learner works in a self-assisted manner as they are using some form of assistance (like the text summary) but in their own way.

Stage Three: Automisation

When all evidence of assistance has disappeared the learner is no longer in the ZPD. Partially learned skills have now been mastered and are completely learned. Tasks can now be performed skilfully and smoothly. Rose's strategies aim to elevate learners to a level of literacy in which they are able to comprehend a text, make relevant notes and write a reconstruction of the text in their own words. This supports the idea of lifelong

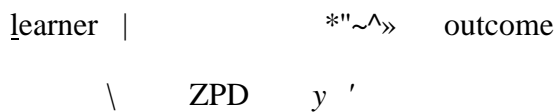
learning as students cope with the demands of secondary and tertiary learning. Although reading skills enable learners to learn from reading, this is also the aim of Rose's "Learning to Read, Reading to Learn" project in Australia.

Stage Four: De-Automisation and Re-routing through the ZPD

Skills that are not used often deteriorate and so become de-automised. It is then necessary for stages one to three to be repeated so that the skill will once again be mastered. It is essential to continually expose learners, across the curriculum, to Rose's methods so that their literacy skills can continue to be sharpened and refined.

The ZPD can be illustrated as follows:

Figure 6: An illustration of the Zone of Proximal Development (Adapted from Vygotsky's work 1978)



It is in the ZPD that Rose's approach functions. Alongside Bruner, Rose believes in scaffolding learners from the known to the unknown. The learners move from a level of skills, which they already know and have mastered, to a higher level of skills, which need to be explicitly taught and practiced until they are mastered and have become automatic.

The sharing and collaborating that should occur in the classroom form an environment of mutual assistance, an environment of discussion and sharing of ideas and understandings in which most learning takes place. Knowledge can be empirical in nature, meaning that it is static and unchanging, comprising of observations by scientists, or theoretical in nature, meaning that it is constantly changing and being redefined through collaborative problem solving, therefore learning in the ZPD is aimed not only at developing literacy skills and comprehension, but also more general abilities of problem solving and independent thought as all other academic abilities hinge on the learner's ability to read and comprehend what they have read. Once learners have developed confidence in their ability to solve problems through explanation, identification, meaning, discussion and analysis, then that skill and confidence can be applied to any situation. This type of learning does not merely dump or deposit content into a learner's mind, but empowers them to explore their own questions and find their own theoretical knowledge.

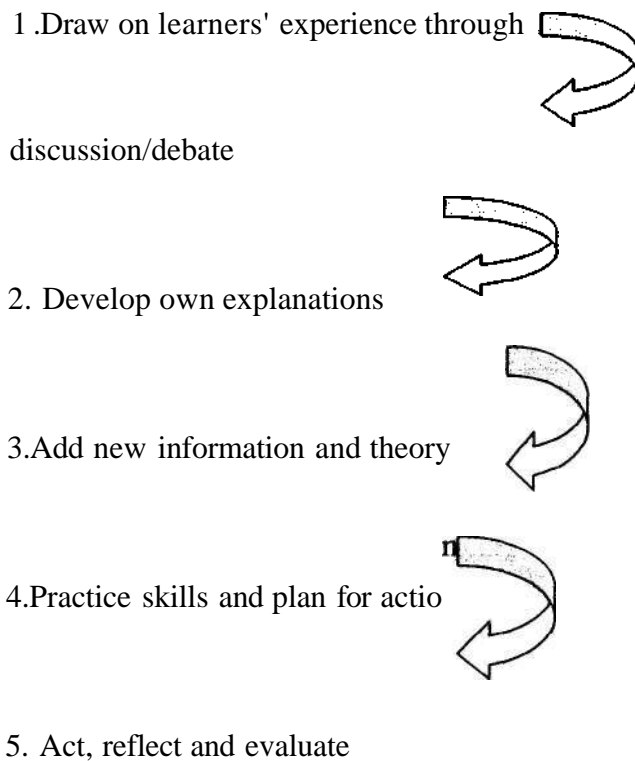
Language development is the key which unlocks a whole new world of learning potential for learners. The ability to use and share language effectively fills the learners' world with an unlimited amount of new ideas, questions, issues and things to explore. Words enable learners to crystallise "fuzzy" ideas into clear concepts which can be shared with class mates to create further knowledge and understanding of the world in which we live and our position in it. The ability to conceptualise through language grants learners greater access to literacy and the power of being literate.

Intellectual tools enable learners to work with texts, discuss issues and respond to open-ended problems so learners need to learn how to use these intellectual tools. In essence, they need to learn how to think, question, analyse, compare and criticize in order to construct meaning and so better understand and engage with the text as well as make it have meaning in their own lives and so be relevant. The fact that a text is relevant to the lives of students means that it is easier for them to want to learn more about the text and its application.

Vygotsky's theories support the methodology of Rose and the Genre-based approach which demands that teachers be highly active in the class and explicitly teach language and literacy. The Genre approach advocates this role for the educator, as it believes the teacher should play an interventionist role to counter the effects of inequality, which occur in society, that is the advantages experienced by the middle class over the working class families. The educator must be authoritative in teaching style but not authoritarian, as authoritarian teaching often exacerbates the problem of inequality and alienating learning experiences which may be experienced by the less privileged learner, thus maintaining the "hidden curriculum" which Rose as well as Bernstein have explored in their work. In order to combat the inequalities in the classroom, the educator's role is interventionist and as such educators must be informed authorities in their fields of learning to be able to effectively assist their learners and deal with difficulties which arise in the class situation. The interventionist role of educators also allows educators to formulate a plan of action or remediation, which is then put into practice by the educators to assist their learners who may have need of remediation. The teacher becomes a guide

or mentor for learners as the remedial and scaffolded support they have received leads the learners to greater autonomy and independence and so moves them from a level of high teacher support and intervention to one of lower support and guidance over a period of time in which the necessary skills to achieve more independent study have been mastered (similar to serving an apprenticeship). Rose strongly upholds the belief in teacher support and assistance. The teacher is responsible for the creation of a positive learning environment, the development of the lesson and the assessment criteria in the initial stages of SLS, but greater independence and freedom to explore new learning avenues is given over by the teacher to the students as they rely less and less on scaffolded support. Joint construction of teaching goals and outcomes only becomes possible as students are able to cope with ever increasing complexities in the learning cycle on their own, free of assisted guidance. This is once again, a fundamental principle of scaffolded learning: be a support and lead the learner onto higher and more complex levels but do not try to take over. Education is a powerful social force and the process of "consciousness raising" encourages learners to arrive at their own conclusions regarding the information they have been given. Learning in this view is a spiral. Rose's lesson sequence and reading cycle are similar to the spiral used by Arnold et al (1991).

Figure 7: Learning as a Spiral (Adapted from Arnold et al 1991)



Effective learning thus takes place in various ways. People learn by doing things and solving problems. When the task is slightly too difficult for them, people learn by taking the task one step at a time and learning from their mistakes. Furthermore, they learn by organizing information in ways that are meaningful to them. Sometimes they need assistance and at other times people can learn independently. Of vital importance is the learning environment created by the educator. This must be nurturing and supportive in order to facilitate better learning as well as better teacher/learner relationships.

The work of Jerome Bruner strongly influenced the development of Rose's SLS. Bruner suggests that, "instruction is, after all, an effort to assist or shape growth," (Bruner 1975:1). This resonates well with Vygotsky's own belief that development can be

"pulled" onto a higher level with the assistance of the educator who seeks to shape and mould the learner. This is the essence of scaffolding, a term coined by Bruner, the desire to help a student grow in ability as well as confidence so that further steps could be taken to attain an eventual goal, literacy. Bruner encouraged the development of higher order thinking skills like problem solving, conceptualising, thinking, perceptual recognition and creativity.

In this regard, the work of Lategan and Prinsloo (2002) in developing thinking skills, which in turn assists in reading development and thus literacy, is underpinned to a certain degree by Bruner's work. Rose's SLS too, builds on the same flexible strategies such as comprehension monitoring, reading comprehension processes such as understanding of sentences, putting sentences together, understanding whole sentences, word recognition, using prior knowledge, predicting and imagining. Lategan and Prinsloo incorporated strategies such as RAP (Read, Ask and Answer Questions, Paraphrase) and TRAVEL (Topic, Read, Ask, Verify, Examine and Link) as assisted skills, through the stages of preparation, identification and elaboration, as students are encouraged to share their own life experiences and knowledge which is appropriate to the issues arising from a selected text under discussion or study. Bruner's idea that it is, "not language per se that makes the difference, rather the use of language as an instrument of thinking that matters," (1975:14) supports Rose's aspect of oral dialogue and sharing of ideas, opinions and the exchange of information. The ability to speak and articulate ideas is a powerful tool for the student as the verbalisation of thoughts gives life to their ideas. Dialogue can lead to the discovery of new wisdom and things of great meaning and depth and this is facilitated

by the "tutor-learner interaction" (1975:19) present in scaffolding. Vygotsky too supports this view and suggests that later thought is often an internal recreation of dialogue and thus underpins Rose's emphasis on the discussion of text and sharing of knowledge (Vygotsky 1962).

Bruner claims that "The heart of the educational process consists of providing aids and dialogues for translating experience into more powerful systems of notation and ordering," (1975:21) and so the educator is encouraged to initiate and facilitate dialogue within the classroom situation and indeed across the curriculum as the "power of words is the power of thought" (1975:105). Bruner declares that, "principal deficits appear to be linguistic in the broadest sense - the lack of opportunity to share dialogue, to have occasion to paraphrase, to internalise speech as a vehicle for thought," (1975:29). Rose takes this declaration to heart in the development of his SLS as much time is allocated for speech and verbal sharing and many opportunities are given for learners to respond to texts or situations and so develop language as a tool through which knowledge can be transmitted. The preparation stage allows the class opportunity for verbal interaction. Vygotsky advocates this idea of sharing knowledge, as he perceives reading and writing to be second order abstractions in favour of oral speech, by which he means that through discussion and sharing, knowledge is shared and from that stage one can progress to authentic reading and writing situations in which learners have a greater comprehension of what is being read or written. This then allows for interaction with a referent present for the social situation demands of the dialogue.

Rose shares Bruner's view that reading should "be rescued from its passivity and turned into a more active enterprise," (1975:103) and so encourages engaging with a text on both a linguistic and an emotive level. It is vital to understand the writer's message but in order to do so, one must understand the linguistic devices employed by the writer to convey the message to the reader. So although the discussion and elaboration phases allow for the greater understanding of the emotive message and the background knowledge needed to understand the text, explicit teaching of the technical aspects of language devices must also be present and actively employed in the classroom in order for a full comprehension of the text to occur and thus develop greater literacy among students.

Before learning occurs, there must be a will to learn. Bruner suggests that intrinsic motives for learning, which include natural energies to sustain "spontaneous learning" (1975:127) include, "curiosity, a desire for competence, aspiration to emulate a model and a deep-sensed commitment to the web of social reciprocity." As an educator, it is important to encourage these natural tendencies to facilitate learning so the use of scaffolding assists in nurturing the desire to, "operate jointly with others toward an objective" (1975:125) and so foster greater competencies and improve the self esteem and image of the learners.

Systemic Functional Grammar (SFG) is a major linguistic theory developed by Michael Halliday, building on the work of his mentor J.Firth. His grammatical theory of SFG provides the basis for what Rose focuses on in texts that learners work with. The work of

Halliday articulates well with Bruner's theory of scaffolding and motivating children due to Halliday's criticisms of the elitist method of Initiate-Response- Feedback (IRF) cycle present in many classrooms. The traditional class practice is to choose a learner who has raised their hand and, if their response is correct, to accept the response but in doing so the teacher rejects the responses of the other learners who have not been selected to offer their views. Rose too, in being influenced by the work of Halliday, focuses much attention on the learning experience being one that is affirming and positive for all learners. For example, the preparation, identification and elaboration phases each require high levels of learner involvement and all responses from students are seen as contributing something of value to the lesson. Thus no response is rejected or seen to be inferior. Even if the answer is not what the educator requires, the response can be used in a positive manner to draw attention to a concept that has not yet been fully understood and so even greater scaffolding can be implemented. Halliday, like Rose, practices an inclusive method of participation which decreases feelings of alienation and exclusion while promoting inclusion which is thus more affirming.

In supporting the reason for teaching grammar, Halliday suggests that the Systemic Functional Grammar approach is a socially useful grammar and it "needs to be functional rather than formal with a semantic focus and oriented to discourse rather than sentences and their particles" (Cope and Kalantzis: 84; Halliday, 1985). It is out of Halliday's work with systemic functional grammars that the Genre-based approach developed.

A similarity with Rose's SLS cycle can be seen in Halliday's manner of making grammar a focus in the curriculum. In a Social Literacy Project, Cope and Kalantzis (1989a), identified a number of steps to use in lessons (microstructure):

1. Introduce a focus question: Why do people use language in a particular way and how do they do it? This step forces the learners to examine how certain language features convey meaning in a text and how a writer, to suit a particular social purpose, can manipulate these features.

2. Use an input step: present the text, chosen according to readability.

3. Follow up with the analysis step: learners analyse the text. Use probing questions like 'who would write such a text? What is it saying to us? What is the purpose of the text? How is its message conveyed?' The social power of a discourse is examined and the tools, which give that discourse such power, are examined.

4. Main ideas step: at this stage learners are guided in learning to abstract information by generalising from the particular. This means that learners are empowered to use not only the everyday discourse they are familiar with, but also that of the specialized so they are able to orient their own life experiences within the text they are studying.

Steps 1-4 enable learners to gain knowledge inductively advancing from the questions addressed to the particular (text) then moving on to the general (grammar).

5. Application step: Learners work deductively with knowledge, using what they have learnt about the manner in which a particular text does certain things. From this step they proceed to write their own text.

6. Evaluation step: Together teacher and learners assess the learning process by re-examining the focus question used at the start of the teaching/learning cycle.

Halliday's work offered an alternative to Chomsky's 20th Century work in formal grammar, which aimed to uncover the "innate neurological limitations on the forms of possible grammars." (Cope and Kalantzis 1993:139) Halliday's work endeavours to explain the ways in which the language we use is related to its social context. Halliday also explored the manner in which language is used contributes to shaping its structure. Halliday saw traditional, formal grammar as being, "rigid, based on the notion of rule, syntactic in focus and oriented towards the sentence. What is needed is grammar that is functional, flexible, based on the notion of resource, semantic in focus and oriented towards the text" (Halliday: 1979a: 186). Thus, Halliday opposed the traditional grammar in schools, which shed no light on the choices made in grammar in particular texts and how those choices served to further the meaning of a text.

In Systemic Functional Linguistics, structure of context links up with the structure of grammar. Words are not studied in isolation but within the whole text and the purpose of the text.

Figure 8: An Illustration of Field, Tenor and Mode (Adapted from Cope and Kalantzis: 1993)

	Organisation of Context,,;	Organisation of Grammar
FIELD	"What is going on?"	Ideational meaning
TENOR	"Who is taking part?"	Interpersonal meaning
MODE	"What role is the language playing?"	Textual meaning/ channel

The context of the culture and of the situation (known as extra linguistic levels) impact on the field, tenor and mode of a text. The field, tenor and mode take into account the linguistic levels of a text, which include semantics (systems of meanings), which are realised in lexicogrammar (systems of wordings), which are again realised in the expression level, which includes such features as phonology, graphology and gestures. SFG thus examines language patterns and examines the stages that must occur in writing in order to reach a goal, thus it is a staged, goal-oriented process to achieve a text of a particular genre. For example, writing a story, while being a creative exercise, still follows certain rules, which include the format a story must follow (orientation), complicating sequence of events and finally a resolution. SFG looks at texts in two ways, from the perspective of grammar and from the perspective of context. Thus the author is constantly making choices regarding the grammar of a text as this grammar is chosen to suit a particular purpose, be it to convey a story, narrative or perhaps give an explanation, the choice of grammar for each of these would need to reflect and support the purpose. This process is illustrated and summarised thus:

Figure 9: Genre Model (Collerson 1994:111)

Some of the influences on SFG lie in sociology and anthropology due to its focus on the communicative or message aspect of language. Halliday developed a comprehensive and systematic theory of language in which he formulated system networks for many areas of English grammar. He also called part of the theory "functional" due to his belief in the ideational, interpersonal and textual metafunctions of language. Language is seen as a

representation of reality as it is used to suit a specific purpose and as such to transmit a specific message in a social context. The three aforementioned aspects form the metafunctions on which Halliday based much of his work. The ideational metafunction of a phrase or clause is the event it represents or encodes i.e. the who did what to whom. The interpersonal metafunction of the phrase or clause represents the interaction between the speakers it encodes. It is in this area that tense, mood, and positive/negative fall. Lastly, the textual metafunction of the phrase or clause is the manner in which it encodes its role in a larger scale, a text. This larger passage of encoding, the text, links with phrases before and after it and maintains the tone and order of the text. In this way, literacy teaching is facilitated as the purpose of the text as well as the linguistic devices used to convey that purpose and the coherence of the text are explicitly taught. Also, the opportunity for interaction and discussion in the class situation are facilitated as learners share their ideas and understanding of the text and the manner in which the message of the text is conveyed.

Halliday's approach, being less "rejecting" in nature due to its acknowledgement of all the responses offered by learners, is participatory in nature and articulates with both Bruner and Vygotsky's views on creating a nurturing and inclusive classroom environment. Bruner (1975:4), too, feels that "conflict free coping" chances should be given to enable even learners with barriers to learning to succeed by focusing on the task at hand and achieve some measure of success thereby boosting their confidence and nurturing their unexplored potential, or as Vygotsky would say, ZPD. This also compares favourably with Rose's SLS and resonates with his belief in the Genre approach.

A Genre approach prefers to engage learners as apprentices under the tutelage of an expert teacher in the role of language system and function. This means grammar must be actively taught again. Genre theory encompasses Systemic Functional Grammar, which is concerned with entire texts and their social function. Genre theory purports to be highly interventionist. Teachers need to be involved in actively teaching literacy, not waiting for it to develop, as Cope and Kalantzis claim, "genre literacy sets out to reinstate the teacher as professional, an expert on language, whose status in the learning process is authoritative but not authoritarian," (1993:18). This is in contrast to progressive models of literacy, which misaligns the teacher to be the "guide on the side, not the sage on the stage." Analysis of clauses or sentences occurs so that the role of the whole text and its social purpose can be explained as well as the linguistic resources used and choices made to achieve the purpose of the text. Genre theorists support the notion of scaffolding done over a long period of time to build up a theory about the knowledge of language as well as the learner's cognitive and linguistic abilities.

Being influenced by the genre-based approach, Rose developed his methodology. Rose's Scaffolding Literacy Strategies (SLS) links with Bruner's support of modelling, a form of scaffolding. Bruner states, "It is not surprising that children often hold the belief that thinking something and doing it is somehow equivalent." (1975:132). This is of particular importance with Learners with Special Educational Needs (LSEN) students as many of them have not yet attained Piaget's level of abstract operations and so function within the realm of concrete ideas and examples. They are often unable to imagine a scenario on

their own and need it explained thoroughly by the educator before they can perceive its existence and then link to the situation on their own. Thus scaffolding in the LSEN environment must be even more actively practised as learners need assistance with activities that many mainstream learners are capable of doing themselves, like imagining or conceptualising.

This linkage with the everyday is also apparent in the work of Bernstein. Bernstein explored the relationship between family and schooling, mother-child relationships and the social role of language and literacy as well as issues of social class and gender inequality. Bernstein's theory of language codes, although regarded as a structuralist explanation of why education failures occur, was to a large extent based on primary socialization in the family. This also links to Rose's focus on reading practices in middle class homes before school, as well as Bruner's social learning theory of family learning through watching/listening to family members and learning from the exposure. Thus it is arguable that the circumstance of a given family can greatly affect the success or failure of a learner. Common factors such as diet, childhood illnesses and social class, as well as a host of other socio-economic factors, all play a role in language development and usage. Bernstein placed a great deal of emphasis on society's impact on reproducing class inequalities. He was very critical of schooling and the curriculum as he believed these to be the instruments used to facilitate and justify the unequal distribution of advantages and comfort afforded to the educated class. It is here that the link to the genre approach and its aim for social equity and equal access to the power provided by being literate can be noted.

Bernstein used the discoveries of Ferdinand de Saussure (1959) to construct his theory of language, which was explicitly linked to the social habits of specific discourse communities and groups in society. De Saussure believed real psychological processes underpinned language in the same manner that systematic processes are evident in historical changes in languages. He also pointed out (1959:9) the difference between speech (language) and language (text) as a product of speech and a collection of conventions that had been incorporated by society to allow individuals to be able to use the faculty of language (text and speech). Language was constituted by linguistic expressions, using signs to construct meanings. Bernstein's interest and theory focused on uncovering the grammar of these social signs. Bernstein focused much attention on the so-called "Deficit Hypothesis" of Dittmar (1976), which was the idea that linguistic abilities of particular social groups, especially lower class groups, were limited or deficient in some way. So Bernstein identified the existence of "public language" and "formal language" later termed "restricted code" and "elaborated code." He believed the lower class of society used the "restricted code", or as Halliday termed it, "fragmentation and logical simplicity" (mentioned in the work of Sadovnik: 1995). The remediation for this situation, Bernstein believed, was, "to preserve public language usage but also create for the individual the possibility of utilizing formal language." (1971:54). This formal, educated language he termed "universal meaning." The user needs to become empowered through moving from everyday discourse, to specialised discourse and finally critical usage of the language.

This was of great impact on education and literacy teaching as it implied that schools and therefore the curriculum, must correct the "logical simplicity" of minority group learners who have not had the opportunities to be exposed to "elaborated code" or had the advantages of the educated class. Rose supports this idea in his work, as he too believed that the curriculum favoured the advantaged. His work with the Aborigines and other people of Australia, is proof of this belief. These students were termed slow and never given the opportunities to catch up with their classmates and so fell further and further behind. These learners lacked the primary exposure that middle class parents seemed to give their children, supporting Bernstein's view (19%) of the way schools discriminate against working class children because they are premised on different experiences. Rose's work on SLS was able to improve their levels of literacy significantly and so support Bernstein's idea that the schools and curriculum should correct the "logical simplicity" and not merely overlook it and label learners "slow." The application of the genre approach was useful in this instance.

Bernstein believed the difference in the language of the uneducated and educated classes was in their choice of words and structures, not the actual grammar. He linked language to cultural identity, claiming culture is itself moulded by the rule system governing the code being used "which speech codes are realized is a function of the culture acting through social relationships in specific contexts" (1971:173-174). Thus Bernstein believes, just as Rose, Vygotsky and Bruner, that getting to know one's students and building a positive, warm relationship with learners will go a long way in assisting their learning as one needs to be sensitive to their cultures and backgrounds before one is able

to really connect with the students and so build a good foundation on which to implement scaffolded literacy strategies. Educators must acknowledge diversity among students and use it as a means of entry into the specialized domain.

It is clear that many role-players in education, like Rose, Vygotsky, Bruner, Freire and even non-governmental organizations, like UNESCO, have all emphasised certain common elements. These commonalities include the need to build and maintain stimulating, nurturing learning environments filled with respect for both student and educator and one which builds on the knowledge and life experiences of the learners. It is vital that one never loses sight of the fact that illiterate people are not incapable people. Many lead full and productive lives in many areas and so must not be treated as though they have reduced learning capacity simply because they are illiterate or have feelings of insecurity or inferiority because of their literacy disability. In short, these theorists and researchers noted that guided assistance, in the form of scaffolding and more particular scaffolded reading strategies, brings about the greatest benefits and progress in learners and assists these learners in moving from the everyday into the specialised and then reflexive domains.

2.6 Alternative Scaffolded Approaches

Another group of researchers whose studies lend support to scaffolded reading strategies, is the group established and headed up by Gray (1983). He implemented a technique similar to Rose's as he too was alarmed at the astronomical failure rate among Aboriginal

students at Traeger Park School (Australia). He named his approach the Concentrated Language Encounter Technique. Gray and his colleagues introduced this technique into Thailand in 1984 and over a period of 5 years, virtually all students who attended school with regularity became enthusiastic readers. In 1990, the Thai government adopted the CLE language and literacy principles nation-wide in education. The programme was developed mainly for early school grades and got its name from Courtney Cazden, who claimed that children learn language mainly through "encounters" with others. Encounters also incorporates explicit teaching which was a cornerstone that emerged out Systemic Functional Grammar, be they encounters with teachers, family, or even class mates, in which children concentrate intensely on making themselves understood (Cazden: 1997). This belief correlates with Rose's belief about the aspect of discussion and sharing ideas and life experiences in order to orient the reader to the text and so help foster greater comprehension.

There are basically two tenets to this approach. Firstly, Gray noted that the most successful learning/teaching sessions were those where learners were placed in situations that were interesting and challenging to them and where they had to confront the challenges to achieve certain language goals. Secondly, the feature central to Rose's own work, scaffolding techniques, were used. Teachers were to model the behaviour they hoped to elicit from their learners. For example, initiating a discussion about a text (or as Rose terms it, orienting) which would allow learners to share their own relevant experiences with the class (Rose's term for this is elaboration) and so begin analysing the text and understanding its meaning (Rose's identification phase) and thus engage with it

and the related activities in a meaningful manner. Again this technique requires that teachers observe their learners carefully and ask goal directed questions to ascertain where learners might be having difficulties and so arrange activities and instruction on an individual basis to improve these areas of weakness. Exercises involving discussion about text, characters, plot and then recall of work, as well as group work with minor written tasks of what the group has discussed, and then report backs to the class and whole class discussions are central to this technique. The scaffolded procedures common in this technique are also evident in Rose's work.

The more literature one surveys, the more the ideas presented by Rose are supported and further entrenched in good teaching style and teaching ethics. Literature available on the subject of literacy and learning to read in particular, all have a similar core theme; the successful use of scaffolded strategies to assist learners. Whether it is in its simplest form as a care-giver who reads to a young child and points out pictures or the drawing alongside, as an adult learner and doing exercises involving phonics, syllables and word recognition or debate and discussions, scaffolded learning experiences are highly beneficial to learners.

Principles all methods seem to have in common include the following:

1. Understand your learners; get to know them on a personal level.
2. Structure the class according to the needs of the learners.
3. Build on what learners already know.
4. Make lessons interesting and relevant.

5. Encourage all learners to participate.
6. Understand that different learners learn in different ways.
7. Provide lots of encouragement and feedback on work.
8. Encourage learners to problem solve and confront challenges.
9. Use language that all learners can understand.
10. Ask the learners to evaluate the learning process regularly and by so doing create a relaxed and involved atmosphere that is both nurturing and respectful.

(Adapted from: The ABET Trainer Series: 1996.)

Bearing these principles in mind it is clear that Rose includes many of them in his approach. For example, Rose attempts to give learners the tools to understand the text before reading and makes sure that they have the understanding to respond to questions so that they can elaborate, identify and repeat the process. Rose does however, suggest much more learner support before activities can actually take place and as such he allows more time and depth in the preparation stage of his reading cycle. Also, Rose places great emphasis on language development and how the text being studied unfolds. Rose focuses on the need to make learners not just readers, but readers who can learn from reading thus the need to explicitly teach language and how language is used in a text to help it unfold. This language development and text unfolding again highlights the powerful influence of SFG (Systemic Functional Grammar) on Rose and his work.

John Holt, in his book, "How Children Fail" writes, "They fail because they are afraid, bored and confused. They are afraid above all else, of failing, disappointing or

displeasing the many anxious adults around them whose limitless hopes and expectations for them hang over their heads like clouds. They are bored because the things they are given to do and told to do in school are so trivial and dull and make such narrow and limited demands on the wide spectrum of their intelligence, capabilities and talents. They are confused because most of the torrent of words that pours over them at school makes little or no sense, often flatly contradicts what they have been told and hardly ever has any relation to what they really know - to the rough model of reality they carry around in their minds." (1964:80-83). Rose's approach deals with this lack of confidence and self esteem, through affirmation and positive feedback, while still focusing on and explicitly teaching linguistics and literacy devices to improve literacy levels and comprehension. It is important that students not just comprehend what they are reading but be able to use the skill of reading to further their own development and learn from reading. Rose believes in an affirming and inclusive approach in the classroom. Participation from all students is more conducive to "buy in" and so the process of learning and teaching is greatly facilitated when students are interested in what is being taught and are thus more motivated to learn and entrench this new knowledge. This in turn leads learners to feel more in control of their own learning, more responsible for learning and so perceive themselves as more successful when they are able to achieve things that previously they were unable to do.

Holt's (1964) belief supports much of the literature that has been reviewed thus far and can sum up the premise for the work done in, "Breakthrough to Literacy: The Theory and Practice of Teaching Initial Reading and Writing," (Mackay et al 1970), which proposes

that conditions under which learning takes place are also important. Learners must like and trust the adults or people helping them. Further stipulated is the idea that mental growth and learning are inseparable (pp80). This implies mental development or cognitive growth, which is necessary for learning to occur. Bearing in mind that the point of this research project is to determine whether scaffolded reading strategies would be feasible for use with adult learners who have a special educational need due to a learning barrier or disability, it is vital to study what literature has to say on cognitive development.

The focus in this literature review will be on the cognitive and learning theories of Bruner, Vygotsky, Bernstein and Rose's own work which encompass our ability to learn as infants, children and adults and also suggests ways to overcome certain learning disabilities. The work done by Jean Piaget will also be explored but does not form the main thrust of this study. Cognitive development is defined as "changes in our capabilities as learners by which mental processes grow more complex and sophisticated." (McGowan et al 1996). This implies that the focus for the educator should be on how to make an impact on cognition so that more complex mental processes can be achieved.

In Vygotsky's cognitive theory, which focused on the Zone of proximal Development (ZPD), the actual development was what he believed a child could do unaided, but potential development was what a child could do "through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978:86). This theory

articulates with the ideas of scaffolding, a term coined by Jerome Bruner, in which a more proficient partner changes the amount or type of support given to a less proficient partner as they become more adept in the skill. (Wood, Bruner & Ross, 1976). To scaffold efficiently, it is important that the stronger partner be aware of what the weaker partner's weaknesses and difficulties are, as information given at too high a level will also serve no purpose. Much emphasis is placed on the idea of social interaction shaping and facilitating development. Thus teachers can be armed with knowledge to be better able to determine just what experiences will best support the development of a learner. Vygotsky further believed that learning is facilitated best when learning is focused on abilities that are busy developing and not those that are already developed

Although Rose chooses to focus much of his scaffolded literacy strategy on Vygotsky's theories, he was also influenced considerably by the work of Jerome Bruner. Bruner's work moved away from the work of Piaget, as he argued that environmental as well as experiential factors were very important in the development of cognition. In this he was influenced by the work of Vygotsky. Bruner had a particular interest in the cognitive development of children and wrote, "the teaching and learning of structure, rather than simply the mastery of facts and techniques, is at the centre of the classic problem of transfer. If earlier learning is to render later learning easier, it must do so by providing a general picture of terms of which the relation between things encountered earlier and later are made as clear as possible." (1960:12). In this, Bruner's work supports Rose's work as the idea of background knowledge and activation of prior knowledge to assist the learning process are all featured quite prominently. Bruner also emphasises another

important aspect in his work in education and cognitive psychology, the idea of motivation and the confidence and actual ability to process text. He says, "motivation must be kept from going passive...must be based as much as possible on the arousal of interest in what there is to be learned," which also supports the principles of the creation of a nurturing and stimulating classroom environment and the building of mutual respect between educator and learner. Rose's work is able to meet these needs as, if implemented correctly, the SLS affirm all students and their responses. Every effort is made to encourage whole class participation and scaffolding, from the lowest level of understanding to the highest level in a particular class, to allow all students to be nurtured at their different levels of need. Learners whose confidence is at higher levels are generally more secure and willing to take risks with their learning and so explore more. This enhances their ability to do tasks set which rests on reading, thus learning more which causes greater self confidence as students feel more successful and happier with their achievements.

Linking with cognitive development is the role of decoding in learning to read. A code is a system of signals used to represent assigned meaning (Bernstein 1971), when a person has learned to apply meaning to these signals they can decode. This is reflected in being able to apply knowledge without conscious effort, as in instant word recognition, word identification and sight word recognition, or in consciously applying knowledge as in word attack or figuring out, the ability to decode is used when confronted with a new, unknown word and previously learned skills are brought into play to help figure it out. The ability to decode is used when confronted with a new, unknown word and previously

learned skills are brought into play to help figure it out. Evidence exists (Stanovich: 1986) that children who are slow to attain the decoding skill rarely become strong readers while early learning of the code leads to wider reading habits both in the and out of school, (Juel 1988:437-447), similar to the idiom "the rich get richer, the poor get poorer" and termed the "Matthew effect." (Stanovich 1987:360-406). This state of affairs is highlighted and explained in Bernstein's work and code theory as discussed earlier.

Lesgold and Resnick (1982) discovered that a child's speed of word recognition in the first grade was a fairly reliable indicator of that child's reading comprehension in the second grade. Clay (1979) in discussing the longitudinal results of children learning to read in New Zealand states, "There is an unbounded optimism among teachers that children who are late in starting will indeed catch up. Given time, something will happen! There may well be isolated examples which support this hope, but correlations from a follow up study of 100 children 2 to 3 years after school entry lead me to state rather dogmatically that where a child stood in relation to his peers at the end of his first year in school was roughly where one could expect to find him at age 7 or 8." (Clay 1979:13).

The reviewed literature further highlights the importance of Rose's work in taking students who may otherwise have been written off by researchers like Clay or Lesgold or Resnick, and introducing them to scaffolded literacy strategies to allow them to "catch up" in a planned, goal oriented intervention. Rose's successful work in Australia is evidence of this as shown by the information gained from the 3-year project in Indigenous students' reading accuracy at Wiltja secondary programme 1997-99. Term four of 1997 saw the average learner's reading level at slightly above level two of the

National Literacy Profile levels. This had improved markedly by the end of Term four 1998 when the average was now slightly above level 3 and the following year, 1999, saw this again improve to level 4. (Rose: 2000)

What helps children learn the code? Children learn the code far more easily when they have certain pre-requisite understandings about print:

1. Printed words carry a message.
2. Words are composed of letters.
3. Letters correspond to the sounds in spoken words.

There are a number of factors which promote learning the code. Nursery school attendance, being read to by a caregiver and watching instructional television e.g. Sesame Street, are just a few tools to assist the early learning phase. (Maclean et al 1987). Once again the early models of reading play an important role, (refer to middle class practices and the Bernstein pre-primary experiences mentioned earlier in the text) and include such things as home environment, shared reading activities, parents or guardians as reading models and the parent or guardian's attitude towards education and reading. (Adapted from Radencich 1994).

Promoting the learning of the code is also reflected in teaching practice among educators. In reviewing literature linked to this research project, the work done by Frank B. May, "Unravelling the Seven Myths of Reading: Assessment and Intervention practices for

Counteracting their Effects," (2001) has shed much light on certain myths which seem to be the principles upon which many teachers build their teaching practice.

These seven myths, as seen by May, are:

1. We learn to read mostly by learning words
2. Poor readers make the most mistakes and teachers should correct those mistakes instantly.
3. All phonics methods are equally effective.
4. Phonological awareness training is not necessary.
5. Reading comprehension is nothing more or less than the ability to answer questions about a text.
6. It is up to the student to learn to read well regardless of text quality or difficulty "if he'd just try harder he would succeed."
7. Reading and learning to read are much more cognitive than motivational.

It is unfortunate that these "myths" appear to be common practice for many of the teachers in the South African Educational context thus, as was the case with the Aboriginal learners in Rose's study, many learners get labelled "slow" or "disabled" when they simply have not been given the right kind of help at the time when they required it, or the teachers the learners were exposed to subscribed to the outdated "myths" of reading mentioned above and so were unable to help them. Teacher knowledgeability will influence the transmission of content and knowledge in the class situation as Kennedy (quoted in Supovitz: 2001) concluded that development programmes for educators which emphasised subject matter knowledge and on the

student learning of that subject matter were more likely to have positive effects on student learning than development programmes that focused on teaching behaviours. Morais and Pires (2002) found that the competence of the educator accounted for approximately one quarter of variance in student learning of high-level cognitive functions. The pacing of the curriculum, which Rose also refers to as a way in which learners get left behind, is also a factor in the South African classroom. The pace at which certain outcomes are explored may leave learners who have yet to achieve a specific outcome behind as the curriculum continues on to the next outcome. Thus the curriculum may be too rapid for slower learners to keep abreast. Alternatively, a repetitive cycle of low-level skills instruction is also not ideal as the learners now move too slowly and the class falls behind the intended curriculum and so the appropriate level of cognitive demand will also be jeopardized. (Taylor and Vinjevold 1999; Ensor et al 2002; Hoadley 2002)

The work of Carbo (1996) is quite helpful in reinforcing the ideas of Rose, as well as Vygotsky, Freire and Gray, as she has developed a system of teaching reading that she has labelled "Reading Styles", which consists of ten important elements. Many of these ten elements appear to overlap with the work of the researchers and theorists mentioned above. These elements are:

1. Observe each student -identify his or her attitude to reading. This principle is evident in Rose's work as he seeks to involve all students in class activities, not just to improve their grammar skills and reading ability, but also to get to know their cultural backgrounds. This knowledge assists teachers in that they become better acquainted with

students and may then avoid falling into the trap of making assumptions about what learners do or do not know.

2. Match the teaching method to each student's interests and abilities. This principle differs from Rose's work as he uses one methodology, Scaffolded Literacy Strategies, but through the use of his approach, Rose is able to involve all the learners in a class and allow learners to share their interests and abilities with all the class members.

3. Demonstrate and model comprehension and decoding strategies. This principle is strong in Rose's work as he models all the steps in his lesson sequence discussed earlier. The learners are given many opportunities to watch comprehension and decoding strategies and are also given the opportunity to practice what they have been watching and so learn how to master these skills themselves.

4. Provide high interest, well written texts. Texts should be age appropriate and relevant to the lives of the learners.

5. Provide a comfortable, relaxed reading environment. Rose, through paraphrasing the text before reading the text aloud to his students before analysis begins and subsequent reading by both the teacher and other students, allows students the opportunity to orient themselves within a text in a non-threatening manner. This allows learners the time and opportunity to build up confidence and so feel relaxed and comfortable in the class environment.

6. Use choral reading as well as a variety of group and individual reading activities. Rose too incorporates this principle as a means of assisting weaker readers to build up confidence in a non-threatening manner and practice their reading skills.

7. Provide students with the opportunity to write or dictate stories. Rose, after progressing through the stages of preparation and identification allows students to negotiate a new text firstly through joint construction and later independently.

8. Have students listen to a peer or teacher reading aloud daily. Rose advocates the use of reading aloud with each text being studied and again with each lesson that deals with the text. Rose incorporates lots of reading by both the teacher and by the students in his lessons.

9. Provide students with time to listen to story tapes and follow along with the written version. Although Rose does not use story tapes, he does promote reading aloud and turn taking among students to read aloud while the class follows. Rose prefers a more hands on approach with the teacher actively reading the text, explaining phrases, asking students leading questions to guide their understanding and encouraging sharing from the students' own life experiences.

10. Combine the story tapes with the repeated reading technique.

Scaffolding clearly makes use of most of the elements used in Carbo's approach to the teaching of reading and comprehension. It must be noted that scaffolded literacy techniques fall under the umbrella of the whole language strategy. This is simply a view of literacy, learning and teaching that is driven by key assumptions about how students learn. Whole language has its antecedents in the student centred notions of Dewey and the psycholinguistic assumptions of Kenneth Goodman Smith and others, work which was started in the late 1960's and into the early 1970's. In an article entitled, "On the psycholinguistic approach to teaching reading," they explained what remains as a key

tenet: "whole language is a set of beliefs, not an approach." In this article, whole language was synonymous with the psycholinguistic approach. As stated, "a psycholinguistic approach to reading would be the very antithesis of a set of instructional materials.... the child learning to read seems to need the opportunity to examine a large sample of language to generate hypotheses about the regularity underlying it and to test and modify these hypotheses on the basis of feedback that is appropriate to the unspoken rules that he happens to be testing. None of this can, to our mind, be formalized in a prescribed sequence of behaviourally stated objectives embalmed in a set of instructional materials, programmes or otherwise. The child is already programmed to learn to read. He needs written language that is both interesting and comprehensible and teachers who understand language-learning and appreciate his competence as a language learner" (1971:179-180).

Clearly, teaching should be guided by what is known about learning. The further teaching moves away from how learners learn naturally from social modelling, the job of teaching them becomes more difficult. This doesn't mean that skills are simply left to develop on their own, as in the progressivists' belief regarding literacy development as a natural phenomenon that is simply "picked up" along the way. Instead, the method of teaching the way natural learning occurs, supports both Vygotsky's and Bruner's views of social learning and modelling which Rose incorporates in his methodology.

It must be pointed out however, that whole language learning shares common elements with the work of Rose and the Genre Approach, like the building up of confidence in

learners and exposure to many different texts. The Genre theorists and Rose would, however, differ with the whole language supporters on certain issues. For instance, Rose does not just expose learners to a text, immerse them in the language and then strand them there. Rose explicitly advocates the teaching of language so that learners can analyse a text and learn how a specific text unfolds and be able to apply the language and skills they have learnt to other texts to ascertain how these texts unfold. In this way, learners are given the tools to use reading to help them learn. This was the focus of Rose's "Learning to Read, Reading to Learn" project which sought to equip learners with the necessary skills to be able to read and to learn from reading.

Social learning and modelling implies that one should move from the general to the specific so that isolated skills teaching in the hope of mastery is inappropriate. This is clearly supported by the genre-based approach and SFG as the move from the everyday to the specialised and then the reflexive realms is encouraged. As Goodman and Goodman (1982:27) state, "Learning to read is not learning to recognise words, it is learning to make sense of texts. In the whole language programme there is no separate phonics instruction. Readers in a whole language programme do form rules for relating print to speech as they are reading meaningful texts. But these self developed rules are not over-learned or artificial as they would be if they were imposed by a structured phonics programme." Thus part of reading is the recognition of words but in the context of the text and not merely as separate, unrelated entities.

Thus key principles include the idea that learners learn best when the focus is on use and meaning, as is supported by Systemic Functional Grammars. Other principles include respect for the learner, for learning in meaningful situations and for the learner's natural language tendencies. Once again Rose's work links with this idea as he too believed in relevance and sharing of knowledge in a holistic manner, not simply learning skills in isolation and never being shown how to put all these skills together in a meaningful manner to conquer a task.

Also, educators should be developing literacy learning situations based on the needs and experiences of students and provide guidance for these learners. "They are growing into literacy under the guidance of their teachers." (Goodman and Goodman 1982:129).

Goodman and Goodman's work encourages sharing with students, whether it is about their life experiences or something they have read or written. They argue that remedial programmes oppose whole language programmes, as they tend to only focus on weaknesses and not strengths, word level rather than meanings. Whole language advocates these special needs learners to value their abilities and not be weakened by what they cannot do, to trust themselves. Thus whole language is a general framework in which specific reading strategies are developed, it is not in itself a reading strategy. This framework of affirmation and nurturing articulates well with both Rose and Halliday's work. Reading strategies that have developed out of this framework include the 'Prep' technique. This particular technique allows learners to generate what they know about a particular topic (activates prior knowledge or as Rose would say "orientation") as well as giving the educators a chance to assess this prior knowledge and the language used by the

learners to articulate this knowledge. Langer (1981:153), who developed this technique, says, "when preparing students for a reading activity, we can help them become aware of relevant prior knowledge while we judge whether or not that knowledge is sufficient for comprehension of the text (top down processes). At that point we will be able to make knowledgeable decisions about reading assignments and instruction and related concepts."

Yet another technique to evolve from the whole language approach is that of Text Preview. This is designed to build learners' background knowledge about a topic or issue before reading, motivate learners to read and provide an organizational framework for understanding a text. Research support for Text Preview has demonstrated the efficacy of using it with learners of middle school through high school age who have varying ability levels (Reading Research Quarterly 18:262-276). Rose uses a similar technique in his work as he encourages learners to share their previous knowledge in order to help themselves and class mates orient themselves in a text. He does this through paraphrasing a text prior to the reading of the text. This assists learners to orient themselves in the text and to draw on any previous experiences, which may be relevant to the text. Thus they are able to focus on the text while the educator is reading and not be using all their energy on deciphering words and meanings and so lose out on listening to pronunciation. However, Rose goes a step further as he explicitly teaches grammar to the students while sharing knowledge by referring to the text and the manner in which the words and phrases have been used to convey a particular meaning in the context of the text.

Manzo (1969) developed the ReQuest technique to encourage learners to formulate their own questions about the materials they were reading and developing questioning behaviour also to adopt an inquiring attitude to reading. Added to this the technique seeks to instil the desire to acquire a purpose for the reading task and for learners to improve their independent reading comprehension skills. Manzo suggests that these skills facilitate the learners' acquisition of an active, inquiring attitude and their ability to examine alternatives and to originate information, he considers these things to be vital if students are to transfer problem solving involvement to other contexts. (Manzo 1969:123-126) For Rose, this technique would require learners to have reached a higher level of literacy so that they were able to read, understand and begin to analyse the text on their own. This also implies that, for Rose, learners would need access to literature so that reading to learn to use these strategies would be facilitated. This is the ultimate goal for Rose, for learners to use reading to learn and so although Manzo's work is relevant to literacy, it would be a goal to be reached for low level literacy learners and not a starting or even mid-point in the process of literacy learning.

Another strategy to evolve was the QARS (Question-Answer-Relationships) developed by T.E.Raphael (1982b) as a procedure for enhancing students' ability to answer comprehension questions by giving them a systematic means for analysing task demands for different question probes. Learners often receive little or no help for how to answer questions so Raphael developed four principles of instruction to help readers analyse the task demand of questions. Firstly, give immediate feedback. Secondly, progress from shorter to longer texts. Thirdly, begin with questions that are more straightforward then

move on to questions that require multiple sources. Lastly, develop independence by beginning with group learning experiences and progress to individual and independent activities (Raphael 1982(b): 186 -192). This work is similar to that of Rose's in that Rose too begins with group work, modelling and then joint construction before learners progress to a level where they can work independently. Rose scaffolds his learners and provides high levels of student support before gradually withdrawing the support as learners are more able to use the skills explicitly taught to analyse texts and the unfolding of texts on their own.

Another technique in use was the Explicit Teaching of Reading Comprehension and Rose's work echoed certain elements of this approach in that the skills he sought to teach would need to equip learners to deal with texts of varying natures and with varying purposes. Explicit Teaching of Reading Comprehension was intended as a framework for developing reading strategies that are capable of being applied to other reading situations without teacher support. In the late 1960's and early 1970's, developmental psychologists began to explore the possibilities that reading comprehension and other problem solving abilities were amenable to change with the appropriate intervention. The questions they asked were: can a learner be made aware of reading comprehension strategies or be taught skills that will transfer to independent reading situations? What emerged were the following recommendations by Tierney and Cunningham (1984):

1. Relevance - learners are made aware of the purpose of the skill or strategy.
2. Definition- learners are informed as how to apply the skill by making public the skill or strategy, modelling its use, discussing its range of utility and illustrating what it is not.

This is evident in Rose's work as he too models the strategy and illustrates each step that needs to be taken in the scaffolding process.

3. Guided Practice - learners are given feedback on their own use of the skill or strategy.

Similarly, Rose responds immediately to the learners in the class and their responses acknowledging all the students' input.

4. Self-regulation- learners are given the opportunity to try out the skill for themselves and develop ways to monitor their own use of that skill or strategy. This is apparent in Rose's approach as after the learners have created a new text using joint construction, they then use that jointly constructed text as a guideline in the construction of their own text in a similar genre to the text studied.

5. Gradual release of responsibility- the teacher initially models and directs the learners' learning, as the lesson progresses, the teacher gradually gives more responsibility to the learners. Rose aims to do this as the final goal is for learners to be able to use the skills they have been explicitly taught by the educator to engage and work with texts on their own thus using reading and language skills to learn and further their knowledge.

6. Application- learners are given the opportunity to try their skills and strategies in independent learning situations.

Rose too incorporates some of these elements in his approach to teaching literacy. During the lesson sequence (illustrated earlier) through which Rose moves his students in a study of a text, the students are exposed to and even share in the relevance of the text and the language use which makes the text convey its message. Through the identification of the linguistic features of a text students are able to recognise and understand linguistic

features which make the text suitable for its context and purpose. Learners are thus able to build up new language skills that they can incorporate into their own writing. This writing is done as a joint reconstruction initially but as skills are mastered, students are able to move on to independent writing.

'Think alouds' also developed from the whole language approach. They were designed to help learners examine and develop reading behaviours. Davey (1983) proposes that think alouds might be used as a means of helping poor readers adopt a meaning orientation to print, monitor their comprehension and apply self - correction strategies. Davey identifies five aspects of a skilled reader's thinking that studies have shown are frequently lacking among poor readers. These include making predictions, visualising, linking with prior knowledge, monitoring and self-correction. Davey contends that teachers can help learners acquire these skills through modelling by the teacher followed by ample practice by the learners. She states, "The modelling process is founded on the belief that if teachers describe their own thoughts about a text (so that students can see a mind responding to a text) the learners will realise how and when to do the same."(Davey and Porter: 1983: 197-202; Davey: 1983: 44-47). Rose incorporates this element in his SLS as he paraphrases a text and orients learners to the text before reading the text aloud. This allows the learner to focus on the text and not be distracted by trying to discover what the text is about. Also, it facilitates the learners' further learning in a phonetic way as they are free to concentrate on the text's vocabulary while it is being read and so focus of pronunciation.

Locally, the work of Lategan and Prinsloo in developing thinking skills and improved reading comprehension also serves as an example of how well scaffolding works in classes. These two researchers presented their findings at a paper delivered in Harrogate in 2002. Their work focused on much of Bloom's Taxonomy (1984) and the development of higher order thinking skills such as developing knowledge, thinking, comprehension, evaluation, application and synthesis that are all needed if one is to be able to effectively and purposefully deal with knowledge gained from discourse and texts. Bloom's Taxonomy is arranged in levels of difficulty as follows:

Figure 10: Adapted from Bloom's Taxonomy (1984[^])

EVALUAT
1-ON

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

KNOWLEDGE

Often work done in the classroom focuses on only level one, knowledge, and little emphasis is shifted to the next levels of comprehension, application, analysis, synthesis and evaluation. Lategan and Prinsloo implemented a variety of strategies in a bid to improve comprehension in learners and develop problem-solving skills in learners.

Strategies like "Noisy Round Robins" in which learners can all participate and share their thoughts or feelings regarding a text or issue or "Doughnuts" in which the whole class is engaged with a text but with a partner only, not with the rest of the class and then an oral feedback session for the whole class is required. Rose's SLS also requires a great deal of group or peer work and feedback is a very important principle of his strategy. This work

articulates well with Rose's work as he too supports the need to be able to work effectively, with purpose and comprehension when dealing with discourse. The need to be literate and raise literacy levels is made even more important as learners, are actively taught skills to improve comprehension which further assists them in enhancing their problem solving skills.

The purpose of this research programme is to determine the feasibility of using Rose's Scaffolded Strategies in the South African special needs arena, but mention has been made of other strategies to highlight strategies that developed from within the whole language framework. Clearly Rose has incorporated many of the best and more common elements of these other strategies into his own work, thus an understanding of how these strategies developed and why the specific activity or principle was used, is essential to the deeper understanding and better application of Rose's techniques.

The manner in which one teaches learners to read is vast and varied, as can be seen by the mention of just a few of the strategies available to teachers, but most experts in this field agree that regardless of the method chosen, attaining fluency is important. Goodman and Goodman (1979:149) see fluent reading as consisting of, "optical, perceptual, syntactic and semantic cycles, each melting into the next as readers try to get meaning as efficiently as possible using minimal time and energy." Carnine and Gilbert (1979:32) have stated that to read fluently means to read, "smoothly, easily and quickly," while yet another description of what it means to be fluent was put forward by the Dictionary of

Reading and Related Terms (Harris and Hodges 1981) as, "freedom from word identification problems."

Winne and Marx (1982:493-518), offer the following as their view on instruction, "cognitive mediational paradigm," which is like the, "schema theory view" of Anderson and Pearson (1984) and views learners as active rather than passive, participating in both the instruction and learning phases of education, which supports Rose's scaffolded theory of reading instruction. The teacher needs to play an active role, facilitating the learning process by providing instructional cues as well as monitoring the class closely to interpret what the learners say and do during instruction to determine if they will be able to achieve the intended outcome or if they will require more time and guidance to attain this goal. Teachers need to be explicit, to share information with their students who can then use this information to construct understandings about how reading works and then the teacher can provide practice opportunities for them.

Anderson and Pearson (1984) in their research on reading instruction developed a few "Rules of Thumb" that they found very useful in preparing to teach reading:

1. Use only a few well-taught, well-learned strategies.
2. Reading develops as a process of emerging expertise (it is not learned as a set of isolated skills).
3. Good reading strategies are as adaptable as they are intentional (goal oriented).
4. Good reading instruction is as adaptable as it is intentional (goal oriented for where learners should end up).

5. Good reading instruction depends on the creation of an environment that continually reinforces the usefulness and value of reading
6. Good reading instruction involves giving learners opportunities to activate their background knowledge, discover new information and construct new meanings.
7. Good reading instruction involves carefully building scaffolding that allows learners to use a strategy before they fully understand it while they gradually gain control of it (modelling, elaboration, cues, analogies, redirecting).
8. Good reading instruction involves helping learners develop understandings about reading, both global conceptual understandings and more specific understandings about how, when and where to use strategies.
9. Both reading and comprehension instruction are highly interactive and reciprocal.

These "Rules of Thumb" are important and are evident in Rose's work. Rose is a great proponent of the participatory nature of reading instruction, of sharing information and building on what learners already know. This lends itself to the creation of a climate of mutual respect and nurturing that would further cultivate the outcomes wanting to be achieved. Rose's idea of sharing links to the ideas expressed by other researchers that ideas are created mentally first, then expressed verbally before being translated into the written form, thus debate, discussions and verbalizing one's thoughts are all an intrinsic part of learning to read and build up shared information. The links which Rose shares to many of the aforementioned approaches lends greater support for the use of Rose's SLS in the classroom as it shares much in common with other successful approaches yet is still unique in its approach.

It should also be apparent that in exploring this particular field, one needs to make the research interdisciplinary, drawing on the work of psycholinguists, developmental psychologists, cognitive psychology and educational principles and ethnography as Rose has done by drawing on the work and theories of Vygotsky, Bruner, Halliday, Bernstein as well as other researchers. Also, for the purposes of this study, the research and practice of Rose's theory should bring about a change in the environment and teaching style so that the "slower" learners with their special needs can be accommodated. This view for intervention lends itself to the implementation of action research in this study. The very nature of action research lends itself to this exploration, as it is far more informal and focused on the day-to-day problems encountered in our society. It is used when looking for a specific answer to a local question but does also call on scientific methods so that the researcher's own personal experience or bias does not cloud the conclusions.

(Samuels and Farstrup 1992)

The aspects reviewed thus far include how students learn and what strategies are in existence that helped create the scaffolded reading strategy to be employed in this study. It is important to look at yet another aspect covered in great detail in literature, and which is vital to this study: assessing literacy.

Any form of assessment must meet two criteria. Firstly, it must inform learners of their development and enable them to take increased responsibility for their own learning and, secondly, contribute to an organization's procedures for monitoring and evaluating its own effectiveness. In this instance, the assessment process could aid in future policy

making decisions as the current debate raging in education circles of particular interest to LSEN (Learners with Special Educational Needs) stakeholders, is the inclusion debate. Should special needs learners be included in mainstream situations, it will be vital that they be able to access the texts that their other mainstream classmates are being exposed to. Thus, raising the level of literacy attainment and achievement will be essential to their success and coping in the mainstream classroom situation.

There are two types of tests available for testing learners, namely norm referenced tests (learner performance is compared to statistical data) and criterion referenced tests (performance is gauged against a fixed standard). However many short-comings exist in these tests like passages that are inconsiderate, questions are often tricky, tests often do not undergo reliability and validity testing, determine learner placement on limited information and the psychometric concepts used are often unknown to both the test taker and administrator of the test. Thus a new trend has developed in literacy testing under the guidance of teachers. Longer, more relevant passages are used (like from a magazine or newspaper), portfolios are used (a meaningful collection of the student's work), and teachers are made more aware of their own bias and interpretation of test results. A move to alternative methods of data collection and testing is seen as allowing more facets of the learner's work and ability to be reflected thus allowing for evidence of progress by drawing on different sources. It is important to use a variety of tools for assessment, especially when doing an action research project, as each tool has its own bias. So when using many data gathering procedures and tools one can generate enough information from different sources to make the conclusions drawn valid and the data reliable. The role

of assessment forms part of a tripartite system as instruction takes place first, then assessment, followed by curriculum review in a never ending cycle. Thus, how we teach will determine how we assess and what curriculum changes or adjustments need to be made.

In this particular research project, we need to take into account the special needs of the learners so it is advisable to note what literature has to say about teaching the disabled or below average learner. Materials selected for remedial work must offer an appropriate level of challenge so as to stimulate the learner, so they must be at the "instructional level" which is defined by E.A.Betts (1964) as "the highest level at which a student can read with supervision and support" from the teacher. This instructional level is always higher than the "independent level" (level at which the learner can read on their own) but lower than the "frustration level" which is too difficult for them, even with help.

The relevance of difficulty level turns thoughts again to Vygotsky's ZPD which suggests that learners learn best when receiving support for tasks which are at first too difficult for learners to achieve on their own. A great deal of time should be allocated to reading tasks and instruction should be explicit and direct, not an independent study as this is not effective for RD (reading disabled) learners. Teachers should challenge learners in a supportive manner making remediation a collaborative effort with much support and feedback from learners and teachers alike. Bruner (1968) said, "Reading can be considered one aspect of using graphics technology to develop tools to communicate, develop knowledge and accomplish tasks." This philosophy is advantageous as it can be

used within various ideologies or instructional beliefs. Bruner stated, "To instruct someone is not a matter of getting him to commit results to mind. Rather it is to teach him to participate in the process that makes possible the establishment of knowledge.. ..to take part in the process of knowledge getting. Knowing is a process not a product" (1960:72). It is important then to remember that scaffolding is a process, not a product and as such teachers and learners need to work through the process together.

In this vein, Rose's SLS are appropriate for use with Learning Disabled (LD) or Learners with Special Educational Needs (LSEN). Rose states that, "reading constitutes the primary medium for engagement in formal education, the ability to read with comprehension and to learn from reading is the foundation for most other activities in schooling." (Rose 2002:2) For those students with barriers to learning, acquiring the skills needed to be able to read with comprehension requires that they receive as much explicit training and assistance as possible. Previous approaches to both mainstream and special needs education have made use of the Traditional Approach with rote learning of the alphabet and vocabulary work coupled with endless spelling tests. This approach was evident at the test site with "Dictionary" work being done often. This entails a process of writing down ten or fifteen words on the board, letting the students copy these into their exercise books and then handing dictionaries so that the students can look up and then write down the definitions of the words. The words are removed from any real context; they are simply words that will keep the learners busy. Very little effort to move children from merely being able to recognize a word to actually understanding its use in a specific text, in various ways, is made. Rose's work on the other hand makes every effort to

actively teach learners the skills needed to become fluent readers, able to learn from reading, and not be stranded in the quagmire of rote learning.

An LSEN literacy project entitled "Learning to Read.. .Reading to Learn: Helping Children with Learning Disabilities to Succeed" (National Centre to Improve the Tools of Educators 1996:3-6) highlights certain factors that promote learning to read with fluency and some of these factors are also present in Rose's SLS. One of these factors is the active teaching of the relationship between sounds and letters. Rose does this explicitly in his lessons as was evident when learners were encouraged to write a jointly constructed text on the blackboard. The educator was able to assist with spelling using the phonetic approach of sounding out the words and illustrating how the sounds matched letters. This explicit teaching benefited not only the learner writing on the board, but also all the learners in the class as they were able to hear and see how the words were sounded out and then were able to model this behaviour themselves. Another important factor in the LSEN literacy project was the developing of fluent and reflective reading. Extending the learners reading ability by gradually introducing harder texts for study can aid reading development and comprehension. Rose promotes this idea in his SLS as he too engages with learners and the text in an interactive manner allowing for much discussion and sharing of thoughts or ideas. Comprehension strategies are modelled in Rose's approach by asking questions which facilitate "wondering" by the students like "How do you think the character feels?" or "Do you think that's a problem? Why?" Aiding learners to identify the main idea presented in the text as well as any supporting ideas fosters a greater understanding of the text and it is through the guided questioning and allowing of

discussion that learners are led to see the main ideas and supporting ideas too. The learners are oriented to the text prior to reading the text as the educator paraphrases the text and allows the learners to then focus even more on the meaning of the text and its linguistic features, which convey that meaning. Guiding the learners through the text with the use of discussion and questions as well as explicitly teaching language as it is used in the text are all part of the SLS and help to reveal how the text unfolds and so build better comprehension among the students. An example of this is shown in the text below, taken from Rose (2004:6-7).

Teacher: This whole paragraph now tells us why he joined the ANC and became a freedom fighter. It starts off by telling us what he learnt in Johannesburg. So what are the words that tell us what he learnt?

Students: But then I slowly saw that not only was I not free, but my brothers and sisters were not free.

Teacher: (Underlines) Yes, he slowly learnt that not only was I not free, but my brothers and sisters were not free. But that's obviously not what he expected. It's the word but that tells us this is not what he expected

The text being studied was a passage from the autobiography of Nelson Mandela, "Long Walk to Freedom" and as such was a powerful retelling of his commitment to the freedom of his people in South Africa. In this excerpt from the lesson, the teacher will first prepare the students with the meaning of the entire paragraph and explain "why he joined the ANC" and then going on to read the paragraph followed by explaining the role of the first sentence in the paragraph "what he learnt in Johannesburg." The multi layered

approach to the preparation of the students will allow most students to be able to read the sentence with full understanding of the author's intent. The educator then goes on to elaborate with more abstract information that is continued throughout the text and which is necessary for understanding how the text unfolds: "it's the word but that tells us this is not what he expected."

The scaffolding cycle is then repeated for the following sentence. First the word "curtailed" is located and identified as well as defined, but the elaboration which follows evolves into a rich debate of Mandela's intentions and the racial context he evokes, in which the learners are able to then recognise the intended effect for themselves, and relate it to their own experience.

Teacher: The next part means his freedom was limited. Can you see the words that mean my freedom was limited?

Students: It was curtailed.

Teacher: Curtailed, exactly. Curtailed is another word for his freedom was limited (underlines). And it was not just my freedom that was curtailed, who else's freedom was curtailed?

Students: Everyone that looked like I did.

Teacher: Yes, but the freedom of everyone who looked like I did (underlines). Why do you think he uses the words "everyone who looked like I did?"

Students: Same colour. Same race. All in the same race.

Teacher: Yes, why doesn't he just say black?

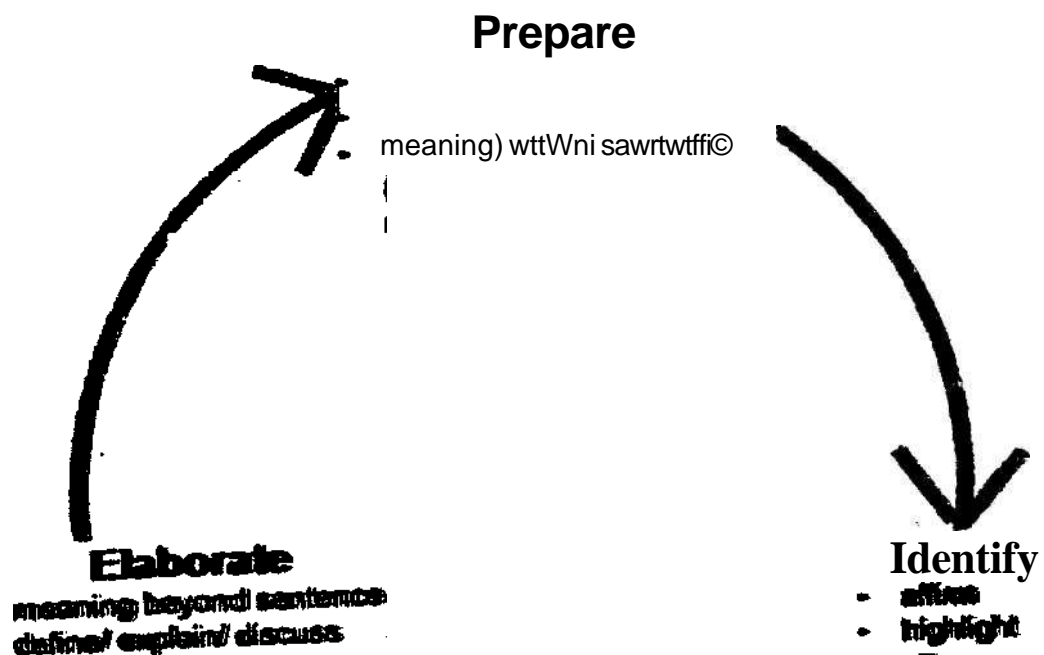
Students: He doesn't mean just black Cause there are Indians too.

Teacher: Maybe that's what it is, maybe discrimination is the key. Why would you discriminate against people just on the basis of what they looked like?

Students: It actually hits home. It's actually easier to understand. It has more impact.

This transcript from one of Rose's lessons highlights the common factors between his approach and that adopted by the LSEN literacy project to be used with learning disabled learners to improve their reading and comprehension. The transcript also neatly echoes Rose's three stages of Preparation, Identification and Elaboration as depicted in the illustration below.

Figure 11: Adapted from Rose's Interaction Cycle for Textmarking (Rose 2001)



in

It is clear then that Rose's work is eminently suitable for use in the special needs context which is the kind of context the research took place in. Newton High School is a Vocational school for Learners with mild to moderate learning disabilities. The concerns of Special Needs Education, as they apply to reading and literacy, would be suitably addressed by the implementation of Rose's SLS across the curriculum to build a sustained and continuous exposure to Rose's scaffolded literacy strategies.

Rose has provided an excellent example for teachers to examine and assimilate into their teaching practice. A video tape of a SLS lesson, done at Sobantu High School with a class of Grade 10 learners in 2003, provides educators with a working example on which to model their own lessons as they strive with their own students to emulate Rose's success in lifting literacy levels. It is clear in this model lesson how the educator, (Rose), draws all learners into the lesson and is thus inclusive, affirming and participatory. This aspect of Rose's work articulates well with the work of Vygotsky, Bruner and Halliday. The classroom atmosphere is relaxed and open, yet the educator is always in control and able to guide the lesson to ensure the greatest understanding and enlightenment. The learners are encouraged to share ideas, write notes on the blackboard (as the teacher would have done) and work in pairs with each other under the guidance and steering of the educator scaffold. The educator is still the authority as assistance is given with spelling (when doing the written notes on the board) and explicit teaching of phonetics occurs as well as good sentence structure and grammar (Halliday's SFG theory is drawn upon in this respect). Drawing alongside the learners, sitting at their tables with them, asking questions and developing an open relationship, are all apparent on this video and

as such provides a good example of how to conduct SLS lessons. This is of great importance to this study as the researcher has an idea of the lessons that need to be implemented at the research site and so assist in providing accurate findings in the classroom situation.

Rose's videotaped lesson is important for another reason as it reveals that Rose's SLS can work in the South African context, as demonstrated in the video recording. However, his work points to the fact that South Africa needs a systemic change in its education principles. Spady (1998:7) refers to systemic change as changes in whole systems of thinking and behaviour in organizations as well as roles and responsibilities people assume. This is of particular importance to special education but also education in general when one considers Rose's SLS. The need to scaffold, to draw alongside slower learners and give them every opportunity to succeed requires a drastic shift from "chalk and talk" teaching. No longer will lecture style teaching suffice. Rather the educator has to become an active participant in the learning process, demonstrated clearly in Rose's videotaped lesson at Sobantu High School. With the move towards inclusive education, Rose's work becomes even more important as it could form an intrinsic part of Education Support Services as, according to the White Paper on Educational Training (1995:29), "it is essential to increase awareness of ESS (Education Support services) in an educational system which is committed to equal access, non-discrimination and redress, and which needs to target those sections of the population which have been most neglected or are most vulnerable. " In order to support equal and inclusive education, educators do need support and training to overcome and intervene in learning situations which are

problematic and fraught with barriers. Whether barriers to learning are within a learner, teacher, institution or system they only become apparent when there is a breakdown in learning and steps and structures need to be in place to deal with these breakdowns or failures. The low literacy figures quoted earlier are a clear indication that there is indeed a breakdown in education and Rose's SLS offer an alternative method of teaching that has achieved documented success with learners who were seen to be "drop outs." If implemented in South Africa, Rose's methods could have far-reaching results for those termed "slow" or "failures" in our own society and educational system.

Rose's methods allow each learner's diverse needs to be met by a single teacher. Over a period of time, this ability to meet the needs of learners and so facilitate learning will allow movement between learning situations. For example, a learner from Newton High School will be able to move from this special educational context to the mainstream context and so further the aims of inclusion.

Rose's SLS offer a new way of thinking and teaching which can be incorporated across the curriculum. In this way, it is possible that policy makers should consider including Rose's teaching methods, as well as the psychology and theory behind these methods, in the training syllabus for teachers in a bid to raise literacy levels in all schools across South Africa. Newly trained teachers would then be in a position to cascade their knowledge of Rose's techniques to all staff at their respective schools and institutes. So they would be in a position to teach old dogs new tricks thus furthering not only professional development and whole school quality levels but also entrenching

scaffolding as a "new" way of thinking to replace the outdated and alienating "chalk and talk" style of teaching. This could only be to the benefit of education in South Africa.

"In essence our children will need to be information literate- the ability to use information purposefully and effectively," were the words of the Education Minister, Kadar Asmal at the launch of the Sowetan and David Phillip Publishers Education Initiative, 25 July 2000. If this is the future vision for all learners in South Africa, the application of Rose's SLS will be most beneficial in the South African classroom.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Rose's research and success with Aboriginal learners fuelled my interest in using his work to benefit my students who had been passing through school without ever being able to gain access to the power of literacy. Being learners at a special needs school, it was assumed that they would have learning difficulties and may never learn to read. This attitude amongst some of the staff at the school I was teaching in was very disturbing and saddening. The teaching of reading and writing, using Rose's methodology, thus became a challenge to me. I wanted to prove that, given the correct amount of support, learners with special educational needs could be scaffolded to a higher level of autonomy and gain greater access to the power of literacy.

3.2 Research Paradigm

In keeping with the theories of Vygotsky (1978:86), Bruner (1960:12) and Rose (2000), which have shaped the research for this study, this research programme will function within the framework of the Critical Social Sciences and a critical paradigm. The Critical Social Sciences paradigm defines social science as a "critical process of inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions and build a better world for themselves" (Neuman:76). Critical theory is thus concerned with "questions of power, control and epistemology as social constructions with benefits to some and not to others" (Muffeletto 1993:4). This

paradigm challenges the researcher to intervene and change the situation that has been chosen as the field of study and research. The Critical Social Sciences paradigm recognizes that the world is imbued with many types of power relations, which influence people and their behaviours. It encourages the questioning of society and its structures. As Foucault states, it demands "that we question everything, including law, science, religion and Western philosophy" (Anderson 1993:1). Critical theory is thus concerned with 'questions of power, control and epistemology as social constructions with benefits to some and not to others' (Muffoletto 1993:4). In this study, the power relations at play include the unequal access to powerful literature in society brought about by the unequal access to powerful forms of literacy within the school system mentioned by Bernstein (1996), Martin (1993; 2005) and Rose (1999; 2003; 2004). The person able to read and write for a wide range of purposes is more powerful in society than those who have not been provided with these abilities. Schooling does not always allow learners to move from their everyday domains and so they do not have access to the specialized or reflexive domains as described by Macken-Horarik (discussed in the chapter on Theoretical Considerations) and Bernstein (1996). This relates to Bernstein's work (see Theoretical Considerations) in schools and the evidence he accumulated to show the distinction between restricted or elaborated codes where access to elaborated codes refers to the levels of literacy needed for entry to specialized knowledge. Movement between the elaborated and restricted codes is denied to those not given the opportunity to become more literate and thereby gain greater access to the power of literacy.

Critical theory does not just provide an account of individuals or groups within a society, rather it particularly tries to emancipate the disadvantaged and disempowered, to rectify

inequalities and social injustices and to support individual freedoms in a democratic society. Thus its intention is to bring about social justice through transformation and greater equality in order to benefit those who were previously marginalized. The critical framework is a process of deconstruction of the world: it questions the political institutions, policies, ideologies or practices which maintain unequal power relations in society, for example, literacy. This questioning attitude is precisely what Foucault, as quoted in Anderson (1993) demanded of society as it encourages instructional designers to constantly examine the social, political, religious, racial or gender assumptions which underlie an instructional product or service. Research that is oriented within the critical framework of research, focuses on promoting critical awareness and consciousness, and breaking down oppressive ideologies that seek to produce, maintain and then reproduce oppressive social structures. Critical theory attempts to shift the balance of power to create a more equitable society. This process requires that people be able to reconstruct their worlds through critical reflection and action. This requires the deconstruction of instructional materials, products and even services so that the hidden meanings or curriculum can be exposed and thus eliminate exclusionary tactics which marginalize minority interests. Freire (1972) argues that people have the power to recreate their world through the process of reflection, thus his use of relevant, everyday themes in his teachings which allowed the everyday to be revisited and explored in such a way that students become able to reflect on their personal, everyday context and relate it to wider contexts (which could be related to the movement from personal to specialised and critical domains as explored by Macken-Horarik). The critically minded researcher acts with the aim of foregrounding the power of discourses to be able to recreate people's

lives. Actual life experiences and the social relations in play, which shapes these lived experiences, form the basis of the critical researcher's focus. This was clear in using a politically relevant text as the starting point for the study (excerpt from Nelson Mandela's 'Long Walk to Freedom') and then moving onto the Bill of Rights and the South African Constitution. These texts provided a relevant context in which to examine the learners' life experiences and highlight the social issues thrown into sharp review in the texts chosen for study.

Vygotsky's work has similar aims to those expressed by Freire (1970), that the marginalized have the power to remake or recreate their world through action and critical reflection, and he sought to facilitate movement from the known to the unknown (the Zone of Proximal Development). Vygotsky's theory of the Zone of Proximal Development (ZPD) encouraged the enhancement of potential development through "problem solving under adult guidance or in collaboration with more capable peers" (1978:86). This scaffolding, a term coined by Bruner (1976), would empower the learner to reach greater levels of learning than would have been possible independently as Vygotsky also believed that cognitive capacity did not precede instruction but "unfolds in a continuous interaction with the contributions of instruction" (1962). Bruner too believed that the "teaching and learning of structure rather than simply mastery of facts" (1960:86) was very important to learner development so that the learner would become empowered. This empowerment would enable the learner, in keeping with the Critical Social Sciences paradigm, to build a better world for themselves as they would be more aware of the power of literacies and so better able to deconstruct the social world they

live in to find hidden meanings in texts which may otherwise have marginalized the learner and denied them access to the power of literacy.

Ultimately, this is what Rose, who was also influenced by the work of Vygotsky and Bruner, seeks to do. Rose wants to empower learners through literacy learning so they too will have access to the power of literacy and the literacy of power and so not fall victim to the "hidden curriculum" present in many educational establishments. To be able to deconstruct a text and find the hidden meanings was part of the Critical Social Sciences agenda that would empower learners and liberate them. Rose's work, which draws on the theories of Vygotsky, Bruner and Bernstein seeks to empower students through his work in his Learning to Read, Reading to Learn project (2001).

33 Research Approach

Specific research methodologies such as ideology Critique and Action Research are associated with the critical paradigm. The central question to which an answer was being sought was how to assist the learners in a Grade 9 English class at a special needs school in Pietermaritzburg to improve the levels of their literacy and by so doing the quality of their learning. This question contains within it four stages or further questions.

- What is the concern in my practice?
- What can be done about this concern?
- What evidence and data can and will be collected to make a valid judgement about what I have done?
- How will I be able to validate any claims regarding what I have done?

The frequent use of the word "I" is a clear indication that action research is a hands-on approach involved with the everyday occurrences in the chosen field of study. In this case, the action research would take into account the frustrations and successes of the learners in the Grade 9 English class being exposed to Rose's Scaffolded Literacy strategies.

Stephen Brookfield positions ideology critique as a "learning process crucial to the realization of adulthood" (Adult Education Quarterly 2001:7-22). Ultimately, ideology critique is the process of questioning the ideology that allows social domination and the maintenance of a docile workforce. Thus it is a process of questioning the gate-keeping ideologies of the world to discover a greater underlying truth. Habermas (1972:230) has identified four stages that address ideology critique. Stage one is the interpretation and description of the situation or issue under investigation as the situation currently stands. Stage two is a more in-depth evaluation and analysis of the reasons that caused the creation of the existing situation. Stage three is a plan of action for bringing about change so that the existing situation can be transformed and move toward a more empowered situation with greater personal freedoms and equality for the individuals or groups concerned. Lastly, stage four requires the situation in practice to be evaluated to ascertain the level of transformation that has been achieved. Hemming (2004:47-48) asserts that,

Action research has become a powerful methodology that is usually driven by a sense of social action. It is implemented with the participation of the people for whom the intervention is designed, usually with their help and with the aim of emancipation for the participants. Action

research relies heavily on qualitative methods and its mother ideologies of interpretive and critical/emancipatory inquiry.

Action research highlights and focuses on putting into practice the planned intervention or agenda developed in stage three of the stages developed by Habermas. Carr and Kemmis (1986) believe that action research is immensely empowering and emancipatory and as such gives its practitioners a way to voice aloud their beliefs and findings. Kemmis suggests that "action research is concerned equally with changing individuals on the one hand, and, on the other, the culture of the groups, institutions, and societies to which they belong" (Kemmis and Taggart 1992:16). This belief articulates well with the truth revealing aspects of ideology critique and the questioning of gate-keeping or domination type ideologies, which exist for purposes of this study in the realm of instruction and education. Action research can be a label given to the study of a professional person's own practice with the aim to improve it within the context in which the practice occurs. This resonates with the four stages of ideology critique mentioned earlier. When applied to teaching, it involves the collection, analysing and interpretation of data to foster a better understanding of a certain area, which the teacher may be concerned about or interested in. Action research encourages teachers to look to themselves, be introspective, in developing ways or methods to improve their teaching, as well as looking toward current educational research and then beyond to the wider issues of how systems affect access to power. Thus action research has the potential to impact not only on a teacher's practice but on the broader educational context as well.

Action research, I believe, was the most appropriate method of collecting and analysing the data which was gathered before, during and after a six month study with the Grade 9 English class. Action research has a cyclical nature and as such allows the researcher to constantly evaluate the process of transformation, the methods used and any changes needed to achieve an eventual goal. This spiral can be illustrated as such:

Figure 12: An illustration of the Action Research Process

Researcher observes a problem/
weakness in a specific context

V

A plan of intervention is
implemented.

Intervention is evaluated to see
if it is meeting the needs or
rectifying the observed
problem.

Changes are made after
evaluation and re-implemented
into the intervention.

Re-evaluation of the context to
determine if changes have been
appropriate/ successful or if
further changes are needed to
the intervention process.

The cycle continues until the researcher is able to make a judgement as to the appropriacy and efficacy of a specific approach and whether another approach, or adaptations to a particular approach should be used instead. This cycle should provide an opportunity to

reflect on the interaction between theory and practice. In the context of this study, the action research cycle allowed the researcher to continuously evaluate the efficacy of SLS (as developed by Rose 1999; 2003; 2004; 2005) in the special needs classroom and whether the approach needed adapting to suit the learners or, if a need arose, to focus on a particular aspect of Rose's approach. Changes could then be made and the cycle continued.

The approach of the research project took the form of Action Research as the researcher has identified a problem situation, developed a plan of intervention and will be actively implementing it to gauge the success of the intervention. Any alterations or adaptations that are seen as being necessary to the research will be made and then re-implemented. This approach of constant evaluation and analysis of the intervention is in keeping with the work done by Rose as both allow for continuous assessment of the method being employed so as to determine the efficacy of both the research process and the pedagogic process. Rose advocates the continual assessment of the literacy strategies to determine if they are successful for the particular students being exposed to his Scaffolded Literacy Strategies (SLS), resulting in the facilitation of change for the better in terms of the research situation.

For the purposes of this study, I was concerned with the alarmingly low literacy levels within my Grade 9 English class. This would have been stage 1 (Habermas's ideology Critique stages) while stage 2 would involve an exploration of the reasons causing this situation. Rose's methodology was seen to be a fitting manner of teaching literacy in an

attempt to improve the learners' literacy levels (Stage 3 of the ideology critique). The scaffolding of learners through explicit language teaching, modelling of texts, joint reconstruction of texts and ample opportunities to practice independently seemed to allow the possibility for learners to progress to a higher level of literacy which they would not have been able to achieve independently (4 stage).

The researcher, being an educator at the research site, had spent two years observing the learners and their extreme difficulty in working with a text, their limited and limiting vocabulary and the poor quality of their written work (stage 1). This low level literacy was a cause of great concern as these learners would graduate from the school environment and still not be fully literate and thus be denied access to the power of literacy and thus to social power in society (which could link to and impact on access to employment, further education and their power as citizens). This unequal access to literacy and power was a matter of grave concern and as such helped form the focus for the research project (Stage 2). The stages of Ideology critique dovetail with the movements an Action Researcher would go through. The link between the two approaches allows for the research problem to be clearly stated and a focus and direction for the intervention can be mapped.

With the focus established, a plan of action was needed. This plan was the implementation of Rose's Scaffolded Literacy Strategies and the active teaching of language and literacy by the researcher for a period of six months (Stage 3). Rose's SLS are cyclical in nature and so a vast amount of student-teacher interaction and feedback

was required. This assisted the researcher in gauging whether learners were ready to proceed to the next step in the SLS or whether more time needed to be spent in a certain phase. For example, students may have needed to spend more time in the preparation phase in order to orient themselves before progressing to the identification phase. Rose's lesson sequence as illustrated in the previous chapter provides an example of the cyclical nature of Rose's work and how the lessons would proceed and what steps needed to be taken in implementing Rose's SLS.

The third stage (as mentioned in the previous paragraph) involved the attainment of a solution for the central question or focus of the study. Evidence should exist from the study to enable the researcher to make a judgement regarding what has happened in the process. The main focus of the study was on reading and comprehension and the ability to learn from reading, but as the improvement of reading has a knock-on effect on other aspects, such as writing improvement, verbal confidence and better communication skills and the improvement in the classroom environment. As learners become more confident they are more sure of their success and often want to try harder thus building a more dynamic classroom environment also formed part of the study and were thus integrated into the process. Evidence to support these improvements can be found in written documents (original texts produced by the learners), interviews and greater confidence in reading aloud situations in class. Any improvement remains just that, improvement, no matter how small (learners who previously did not recognize common words and stumbled over them when reading or talking now gained greater fluency in this area) and assists in building up the learners' confidence and motivation which may have a positive

effect on further improvement. Action research is useful in this regard as, through the collection of data, the teacher/researcher is able to make judgements regarding their teaching, and in this case, the efficacy of the use of Rose's SLS in raising the literacy levels among the Grade 9 learners being tracked at Newton High.

The fourth and final stage concerns the validation of any claims the teacher/researcher may have made regarding what they have done. For the purposes of this study, a variety of evidence has been collected from a number of different sources, both qualitative and quantitative. These include reading test scores, learner portfolios, report card results, interviews, questionnaires, school records and original work produced by the learners. All of these were used to support the conclusions and recommendations made after an analysis and interpretation of the gathered data. Thus the role of the action researcher is to uncover possibilities of change as part of the act of research. Essential to the idea of Action Research is the concept, albeit a hotly debated concept, that the social world can only be understood and comprehended through attempts to change or alter it. This view is highly debatable as a change for the worse is still change and so one must acknowledge that change must occur in a certain context and after a thorough study of that context has been carried out. Orlando Fals Borda, a Colombian sociology professor, summed up this concept stating:

In the 1970 's it was heretical to preach horizontal relationships in the research adventure, even in professional life. It became clear to me that sociological investigation should not be autistic but a rite of communion between thinking and acting human beings, the researcher and the researched. The usual formality and prophylaxis of academic institutions had to be discarded and

space given to some sort of down-to-earth collectivisation in the search for knowledge. This attitude I called vivencia, or life-experience. (1997:108).

This "life-experience" is sought by the action researcher as they immerse themselves in the day-to-day occurrences of the area and context of their concern. Action research occurs with the learners, not on them, so their personal experiences must be considered in the research process. The use of SLS with a Grade 9 English class called for a hands-on, actively involved approach which required the learners' participation both in the classroom, as well as later in data collection activities like the interviews or filling out the questionnaire. As Scaffolded Literacy Strategy is constituted from a cycle of activities requiring both learners and educators to be actively involved and constantly evaluating the efficacy and benefits of the approach, the SLS related to the method of active teaching.

For this particular study, action research within the critical paradigm was deemed appropriate as it was, in essence, a small scale project focusing on individuals within a society or institution and the intervention is one which hoped to bring about higher levels of literacy and thereby greater empowerment and equality in accessing the power of literacy. The four stages of Ideology Critique, mentioned previously, have been considered in the evaluation of the existing situation and the creation of the planned intervention to bring about transformation by using Rose's SLS. The implementation of Rose's SLS seeks to empower the research subjects and perhaps impact on the communities in which they live. This impact could have a domino effect, as improved literacy among the youth could be shared with the older members as well as the younger

members of that community and so foster greater literacy in that community. However, the practitioner researcher's focus is to redress the situation under investigation, which is the literacy levels of the Grade nine English class at Newton High School, to help achieve the goals of the teaching process through the use of Rose's methodology. These are to couple theory with practice so that a critique can be made on existing policy and educational practice. In Kemmis's words, "our task as educational researchers involves us in taking concrete and explicit steps towards changing the theory, policy and practice of educational research as well as participating in the work of changing educational theory, educational policy and educational practice more broadly" (Kemmis 1986:5).

3.4 Qualitative and Quantitative Research Methods

Following an Action research approach placed me firmly within the realm of Qualitative research methods however, in order to ensure my findings and results were as accurate and informative as possible, I did require the 'hard' data one obtains from employing Quantitative research methods. This research will thus be both Quantitative and Qualitative. Qualitative data analysts follow a non-linear and on-going pattern. Data gathered is analysed by "reasoning and argumentation that is not based simply on statistical relations between variables by which certain objects or observation units are described" (Alasuutari 1995:7). This implies that analysis in the qualitative style brings in a range of contextual factors and elicits meaning from the data systematically, rigorously and comprehensively rather than only using the frequency or quantity with which something occurs as evidence. As an ongoing process, qualitative research requires the

researcher to constantly reflect on the data throughout the data collection process and define conceptual similarities to discover patterns and reflect as truly as possible the respondents' perceptions.

As both the Qualitative and Quantitative methods were employed, it is vital to examine both these areas of research to determine the value of each in this study. The Quantitative approach will be exhibited in the form of "hard" data, which are numbers and statistics. This evidence was obtained through the use of an adapted reading test (Schonell R3, see appendix K) and the scores that the six tracked students achieved. Added to this hard data, would be the actual percentages achieved and shown on the learners' semester 1 and 2 report cards. The qualitative data will be reflected in the form of "soft" data which is made up of text using information gleaned from the subjective experiences of the subjects and their interpretations or insights of the situation under analysis. The hard data should help provide evidence to support the judgements made regarding the qualitative data and thus entrench the validity of the judgements and later recommendations. The primary difference between the quantitative and qualitative approaches lies in the amount of control that the researcher exercises over the research. For example, administering a reading test would place almost complete control in the hands of the researcher who has set a pre-determined instrument. A qualitative study would, however allow the participants the freedom to develop naturally and allow data to emerge in a less rigidly controlled setting than quantitative approaches would require. The qualitative approach would allow more freedom in observing and describing their responses more fully and highlighting any particular advantages or disadvantages the respondents had perceived.

Qualitative data allows the researcher to probe the complexities of human interaction and explore the factors which impact on human behaviour.

Qualitative research data to be used will include observation and interviews to provide the soft data needed for deeper interpretation of quantitative results as the intricacies of human interaction affect the human situation in a broader context and as such impact on the qualitative results obtained. For example, a learner involved in a playground altercation may not be able to produce a high score on a reading test, which was administered in the class or classes directly after the incident but the poor score could be explained through the interview process and the observation of the incident while on playground duty. Thus the interplay between the qualitative and quantitative data is important to the interpretation of the collected data.

Another qualitative technique used in the research process was that of the participatory method. This technique falls within the realm of Qualitative data collection. The aim of participatory methods is to give voice to the subjects so that they are not marginalized or alienated from the research process. This is very important to this particular study, as so often learners with low levels of literacy can feel powerless and unable to control their destiny. Freire's studies have been particularly influential in the inclusion of this technique in this study as they support a culture of empowerment, as does Rose. Ideally, this technique seeks to empower the marginalized in an analysis of their own social reality or context and thus they become co-researchers and work with the researcher. The term "co-researcher" refers to the students feeling as though they have some control over

the study and are not simply being used to gather data. This research allows the learners to become co-researchers as the students are able to control what they get out of the study as well as what they contribute. The learners are thus in a position of power as they are able to determine their own levels of literacy and thus their access to the power of literacy and the literacies of power. They feel empowered as they are kept fully aware of what the researcher is doing and why.

I spent a great deal of time at the start of the study explaining who Rose was, what he did and why, and then explaining why I felt it necessary and beneficial for my students to be exposed to this new approach to literacy teaching and learning. The students were thus encouraged to actively take part as they stood to gain the most and further their own life-long learning. As mentioned earlier, this participation is actively encouraged in interviews if they are to represent a "real" view of the respondent's reality. Tools for this technique will include activities which involve the learners working alongside the researcher such as drawing a time line of the subject's school career (repetition of grades, transfers etc), or keeping a diary and recording, or simply talking about, their feelings about school, any educators and activities. Although learners are involved, they do not control the study, merely the manner in which they respond, as in the case of an interview. However, the learners do exercise a great amount of control in what they get out of the study in the sense that they control their levels of involvement and participation during each lesson. The learners determine what they will do or not do when in the class situation and as such play a major role in determining what they get out of the class and

the study. The Qualitative research allows for the examination of a variety of evidence, gathered in many different ways to add to the validity of the findings.

Another qualitative method employed in the course of this research study was the use of case studies. The case study is defined by Best and Khan as,

...a way of organizing social data for the purposes of viewing social reality. It examines a social unit as a whole. The case study probes deeply and analyses interactions between the factors that explain present status or that influence change or growth. It is a longitudinal approach showing development over a period of time (1993:193).

The case study approach has been included as six of the students in the research programme will be closely "tracked" or monitored and it is their experiences that will form the rich data for qualitative research purposes. The case study focuses on specific cases within the action research experience and as such, six learners were chosen to be tracked closely and their experiences recorded as the data that would be analysed and interpreted

Quantitative data, such as test and examination results as well as documents analysed from the students' files, will be used. This "hard" or quantitative data is able to be interpreted with slightly greater accuracy. However the role of the interpreter and their bias could still influence the data as statistics can be manipulated to show what the interpreter's bias would like them to show. Thus "hard" data can still allow for inconsistencies, as is sometimes the case with the "soft" or qualitative data that can be skewed when a researcher's own context might influence the manner in which the data is

interpreted. Thus using a combination of both qualitative and quantitative approaches should provide a greater level of validity in the findings and a richer contextual understanding.

3.5 Stages of Research

The research process was divided into three categories: pre-intervention, during intervention and post-intervention. The pre-intervention stage allowed for interviews, document analysis and testing so as to understand the context in which the intervention took place from the broad context, to the classroom and then to the pupils. The during-intervention stage allowed for observations, hands on teaching, testing and writing sample analysis which rendered data needed to evaluate efficacy and determine if any changes needed to be made to the approach being used. Lastly, the post-intervention stage yielded valuable data needed to make judgements on the use of Rose's Scaffolded Literacy Strategies. Test scores, writing samples from the learners work and observations made by those who had observed lessons taught by the researcher were all used to draw conclusions and allow recommendations to be made.

3.5.1. Interviews

The use of the interview would provide an opportunity for the respondents to share their personal view of the time spent in the study and allow them a chance to express their feelings as regards the study. Another compelling reason for the use of this research tool

was the fact that the respondents were all special needs learners and required the aid of having the questions explained to them carefully before answering them. The interviewer was also able to keep the focus of the interview at all times and not allow the interviewee to wander aimlessly off the topic at hand. Although this could be interpreted as interference, it is important to remember that the learners were all from a special educational needs background and so they needed constant reminding of the focus of the interview. Interviewing the teachers at the research site allowed the teachers to express their opinions as regards the use of SLS and state whether they had seen a difference in their classrooms when the researcher was not present to observe the learners.

The tool required for this technique would be an interview schedule with a set of predetermined questions and prompts designed by the researcher. Interviews would be conducted by the educator involved with the research process and aimed at learners to ascertain if they feel improvement or any regression has occurred. Coupled with this are questionnaires (Appendix H) completed by the educators who have this particular class for subjects other than English, to see if they have noted any improvements in the learners' performance. This information would be important as it could highlight the cross-curricular benefits of improved literacy. Interviews would be both structured (no allowances for expansion on response) and semi-structured (greater freedom for explanation and description of responses) to allow a certain level of freedom to the interviewee to express their insights and interpretations of the research process and the study. For instance, the questions asked would allow for either simple yes or no answers

(structured) or allow for the respondents to share their feelings and point of view regarding a particular aspect of the process in question.

Interviews were conducted in an environment that sought to foster trust and accountability in both the interviewer and interviewee so that the responses will be as sincere and authentic as possible, lending validity to the overall findings of the researcher. Interviews would be conducted in a before, during and after exposure to the SLSs with the same respondents so that a greater sense of reliability would be achieved.

The critique levelled against the use of interviews as a means of collecting data includes the fact that the process of interviewing elicits a type of interaction that is not completely neutral. When there are two or more people interacting with each other, their very engagement is already a text or subtext within a context and as such is a realm of study apart from the interview. For example, the students tracked in this research study come from backgrounds which have little or no access to literacy whereas the interviewer, who has a more academic background, brings unequal power relations to bear on the interview, brought about by the inequality to the access to the powers of literacy.

Furthermore, the teacher being the researcher could be seen as being a "gatekeeper" for the school or institution. This could impact on the manner in which students respond to the questions and the way in which they express their feelings, opinions or ideas in the more open interviews. Students may thus sanction their responses to the interviewer as a means of self-protection so that they will not feel as though they are being looked down on or seen to be inferior. *"Typically those who want to find out about another person's feelings, thoughts or actions believe that they merely have to ask the right questions and the*

other's 'reality' will be theirs." (Holstein and Gubrium 1997:115). This particular view does not see the by-play between the participants in the interview as a "reality" in and of itself, but as a neutral instrument. However, researchers with their own views of the world, own opinions and beliefs conduct interviews. Therefore, the idea of a "pure" interview is a fallacy as interviews are "contaminated" by both the interviewer's life situation and that of the interviewee. The interview can also only go as far as the interviewer or interviewee will allow. Thus no interview occurs in a "social vacuum" as the beliefs, values and social identity of both interviewer and interviewee come into play and "it is in this reading of social life that the significance for interviewing in social science is lodged." (Henning 2004:60). Consequently, it is important to note that the power differential inherent in the situation will have an impact on the interview and the responses received.

Multiple interviews with the students, (before, during and after the intervention) could provide a solution to this problem as the students will become more used to the idea of being interviewed and also establish a relationship with the interviewer so that more realistic and authentic responses can be expected. Also, encouraging a two-way dialogue, allowing participants to ask questions of their own, encourages a greater sense of equality and can yield important data. The interviewer can be led to see what issues are important to the participants outside of the boundaries set by the researcher's pre-determined questions, while still functioning within the purpose of the interview as regards the research questions. This "dialogic form of interviewing... yields a more honest version of the interviewee's reality because she feels that she is the co-owner of the process." (Henning 2004:67). Participants in such an interview are authentically and

actively engaged in a discourse event that is not controlled in the conventional sense, as both the discursive and social power is now distributed more evenly. Gubrium and Holstein (2002:19) sum this idea up as follows,

Participants have different function^: one side asks questions and records information, and the other side provides answers to questions asked.... Above all, the language of the enterprise locates knowledge within the respondent, but control rests with the interviewer. The terms of reference change significantly when the interview is more symmetrical, or, as Mishler puts it, when the respondent is empowered.... Equally important, everyone should understand that answers are not conclusive, but instead serve to further the agenda for discussion. The result then is more of a team effort than a division of labour even though the discourse of empowerment still aims to put the narrative ball in the respondents' court, so to speak.

This view supports the idea of a more symmetrical positioning between the interviewer and interviewee whilst maintaining the form and structure necessary for the interview as a particular genre of research. Having taught at the research site for three years, the researcher had developed a bond with the students and a deeper understanding of them. The learners who knew the researcher were able to behave in a way that was not artificial. The learners were aware of the democratic classroom management style, which characterized the researcher's approach, and as such, a more symmetrical balance of power was already in existence within the classroom, even though the researcher's age and power status were markedly different from those of the learners. Interviews are thus not finite fonts of information. Rather, meaning is created during the verbal discourse or as the respondents speak, and so deviations from pre-determined questions may prove as

important as the set questions. Data must be made within the interview as a whole; in other words, the answers to questions must be analysed and interpreted within the context of the rest of the interview.

Ethical considerations must also be borne in mind when conducting interviews. One of the most important elements of the ethical responsibility and accountability of the researcher is the informing of respondents as to the purposes of the study and the future of the data that has been collected from them and co-constructed with these participants. Briggs (2002:916) argues for openness and broadness in "re-contextualization" in which respondents are consulted and recognized to as high a degree as possible. For example, a letter of consent from participants, or their guardian, was obtained. This letter explained the nature of the study and its purpose so that the learners and their parents or guardians were fully informed and aware of the research being conducted. The principal of the school (research site) also provided written permission to use the Grade nine English class and expose them to Rose's literacy teaching methods after having been informed of the nature of the study and the benefits it hoped to achieve for the learners. The principal considered the risk factors and upon determining that the use of SLS was not in any way harmful to the mental, emotional or physical well being of the learners, provided permission for the study to proceed. Coupled with this was the strict maintenance of the learners' anonymity, which had to be maintained at all times. This proved an obstacle in one sense as no videotaping of lessons was allowed but with the class visits of other academics, recording of interviews, access to personal files and medical evaluations as

well as the learners' own original writings, the evidence to support the conclusions drawn by the researcher was ample.

The ethical implications in using document and artefact analysis must be considered. This information is often of a highly personal and confidential nature and so must be treated with discretion and privacy to maintain the "agreement" entered into between the researcher and the respondents when the study was initiated. The maintenance of ethics was not restricted to the interview process alone but needed to govern all the interaction of the study.

Warren (2002:83-101) suggests three steps, which can lead to good interview research.

These are:

- Selecting the respondents and establishing the interview with the overall research design in mind.
- Conducting and recording the interview.
- Reflecting on the interview and then working with the data through analysis and interpretation.

The Original Greek definition of the word "method" is "a route that leads to a goal." In sampling the respondents (selection) the driving force should be the people who will enable the research to travel a specific route towards greater knowledge about the research question (Warren 2002:86). In this case, both learners and teachers would benefit from instruction with Rose's Scaffolded Literacy Strategies (SLS) and thus be able to provide the most feedback regarding the efficacy of this approach in a special

needs education. The subject group ranged from weak to average ability students. This range could aid the assessment of the efficacy of the SLS as the needs to be met were varying. Two students who had not previously been allowed to write the ABET examinations (their previous educator had felt they were simply too weak to cope even at Level 1) were chosen as they had the most to gain from the use of Rose's SLS. Along with them, two more students were selected based on their low to average English results and a further two students selected as they were achieving well in terms of verbal and/or written work and so could provide evidence of whether Rose's approach could assist learners of a slightly higher level as well as those on the average and low achievement scales. Further to this, the selection included both African and Indian students as well as male and female students. The group breakdown was four African males, one Indian male and one Indian female. There were no other females in the class. The range of abilities from the more able to the very challenged, in terms of reading, writing and verbal ability, was thus catered for in the selection to determine the efficacy of the SLS when applied to a range of abilities.

Conducting and recording the interview can be very complicated. Bergman (2003) has developed some elements in a "question-threat reducing" interview style, which include the following :

- a. Using a gentle tone and questions that do not make the respondent feel like a target;
- b. Avoiding the use of judgemental phrasing;
- c. Using knowledge garnered in the interview to adopt a "knowing approach" (more personal and in tune with subject) and making questions more personal;

- d. Never phrasing the research theme in any direct questions and
- e. Using the technique of "getting your foot in the door" so start with the easier questions first and then gradually progressing to the more difficult.

Being an educator at the school assisted me in achieving these elements as a more personal relationship had already been established with the learners. Because the researcher was also the class register teacher of the students was of great value in that a former bond was established between the students and the researcher/educator. Students, because they knew the educator were less likely to feel threatened and more open, as was reflected in the many discussions (those of a personal nature and not related to the study) which the learners conducted with their educator. This information put the researcher in a unique position in that, although the information was not directly related to the efficacy or Rose's approach, it did help to create a learner profile and establish their personal context which might otherwise not have been achieved.

Reflecting on the interview and working with data through analysis and interpretations is possibly one of the more difficult facets of research. It is vital that researchers remain as objective as possible in the analysis of the data and not look for results that suit their own purposes. It is crucial to interpret the evidence honestly so that the findings are an accurate interpretation of the research process in a specific context. Conclusions drawn from the analysis and interpretation of evidence and data gathered may provide grounds for further study and, as such, needs to reflect the true findings of the researcher so as not to jeopardize any future studies. Reflection is a process which the researcher needs to be

continually involved in, especially in an Action Research study, as the researcher is constantly evaluating the techniques employed in the research process and noting if any changes or adaptations need to be made to better meet the needs of the research project. Through the use of interviews the researcher may discover areas of concern which are not being addressed by the approach being used, Scaffolded Literacy Strategies (SLS), and so could highlight any changes or adaptations which may need to be made to make the method more suitable to the research situation. Thus, interviews are communicative events aimed at discovering what respondents think or feel and why and, as such, should thus be administered with care and respect for the respondents as well as with respect for the knowledge being gained via the respondents' responses which can effect the implementation of the chosen research method.

3.5.2. Observation

Observation of students was done while they were being taught by educators other than the researcher as well as during the lessons they were actively being taught by the researcher. Tools for this technique included an observation schedule (Appendix M), with items specified for observation like body language; the response of students to the educator and vice versa; the presence of learning equipment like books, stationery and notes and self-made notes in response to the reading and writing tasks. These observations were aimed at the creation of a broader picture of the learners, their attitudes towards school, levels of motivation and the effect of the programme on their reading and writing. The observation schedule was related to the research topic as the use of Rose's

method does not only aim to achieve literacy but also foster greater self-esteem, confidence and motivation to learn. Thus, a student who had previously not responded to questions in class and then, after six months of exposure to Rose's SLS, begins to ask questions of their own and respond to those of their subject teacher could have benefited immensely from the exposure to Rose's SLS. The schedule for the observations has been included as Appendix K. An outsider observation was also included in the data collected. This was done by a member of the Faculty of Education, University of KwaZulu-Natal, Pietermaritzburg, who attended a couple of the lessons in the capacity of an observer in order to ascertain if the implementation of Rose's SLS had been done correctly and thus make for findings which were not hampered by the incorrect implementation of the research method.

Observation refers to that which was seen and heard and is the researcher's version of what is there. Some methodologists refer to the "double hermeneutic" (Mottier:2003) which makes reference to the observation and interpretation of the data in a two-fold manner. This means that the researcher observes as a participant in direct contact with the events therefore observing actions, language use, symbols and other artifacts while observing the learners when they are in another class context other to the researcher's class. The second "observation" occurs when the researcher again "observes" through their field notes, videos or in this case photographs. (Appendix J)

In this particular study, participatory observation was also employed, as the site of research was the researcher's place of employment. Thus the researcher was fully

involved in preparing and presenting lessons according to Rose's scaffolded literacy strategies and then being observed by the grade Head of Department as well as doing a self evaluation of the effectiveness of the lessons through an observation of the students and their responses during the lesson, as well as the written work they then completed. Observation of students in lessons, other than those being delivered by the educator, allowed the researcher to note the impact on the participants who were being observed, before, during and after exposure to the scaffolded method of instruction to see whether there was any carry-over to other contexts and subjects. Levels of interest, participation and involvement in lessons could all be noted and used as evidence of progress or lack thereof.

One issue surrounding the use of interviews as a research data collection method is the lack of control over the situation. Variables such as the interaction between those people being observed, the group dynamics at play and the idea of 'window dressing' when subjects know they are being observed are all factors that can impact on the results obtained from a period of observation.

3.53.Document Analysis

Document analysis provides a great deal of information regarding the educational context in which the learners find themselves as well as the learner's personal context and history. The research site follows both the OBE syllabus as well as the ABET syllabus and as such, both these syllabi need to be examined as part of the document analysis. Education is seen as one of the cornerstones for reconstruction and transformation in

South African society thus any educational policy to be examined should be understood within the overarching goal of the South African government's desire to build a just and equitable education system. The context in which the intervention occurs is that of a special needs school running a parallel curriculum of Outcomes Based education (OBE) and Adult Basic Education (ABET). Added to the broad picture of the educational context was the learners' personal context. The study of the personal context of each learner revealed that each of the tracked students had varying personal situations. Issues such as high parent support versus low levels of parent support, broken families versus intact families, socio-economic standing and even religion and culture were all highlighted in the documents to be analyzed.

3.5.3.1 Official Documentation

The Revised National Curriculum statement incorporates Language, Literacy and Communication as a learning area. For the purposes of this study, the syllabus as it pertains to the Grade nine (Senior Phase: Grade seven, eight and nine) English class will be examined. Six learner outcomes are specified for the teaching of English as an additional language. These particular outcomes will be explored, as the learners in the Grade nine class do not have English as a mother tongue, thus the need to teach English as an additional language. The six learner outcomes include: listening, speaking, reading and writing, thinking and reasoning, grammar and vocabulary.

Outcomes Based Education (OBE) makes little allowance for the learner with special needs other than the allotment of a three year period or phase (senior phase is from grade seven to the end of grade nine) in which to achieve the above mentioned outcomes by displaying the relevant criteria upon which they will be assessed. Further to this, is the fundamental belief in OBE that each learner can succeed but not on the same day or in the same way. The Revised National Curriculum statement, although vociferous in providing assessment criteria and learner outcomes, does not specify how to achieve these outcomes or the style, approach or methods to be used. This lack of rigidity in terms of the six learner outcomes provided the opportunity to implement Rose's approach. The explicit teaching required by Rose's SLSs allows the educator to achieve many of the learner outcomes such as honing their listening skills to be able to gather information, building up their grammar knowledge and understanding, and building a more varied vocabulary for use in both speaking and writing exercise.

Rose's Scaffolded Literacy Strategies include the six learning areas of the Language, Literacy and Communication subject specifications. The SLSs process provides documentation, which has been acted on and created by the learners and, as such, can contribute to the findings made regarding the efficacy of the use of SLS.

The research site follows both the OBE syllabus and the ABET syllabus concurrently in a bid to ensure that all learners are exposed to a basic education no matter the level of their ability. This form of 'inclusion' is upheld in the Bill of Rights in the Constitution of the Republic of South Africa (1996) which upholds the rights of all citizens to "basic education, including adult basic education, and further education, which the state,

through reasonable measures, must make progressively available and accessible." The White Paper on Education (1995) supports the Bill of Rights and states "the right to basic education.. .applies to all persons that is to children, youth and adults. Basic education is thus a legal entitlement to which every person has a claim" (1995:5). The particular focus of this study is on reading and writing development and so the syllabus concerned with Language, Literacy and Communication for ABET education will be explored.

The ABET syllabus is constructed from level one to four and each level is again subdivided into three unit standards: speaking, reading and writing. Each of the unit standards has a number of specific outcomes, just as the OBE approach has learner outcomes. The Grade nine English class used for the research study were exposed to only levels one and two of ABET . ABET seeks to integrate into lifelong learning in terms of a sustainable level of literacy. The Department of Education vision for ABET (Government Gazette Vol. 402 :No 19640:1998) is a working document for ABET and can be summed up as a vision for ABET which allows for the creation of a literate country in which all citizens have acquired a basic education which enables them to participate socio-economically and politically in order to contribute to the development, reconstruction and social transformation of the country.

Much overlap exists between the OBE and the ABET syllabi in that both syllabi want to develop lifelong learning. This is a commonality shared with Rose's SLSs as he too wishes to develop learners' literacy to such a degree that independent learning, lifelong learning, are facilitated.

3.53.2 Personal Documentation

Other documents to be analysed will include the subjects' school files. The school file contains information such as previous report cards, psychological reports, records of attendances, notes from parents explaining absences or expressing opinions on any events occurring at the school and correspondence from the principal and school management regarding behaviour problems, if any. The need to study this data arises from the fact that physiological development and illness can all impact on the learner's ability to learn and benefit from the strategy being employed. Certain of this information (like the scores on tests administered by psychologists) was be collated quantitatively, so that a picture of the learners' abilities could be painted and support any improvements brought on by using Rose's methodology. This information was gathered from previous scores on report cards and IQ tests.

Documents analysed also included original texts (written work) created by the learners before, during and then after their six months exposure to Rose's Scaffolded Literacy Strategies. These texts assisted in making judgements regarding the efficacy of using Rose's methodology in a special needs context. The range of the subjects' ability, as previously documented, allows for judgements of efficacy when later samples of work were reviewed after exposure to Scaffolded Literacy Strategies (SLS) were examined.

3.5.4. Testing

A form of standardized reading tests was used to determine reading levels and reading ages of the subjects. These were used in the Pre - Test / Post - Test manner to monitor progress or lack thereof over a period of time. These tests include using an adapted form of the Schonell R3 reading test, which aids in determining learners' reading ages. Also, the scores, which learners have received from psychologists who had tested them previously, were also used. These psychologists have used such tests as the Burt Rearranged Reading test and the Daniels and Diack spelling tests. Unfortunately the results of these tests are confidential but were highly beneficial in aiding the researcher to create and build up a clearer picture of the broader context of each learner being "tracked."

3.5.5. Questionnaires

Questionnaires conducted with the participants provided a rich source of data for the research. The questionnaire schedule was drawn up to ascertain the students' ability to reflect on their learning and progress independently of the researcher's observations and statistics that were gathered. Bearing in mind that the learners in this particular study have academic disabilities, the questionnaires were administered personally to avoid problems arising from not reading the question correctly. The benefits of the questionnaire when administered personally are that it builds a rapport between the researcher, explains the purpose of the study to the subject and clarifies any uncertainty

of items in the questionnaire. Questions must be clear and simple to avoid confusion (Appendix K).

3.6 Analysis and Interpretation

The analysis of collected data required that both constructivist and discourse analysis be brought to bear on the data. Constructivist analysts "see data as constructed from the shared experiences of researcher and participants and the researcher's relationships with participants." (Charmaz 2002:677). This is particularly important to this study as Rose's methods require that the teacher/researcher have a hands-on approach and be actively involved in the literacy teaching process, forming relationships with the students and learning from the build up of shared knowledge. Analysts of the constructivist persuasion construct data from the interaction and shared experiences of the researcher and the respondents and draw inferences about what is happening from the data collected and how these may contribute to the greater understanding of social processes and patterns that develop. This framework of analysis and interpretation should include "causes, conditions and consequences of the studied processes" (Charmaz 2002:677). Thus the learner's personal context, the educational context and the planned intervention process should all be included in any findings and the recommendations of the study.

Discourse analysis is similar to constructivist analysis as data is scanned for important themes relating to the research question but is different in that discourse analysis supports the notion that there are multiple meanings in collected data. These meanings are found

in discourse, the rule-regulated language behaviour of the respondents/participants and the manner in which they choose to make sense of their reality. In other words, participants engaged in the study actively engage in text and speak, not only as speakers, but also as individuals with differing social, cultural and ethnic backgrounds. Being on the look out for symbolic language use can yield much valuable information. For instance, one of the lessons presented as part of Rose's Scaffolded Literacy Strategies required the use of an excerpt from Mandela's autobiography. The learner's, when responding, often used the words "we" and "them" in the preparation phase of the text. This displayed their social feelings and attitudes and the manner in which they chose to make sense and meaning of their social realities. They therefore saw themselves as part of the action or struggle, rather than distanced from it ('we'), as the learners perceived the words "they" and "them" to be related to race issues (the 'them' who had caused the struggle to begin in the first place). With the majority of the students in the class being of African descent, the learners identified with the people in the struggle and actively shared their personal opinions and experiences with the class. They were thus still confined to the everyday realm and had not yet been able to move to the specialised and reflexive in which they could relate their personal context to different situations with greater objectivity.

Both constructivist and discourse analysis allowed the researcher to examine the data from different points and so provided a richer interpretation of the collected information. This enriched interpretation sought to encompass both the process being implemented as well as the various socio-economic backgrounds of the participants involved in the

research so that the findings would minimize the tendency to marginalize the impact of culture and the development of relationships on the conclusions drawn.

3.7 Limitations

The need for rigour in collection and analysis of data is essential if the data collected is to be valid and have meaning for the research community and situation of the participants in the study. It is important that the researcher be reflexive and is open to change so that the cyclical nature of the action research as well as the validity of the research is maintained. Some limitations include the variables, which will be present in the course of the study. It is important to note the existence of both dependent and independent variables.

Dependent variables are those that appear, disappear or change when independent variables are introduced. An example of this would be those variables evident in classroom observations when learners felt the need to "window dress" their behaviour and responses in response to a question or the questioner. Independent variables are those that are manipulated by the researcher. It is important to note the existence of two kinds of independent variables, the treatment and the organismic independent variables.

Treatment variables are those that can be altered by the researcher while the organismic variables cannot be changed (sex, race, age). The Pre-test / Post-test method will be particularly susceptible to the variable of maturation as an improvement noted over a period of time could well be due to maturation and not cognitive improvement due to exposure to the researcher's method / intervention. Another limitation is the idea of "window dressing" which could come into play when interviewing educators and parents.

Often participants may say or write what they think the researcher wants to see or hear and so an accurate account of the realities of a situation cannot be gauged. This holds true for the observation of students who may play up to the educators when they are being observed which could once again skew results. Also, the level of "buy in" from educators will be important. It must be explicitly shown whether they are merely "buying in" in the sense that they will assist in passing along information regarding their own experiences with the learners exposed to Rose's strategies, or will they actively participate in learning about the implementation of the scaffolded strategies and use these ideas in their classrooms daily.

Yet another aspect to consider is the element of power involved in research. The researcher must be aware of exploiting the subjects and their situations as they are in an inherently less powerful situation by virtue of the fact that they are students at the school while the researcher is a teacher at the school. Respect and confidentiality must be maintained. Added to this, the researcher must not simply "take" from the subjects without giving something back to the community that provided the data for the study. Simply taking from the subjects would be an exploitation of the researcher's more powerful position mentioned earlier. The idea of a partnership in learning should be cultivated to maintain the mutual respect and integrity of the research process. In this case, the research hopes to bring about an improvement in the reading programme at the research site and so empower the learners as well as the educators at the site who will be given feedback on how best to help learners in their care with a similar situation as that

researched. In exchange, the researcher would be able to receive validation of the research process and methodology used.

Another danger for the researcher to be aware of, especially when drawing on qualitative research methods, is that of making sweeping generalizations about the research findings. Qualitative research is focused on a small sample of the population and as such one must be wary of generalizing to the populace as a whole.

The limitations of time were also apparent. The study was conducted over the course of a year with only six months being devoted to the actual hands on teaching and classroom context. Prior to the six months of teaching, information from school files, pre-intervention testing and samples of learners' work were collected. Although necessary to establish valid findings, the fact that only six months of exposure to Rose's methodology was allowed, did hamper the data collection from the intervention. Added to this was the fact that the time allowed for the pilot study was only allocated to the Grade nine class's English lessons and was not cross-curricular which would have had an even greater impact on the findings.

Merely a few of the obvious limitations have been mentioned and it is important to note that during the course of the research project, the researcher became aware of other limitations to the project. This "becoming aware" is indicative of the nature of the study, being an action research approach, which moves in a cyclical nature. The researcher becomes aware of problems and limitations and is then forced to adapt to the new context

and move on. However, in the course of adapting, the researcher must constantly be aware that research is controlled, systematic, and empirical and must be transparent if it is to be valid and contribute to the research community and the situation being researched.

3.8 Conclusion

The interlinking nature of both action research and ideology critique worked well with the application of Rose's Scaffolded Literacy Strategies and allowed me to investigate the efficacy of Rose's work fully. This thorough exploration allowed data to be gathered that substantiated the findings and recommendations made in subsequent chapters.

CHAPTER 4

FIELDWORK AND DATA ANALYSIS

This chapter focuses on the findings that emerged from the data collected by the various means described in the previous chapter. The core of the data stems from an analysis of the teaching and learning processes around the three texts using Rose's SLSs. These were planned, presented and evaluated over a period of nine weeks within the second semester of 2004. The learners' responses to the implementation of these lessons, gleaned from observations, interviews and pupils' writing, provide vital data for analysis and interpretation. Triangulating with this information will be the data collected from student interviews and questionnaires, staff interviews and the academic records and performance of the students. This collected data was analysed in terms of the research questions posed in Chapter one as well as with consideration to the special needs teaching context.

This research question, how can the literacy levels of the Grade nine class be improved, was broken down into the four stages of action research, mentioned earlier, which need to be understood in terms of action research before embarking on the study. These stages can be phrased as questions:

- What is the concern in my practice (Stage 1)?
- What can be done about this concern (Stage 2)?
- What evidence and data could be and was collected to make a valid judgement about what I have done (Stage 3)?
- How am I be able to validate any claims regarding what I have done (Stage 4)?

Action research is a hands-on approach involved with the everyday occurrences in the chosen field of study. In this case, the action research would take into account the frustrations and successes of the learners in the Grade 9 English class being exposed to Rose's Scaffolded Literacy strategies. Action research is therefore done with students and not on them and so their personal experiences need to be taken into consideration as well as their unique cultural, ethnic and social backgrounds which could all impact on the study.

Stage 1

The focus of the research was on the need to improve literacy levels amongst the Grade 9 learners at Newton High School, an LSEN school (Stage 1). As a teacher at the research site, I had spent two years observing the learners and their extreme difficulty in working with texts, their limited and limiting vocabulary and the poor quality of their written work. This low level literacy was a cause of concern as these learners would graduate from the school environment and not be fully literate. They would thus be denied access to the power of literacy and to social power in society in terms of their access to employment, further education and their power as citizens. This unequal access to literacy and power helped form the focus for the research project.

Stage 2

In using Rose's SLSs, I was able to actively teach grammar and scaffold the learners to a higher plane of literacy than what they had previously been able to reach on their own. This active teaching and high level of both student and teacher interaction generated much evidence in the form of written work, oral participation, discussions and observations of the learners. It was this evidence which would be collected and analysed to determine the efficacy of using Rose's SLSs (Stage 3). Furthermore, this evidence provided the validation needed for the claims made regarding the study (Stage 4).

As the research project is an attempt to impact on the academic literacy performance of the students, Action research is an appropriate method to chronicle and evaluate the process. Action Research's cyclical process of implementation, evaluation and adjustment enables the efficacy of interventions to be constantly evaluated and adaptations made where appropriate, in this instance, with Rose's SLSs.

Stage 3

The data collected for this study can be divided into three distinct categories:

- The pre- findings data;
- The data collected during the intervention phase and
- The post- findings data that was collected.

Stage 4

The previous three stages of data collection assist in the build up of a broader picture of the learners as well as their learning context; the process of intervention using Rose's strategies and the impact of this intervention on the learners development. The findings from these processes of data collection would assist in determining the efficacy of using Rose's Scaffolded Literacy Strategies in a special needs context as well as any adaptations that are deemed appropriate.

4.1 Pre-Intervention findings

The research programme occurred in a diverse context, as mentioned earlier in the introduction. The school is a multiracial, multi-religious, co-educational, dual medium and dual curriculum special needs school. The school follows both the National Outcomes Based Curriculum as well as the Adult Basic Education and Training (ABET) levels one to four, as mentioned earlier.

In the Revised National Curriculum, allowance is made for six learner outcomes which are specified for the teaching of English as an additional language. The six learner outcomes include: listening, speaking, reading and writing, thinking and reasoning, grammar and vocabulary. The very nature of special needs education is that the learner is in need of high levels of support and this is not catered for in the Outcomes Based Education syllabus. This makes this particular educational approach very difficult for a special needs classroom situation. Each learner needs as much assistance as possible and

the lack of direct curriculum instruction in the OBE curriculum documents implies a great deal of independent work and thinking on the part of the student as the educator now acts as a facilitator rather than implicitly teaching concepts. This type of independence is not inherent in the special needs class and needs to be built up, through methods like scaffolding which guide the learner to a greater mastery and independence while still providing high levels of support. This support is gradually withdrawn as the learner becomes more independent. The student is actively taught and involved in acquiring new skills and information. The Revised National Curriculum statement, although vociferous in providing assessment criteria and learner outcomes, does not specify how to achieve these outcomes or the style, approach or methods to be used. The application of Rose's approach into the vacuum provided by the lack of guidelines for actual teaching allows the educator to achieve many of the learner outcomes such as honing their listening skills to be able to gather information, building up their grammar knowledge and understanding, and building a more varied vocabulary for use in both speaking and writing exercise. Rose's Scaffolded Literacy Strategies include the six learning areas of the Language, Literacy and Communication subject specifications. An example of this is evident in the lesson cycle of each of the texts used in the study. The chosen text is read aloud to the class and then discussed, encouraging thinking and reasoning as learners participate in the general class discussion. This discussion is then followed with a closer reading of the text, focusing on vocabulary and grammar in contributing to the meaning of the text. The text is then deconstructed to reveal how the grammar and vocabulary impact on the message of the text and the students are encouraged to participate verbally (sounding out/phonics and meaning of words are

discussed) as well as in written form, as text highlighting and note taking are required. The text is again discussed and then a summary of the notes is written down from which the learners construct their own text using the skills of reading, writing, thinking, reasoning, vocabulary and grammar knowledge. The entire process provides documentation, which has been acted on and created by the learners and as such, can contribute to the findings made regarding the efficacy of the use of SLS.

The ABET syllabus is constructed from level one to four and each level is again subdivided into three unit standards: speaking, reading and writing. Each of the unit standards has a number of specific outcomes, just as the OBE approach has learner outcomes. The Grade nine English class used for the research study were exposed to only levels one and two of ABET. ABET seeks to integrate into lifelong learning in terms of a sustainable level of literacy. The Department of Education's vision for ABET (Government Gazette Vol. 402:No 19640:1998) is a working document for ABET and can be summed up as a process which allows for the creation of a literate country in which all citizens have acquired a basic education which enables them to participate socio-economically and politically in order to contribute to the development, reconstruction and social transformation of the country.

In examining Rose's approach it is clear that through the correct implementation of SLS, the attainment of both the Learner Outcomes of OBE and the Specific Outcomes of the ABET unit standards are achievable. Rose's (1999) work provides a route for apprenticing students to a particular task or the academic discourses required and

rewarded by schools (Gee 1996) as once learners have reached a certain level of independence they are able to control these discourses and produce new kinds of texts independently, thus attaining the goal of facilitating lifelong learning. Rose's work is thus able to incorporate the broader aims of both OBE and ABET, as educational approaches, in the methodology.

The dual curriculum used at the research site was introduced as a means of giving learners more scope to attain outside certification for their efforts, as well as the school leaving certificate. In order for the learners to achieve at a higher level on the ABET syllabus (for example level three or four) the research question, how to assist the learners in this Grade nine class to improve the levels of their literacy, articulated with the curriculum of the school. The skills and outcomes of both the curriculum used were underscored in Rose's methodology, which also encourages the development of core skills such as reading with understanding, being able to verbalise thoughts, writing with clarity and correct grammar as well as encouraging the social skills of confidence and building up of self-esteem, all of which are incorporated into OBE and the ABET syllabi. However, Rose's SLSs break from the OBE syllabus in that OBE in South Africa allows learners who have developed certain skills through natural ability to progress unhindered and gain access to power through being literate while those learners who need explicit teaching in order to progress are marginalized as OBE assumes, in keeping with its progressive influences, that literacy teaching is unnecessary as literacy is a naturally occurring phenomenon which is "picked up" along the way. Bruner stated, "To instruct someone is not a matter of getting him to commit results to mind. Rather it is to teach

him to participate in the process that makes possible the establishment of knowledge....to take part in the process of knowledge getting. Knowing is a process not a product." (1960:72). In this vein, Rose's SLS are appropriate for use with Learning Disabled (LD) or Learners with Special Educational Needs (LSEN). Rose states that, "reading constitutes the primary medium for engagement in formal education, the ability to read with comprehension and to learn from reading is the foundation for most other activities in schooling." (Rose:2002:2). Thus, in order for learners to be better equipped to deal with the demands of both the ABET and OBE syllabi, the implementation of Rose's SLSs was perceived to be appropriate as all the learners involved in the research programme were in the same class and exposed to the same education system.. The fact that the learners were in the same class, had the same teachers and were being exposed to the same curriculum were variables that remained stable and assisted the findings and conclusions being drawn as the results could not then be skewed by factors such as exposure to different subjects or syllabi. The learners in the class were being instructed at levels one and two of the ABET curriculum (level one being equal to Grade three and level two being equal to Grade five instruction).

The tracked students were of different ages, gender and race. The home language spoken by the learners also varied, as did their socio-economic backgrounds. The differences in gender, race and language were, however, uncontrollable variables (as learners had been selected to be tracked students based on performance) and to monitor the impact of these uncontrollable variables the learners were monitored through tests, school file profiles, written work samples taken before the intervention, pre-intervention interviews, previous

ABET results (2003) and questionnaires. Also, selecting learners who were in the same class and thus exposed to the same teachers in the same subject areas was a means of lessening the impact of any uncontrollable variables within the school environment. Other uncontrollable variables were issues such as playground incidences which could impact on student performance. For instance, a fight on the playground could leave a student 'hyped' up and unable to concentrate in a particular lesson, thus the record of findings throughout the six month intervention could serve to note any irregularities that were outside that student's usual behaviour and performance.

The high level of absenteeism was of concern as a factor impacting on the context of the research site. Not only is this applicable to the students but also to the staff. There were very few days in the academic year that saw a full complement of staff in attendance. This impacts negatively on the culture of teaching and learning as students are then sent to "batting" classes. This means that they are sent to a teacher who would otherwise have had a free or non-contact lesson for "babysitting". Not only is this frustrating for the staff member involved and can thus lead to feelings of resentment towards the staff member who was absent, but it also breaks the cycle of work. Learners then feel unsettled and can go two or three days without seeing their teacher and so revision and entrenchment of learnt work is delayed and then finally lost. The result is that learners lose interest and staff members feel they have to catch up with other classes. This means that the whole thread of what was being learnt is discarded in a race to draw alongside other classes in the same grade. In the same vein, learner absences also impacted on the culture of

learning and teaching. Some of the tracked students had marked absences as shown below:

Learner	Days Absent up to 3 December 2004
James	28
Ravine	19
Musi	21
Shaista	61
Jackson	35
Zuma	57

Another serious issue to consider in the context of the research project was the lack of parental support and motivation for learners. Although most parents were concerned and caring, they did not really know how to deal with a teenager who has learning problems and so tended to allow them to get their way in order to make up for the hardships they suffer with their disability. A sense of learned helplessness then tends to set in, as learners are aware that parents will try to assist them as they feel sorry for them and so the learners are never encouraged to learn skills for themselves. Evidence of this was noted in the interviews with learners. One student had said that her parents were very supportive and helped her do her homework. On further investigation, it became apparent that prior to the intervention, the student's mother did not help her, the mother was in fact doing all the work for her. This impacts on the learners' motivation. The learners experience very little intrinsic reasons for motivation and so the onus is on the teacher to

motivate and encourage the students while trying to deliver a lesson at the same time, this over and above the usual motivation which most teachers impart in their lessons as the special needs learner requires additional support and encouragement. This adds to the teacher's burden and stress, and burnout can negatively impact on the creation of a positive learning environment.

Socio-economic reasons for poor performance and lack of motivation were also prevalent in the research context. The students tended to originate from households that have below average incomes, family situations, which require government grants in order to survive and some learners come from children's homes. They often come to school hungry and as a result of this were often tired and lethargic in the class. Lack of attention and fatigue then also caused them to fall behind and not participate fully in the lessons. Although the research site had established a feeding scheme in 2003, many of the students, because of pride and perhaps cultural issues, were not willing to be seen by their friends or teachers as needing to receive a meal.

4.1.1 Background History of Tracked Students.

JAMES

This student is an eighteen year old, Zulu speaking male. He lives with both his parents and his grandmother. His father manages a textile factory while his mother is a fashion designer. As regards his early medical history, all his infant immunizations were up to date and he had attained all the developmental milestones as a child, although they were

slightly delayed. Scholastically, he has always struggled and was made to repeat Grades 2 and 6. Although he did fail Grade 7, he was promoted due to departmental regulations that a learner may not fail more than once in a phase. The primary school which he had attended had sent a remedial report to Newton High expressing concerns about possible retardation. Although he was promoted in the Orientation phase (a year between Grade seven and Grade eight) at Newton as well as Grade eight, his English year-end marks were 39% and 28% respectively thus being below the pass mark for languages.

OBSERVED BEHAVIOUR

He participates well verbally but does not want to do any written work and thus when he is eventually persuaded to put pen to paper, he is able to do very little independent work. He shows evidence of weak spelling, lacked imagination in the imaginative writing tasks (he operates mainly within the realm of the concrete and not the abstract), grammar errors abound in his sentence construction and he was unable to notice if he had made errors in his written work. He can do better work if he only tried but he is extremely unmotivated and appears very tired at times. He is a very keen basketball player and believes that as long as he is good enough to make a good team he can earn a decent living from this and not need to read or write.

RAVINE

This student is a seventeen year old Indian male. His home language is English and he lives with his mother and stepfather. The family is financially very challenged and Ravine has a weekend job during the term at the tuck-shop that his mother runs. His

stepfather is a labourer in a shoe factory. Ravine is very short in terms of stature and is very self-conscious of his height. The other students tend to pick on him and bully him due to his small stature. They often call him derogatory names like "midget" and as such he has a very poor self-esteem and tends to walk hunched over so as not to draw attention to himself. Academically, Ravine is very weak. He failed Grade 1 and was in a remedial unit from Grade 3 to Grade 7. His handwriting is similar to that of a Grade one or two learner, being very large and the letters are formed with painstaking slowness.

OBSERVED BEHAVIOUR

Ravine is always keen to talk in the safety of the class and always tries to do well. While he does exhibit signs of aggression at times but this is often not related to school work but rather the mocking or teasing of the other students. Ravine is eager to please and so attempts any exercise or task and will ask for help if he feels he needs it. He is very easily distracted, especially by the more popular boys in the class who attempt to get him into trouble with his teachers.

MUSI

This student is an eighteen year old Zulu male. Musi lives with both his parents. His mother is a nurse and his father is a school principal. Scholastically he attended a remedial class from Grade 2 to Grade 6 but was mainstreamed for Grade 7 due to the remedial class being phased out. He did attempt mainstream Grade 8 but was unable to cope with the level and pace of the curriculum and so was sent to Newton High in 2002.

OBSERVED BEHAVIOUR

Musi participates eagerly in all activities, he loves oral work and shares his knowledge readily. He does however get easily frustrated with written work and has a very quick temper. It is due to this frustration that he often gives up in his attempts. Musi often says that he wants to improve his reading and writing skills but he is easily distracted and lacks perseverance. He does want to please his educators but his short attention span often means he is unable to complete the tasks set for him. Musi loves soccer and can focus on a match or discussion in this regard for long periods of time.

SHAISTA

This student is an eighteen year old Indian female. She is from a stable and loving home with both her parents in attendance at all school functions or meetings. Her home language is English. Academically, she failed Grade 1 and was placed in a remedial class at her primary school. Shaista remained in this special unit for the rest of her primary years and then moved on to Newton High. She has a dramatic record of absenteeism which impacts negatively on her work in that she misses large sections of work. Having spoken with her parents at a parents' evening, it was made clear that Shaista has frail health and is often fatigued which explains her frequent absences. Her mother did point out at this parents evening that although Shaista may be off school, she is still encouraged to occupy some of her time with reading or writing activities with which the mother helps her.

OBSERVED BEHAVIOUR

Shaista is a very quiet and biddable student. She writes fairly well but is very weak verbally and is painfully shy at times. Often her educators are not able to understand her

because of her diction and volume problems (she speaks very quietly and with a slight lisp). She always tries her best to complete her work and is very eager to please her educators when she is present at school. Her homework is especially well done and Shaista says her mother assists her at times.

JACKSON

This student is a twenty year old Xhosa male. He lives with both his parents and they are both supportive of the school and his efforts at the school. Both parents are employed but in menial labour. Academically, Jackson is very limited in oral activities. His father is very aware of this obstacle as he too has speech difficulties as well as learning difficulties and so is always encouraging his son to practice his speech. Jackson's academic progress is hampered because of his tardiness everyday due to taxi problems. He can often miss the morning registration and the entire first lesson, and is often marked absent on school records even though he attended school.

OBSERVED BEHAVIOUR

Jackson speaks very little and communicates with peers more with gestures and when he absolutely must, in a mixture of Zulu and English. He is very conscious of his age and feels embarrassed that not only is he still at school, but also only in Grade 9. He writes very slowly and needs additional time to copy from the board or from a note. He needs a great deal of individual attention and as such enjoys working with a small group or a stronger partner to guide him and work at his level.

ZUMA

This is a seventeen year old Zulu speaking male student. He lives with both his mother and father who are employed as a nurse and a policeman respectively. His birth was normal and all the developmental milestones were attained within normal limits. He attended a local primary school and was placed in the remedial unit from Grade 4 due to his failure to progress in the mainstream environment. His parents had him tested extensively (Burt, Daniel's and Diack tests were used by various psychologists in private practice and were listed in the school file) and he was proclaimed to have an IQ (intelligence quotient) within normal limits and should therefore make satisfactory progress. It was suggested that he be tested for sight/vision problems as he frequently complained of headaches. This testing was however never carried out, even though the parents were contacted to insist that an eye test be done to aid his progress.

OBSERVED BEHAVIOUR

Zuma has excellent verbal skills and is always very quick to participate in any and all group discussions. He is however prone to trying to show off a little, especially as his classmates are verbally much weaker than he is. Zuma can do pleasing work but he appears to have a very short attention span and he is easily distracted. He enjoys soccer tremendously and will chat profusely about this topic.

4.1.2 Pre-intervention Testing

An adapted form of the Schonell R3 Reading test was administered to the students to obtain some idea of their reading levels before the intervention took place. The results for the tracked students were a clear indication that an intervention was urgently needed in this context.

Learner	Test1 Score out of 18	Age/Level 12 February 2004	Actual age at time of test
James	Nil return	0	16 years and 4 months
Ravine	Nil return	0	15 years and 7 months
Musi	3	6.10 yrs	16 years and 6 months
Shaista	8	8.6 yrs	16 years and 7 months
Jackson	2	6.7 yrs	18 years and 8 months
Zuma	9	8.11 yrs	16 years and 4 months

TABLE 1: Results of Schonell R3 Reading Test

The vast discrepancy between actual age and reading age required a plan of intervention to assist in narrowing the gap between the sets of figures above. Rose's Scaffolded Literacy Strategy was chosen as the form of intervention as I wanted to see whether the learners would be able to progress under the explicit guidance and tutelage of the teacher which the SLSs provide. The teacher would actively teach each text used as the learners

were scaffolded to higher and higher levels of understanding and literacy through the research period.

4.1.3. Analysis of Learners' Writing

Examples of the learners written work (pre-intervention) can be found in Appendix D. The results from the analysis of this written work provided yet another incentive for the active teaching of Rose's SLS which incorporate the active and explicit teaching of grammatical patterns in different genres in keeping with the methodology of the Genre approach as discussed in the literature review .

The passages in Appendix D, written in January were fully aided in that the learners attempted the writing on their own but were able to ask the educator for assistance with spelling of words, punctuation and ideas on vocabulary whenever they needed to. The passages were an example of the learners' personal writing where learners were asked to share their knowledge and thoughts on their own life situations. The learners were required to choose six topics from a provided list of twelve topics and to respond in writing. Thus, six paragraphs were created on six different topics chosen by the learners. This was done as a means of getting to know the learners. An example biography was read and the learners were then allowed to choose the topic they wanted to write on. Examples of topics included "My Pets" or "My Family".

Learner Sample (Taken from Appendix D)

My Pet

I have a dog her name is candy I love her. she is cute she is the best I play with her at home she stay with my granny I visit my granny at home and I play with my pup and with my cpjuerfouncn baby candy is a pretty dog we have fun we play together I feed her food she eas fried chilptticken and bread she drink water she has he own bowl she always come for holidays to my house something she don't, come there but I love to have a dog at home Just I ike candy I would tell my granny to sen candy for June holidays. My brother like candy too he always play with her too my mum is happy to have candy there candy is a very happy dog and she is nice to me,

NOTE: This particular piece of writing provides a good indication of problems which are typical to the other passages shown in Appendix D. For example, the writing is very similar to spoken composition and the learner has shown very little understanding of creating a context independent text. This is indicated in the bits of information which are given one after the other, for example *I have a dog; her name is candy; I love her.* This phrasing is characteristic of the spoken language in that there are short, distinct independent clauses which would normally be written as a sentence e.g. My dog's name is Candy and I love her very much. The lack of linguistic resources and understanding of sentence structure is clearly evident in this text. An attempt is made at creating a more complex sentence, *"she always come for the holidays to my house something she don't, come there but I love to have a dog at home.* While she has the basic word order of the English sentence structure and there is an element of order and sequence to the text in its entirety, the text indicates her weaknesses in linking clauses and sentences, dividing a

text into suitable sentences, punctuating these sentences properly and using the correct grammar in the form of capital letters. Also, the flow and coherence of the passage was somewhat stilted. The ease with which a reader could read this particular passage was severely limited by the short, jerky sentence structure and 'bitiness' of the information given.

The analysis of learners' writing, using the number of spelling and grammar errors as an indication of ability, to note any improvement in the learners' work after the explicit teaching of grammar and spelling during exposure to SLSs is shown in table format below.

Learner	No. of words used	No. of words spelled correctly	No. of words spelled incorrectly	% Of passage correctly spelled
James	61	36	25	59%
Ravine	60	52	8	86%
Musi	155	123	32	79%
Shaista	154	136	18	88%
Jackson	79	62	17	78%
Zuma	Did not	Attempt the	exercise	0

TABLE 2: Spelling Errors as an Indicator of Improvement

One measure used to gauge the learners' improvement was a check on spelling and the number of words used. Gathering this data allowed a later check on a piece of writing

produced by the learners after a period of exposure to Rose's SLS's and I was able to monitor such things as increased spelling ability and correct grammar usage in writing by comparing the passages taken at an earlier point in the year to those written after exposure to the SLSs. Linked to this was the coherence of the passage and the flow and unfolding of the passage. With the improved grammar skills, a learner's writing would be less jarring to read and thus the flow would have improved.

During the exercise I was available to all the students and offered ideas and helpful suggestions. However, many students refused to edit their work as they were unable to see the errors they were making. Even with the full assistance of the teacher, not a single learners' work was free of errors highlighting the need for the SLSs which would try to make more explicit the unfolding of the text and the language resources available to do this. The need to reflect on their own work was urgent as the lack of reflection and the inability to edit their work reflected in their report card results for the end of the first semester (results were taken in for computing in April 2004). This element of self reflection and evaluation was sorely lacking in the students, for example, the analysis of the text above reveals that the student has not used capital letters. After a period of exposure to the explicit language teaching incorporated in Rose's SLSs, the same student produced a text, included in Appendix F with the samples of all the tracked students, in October which did not have a single capital letter missing illustrating the improved flow and text unfolding mentioned earlier. Also, the same student had been able to correct a spelling mistake independently, writing "feel" after correcting her error "fell" so that the coherence of the sentence was maintained. Added to these improvements were others as

the length of the October text (Appendix F) indicated a greater level of confidence in the student's writing skills. The repetition evident in the text produced in January, (for example "she is the best dog" and later "she is the best") being less obvious in the same student's October text (Appendix F). Sentence structure is also slightly more complex and indicative of the student's progress and increasing confidence. The learner's text has been reproduced for perusal (taken from Appendix F):

How I feel about my Personal Growth in English

I like to come to school to learn my work. I come to get some education as well. I will like to improve my English and my reading as well. I wish we can learn lots more work.

The teacher is very nice. She does not shout at us because she is kind to us.~Enttgli
English is the nicest class I have been to. The teacher gives me more work everyday. I will like to learn many things and I like to have fun. When I come to school I sit down and work, I never trouble the teacher. I always listen to what the teacher tells me. I obey the teacher's rules because I like the teacher.

I feel good in the English because no one worried me or tears me, they leave me alone. I do my work all by myself. I never seem to copy anyone we all do our own work in class that's why my work is neat. My work is always up to date. I always do my homework and colour them as well. I love English I wish I could stay in English forever. We always get along in class everyday and sometimes the teacher takes us outside.

In comparison to the first text shown, written by the same student, the progress is gratifying as the lexical density has improved. The second text shows the student has been able to move, to some degree, away from producing a text that reflects more of a spoken language than a written one, therefore a degree of text nominalisation has been achieved.

LEARNER	English	Afrikaans	Mathematics	Natural Science	Life Orientation	Technical
JAMES	27%	30%	25%	36%	38%	36%
RAVINE	28%	44%	35%	42%	45%	48%
MUSI	35%	30%	11%	40%	47%	53%
SHAISTA	35%	39%	21%	54%	61%	42%
JACKSON	30%	30%	22%	37%	50%	24%
ZUMA	51%	33%	30%	54%	50%	51%

TABLE 3: Semester One report card for each Tracked Learner

Note: Any result under 35% is considered a failure.

Many disappointing results can be seen with many subject failures being evident. As the results for Semester had not yet seen the start of the SLSs intervention, the usual manner of using formative and summative written tasks was used to compile the learners' English results. These included using assessments from reading studies, class language tests,

spelling tests and creative writing tasks as well as verbal activities such as a prepared oral or reading aloud scores to compile the learners' English results. The low level of achievement in the English results could impact on the rest of the learners' results as reading is a requirement for all the subject areas, even those that are technical. Therefore, the lack of progress in English negatively impacts on further academic progress as reading with comprehension and responding to texts in writing are intrinsic to most subject areas across the curriculum.

Yet another set of results used as an indication of the learners' ability in the realm of literacy, was the 2003 ABET examination results.

Learner	ABET 2003 (Level 1) Examination written in November 2003	Test Score out of 18	Age/ Level 12 February 2004
James	GG 0-30 % failed	Nil return	0
Ravine	Did not attempt exam	Nil Return	0
Musi	B 70-79 %	3	6.10yrs
Shaista	B 70-79 %	8	8.6 yrs
Jackson	C 60-69 %	2	6.7 yrs
Zuma	A 80-89 %	9	8.11 yrs

TABLE 4: 2003 ABET Results and Reading Ages

Note: Level 1 ABET Language, Literacy and Communication examination is equivalent to a Grade three mainstream literacy standard.)

To understand some background to these examinations, the educators for each class and each subject decide on which learners they deem prepared to write these examinations. This decision is based on the learners' demonstrated ability to work independently in the class with understanding of the subject as the examinations requires that the learner complete the tasks without any help. This is a monumental task for learners who are in special needs education and so the discretion and professionalism of the teacher is relied on when selecting individuals who they believe may cope with the examination.

Adult Basic Education and Training (ABET) sets the standard for a level one examination as being equivalent to Grade 3 ability. The age of most Grade 3 students is between 8 or 9 on completion of the Grade 3 year. The tracked students appeared to perform in line with their reading test results as shown below, which predicted their relevant reading ages. Both James and Ravine were unable to complete the reading test administered in January 2004 and so the results of the ABET examinations, written in November 2003 were in keeping with reading test results. James failed this test and Ravine was not allowed to write it. The remaining four students did pass the examinations and their reading ages of between 6 years and 8 years aided their progress in the examination which, at level one, was in line with the usual age for learners up to Grade three.

4.2 During Intervention

The findings in the pre-intervention stage highlighted the need for an intervention strategy that would raise the level of literacy attainment amongst the students in the

Grade nine class at the research site. The physical ages of the learners and their reading ages were so far removed from one another that an approach which would actively scaffold the learners to a greater degree of independent work was deemed necessary, thus the use of Rose's SLSs. Rose's work requires ongoing evaluation and analysis of the intervention to note if any improvement is being made or if any alterations need to be made to the intervention to make it accessible to the learners. Rose's approach dictates that the educator be constantly evaluating and assessing their own efficacy in presenting the SLS's to ensure that students receive the best possible opportunity to fulfil their potential and as such, data needs to be collected for assessment as an ongoing process.

Data collected during the intervention phase of the study (Stage 3) which encompassed the data collection to allow a valid judgement to be made regarding what I had done) included samples of students' work, reading tests undertaken, results attained during the 6 month period at school during which the intervention was taking place, interviews with learners, interviews and questionnaires with subject teachers of the tracked students, observations and evaluations. A staff development workshop that was held at the research site took place at the end of October 2004, three months into the intervention process, the aim being that it would impact on the subject teachers' teaching styles for benefit to both current and future students as well as to further Rose's ideal that the teaching of SLSs be cross curricular. The responses of educators to the workshop and a later follow up survey to note if any educators had used the SLSs in their planning for the next academic year (2005) were used as part of the data collected.

The main source of data were the lessons which were planned and presented to the Grade nine class being exposed to Rose's SLSs. Having had no training in the use of SLSs, other than what I had read about and seen on a videotaped lesson presented by Rose, I was uncertain of my own ability to deliver the lesson and so used an example that Rose had used to model the process in training workshops, an extract from a History textbook entitled *Revolutionary Days* (Nuttall et al 1998: 117). I felt more confident in using a lesson I had already seen as a trial run for myself. Furthermore, I felt that the content was relevant to the students in my class. The social, cultural and ethnic backgrounds of the learners, as well as their age meant that they had in fact been of an age to understand developments in 1994 when South Africa had moved toward greater democracy and equality. They would have been raised in families or socio-economic situations which were influenced by the Apartheid era and would have known what suffering and hardships the older members of their families and communities had been subjected to. They would therefore be able to contribute to the discussion of the passage in a meaningful way and thereby make the passage relevant to their own life situation. As my overall teaching aims for the semester were the overarching goals of improving reading and writing, I felt that this passage was relevant enough to start the process of SLSs with a closely developed model. This short passage generated three weeks worth of English lessons and provided some useful insights for myself and the research.

Firstly, the preparation stage required that I orient the students to the text. I thus read the text and paraphrased it to the learners and then initiated a class discussion on Apartheid so that learners could draw on their own prior learning and life experiences to contribute

to the general discussion which the text had evoked. This was then followed by a reading of the text, out loud, to the class. The students then joined with me in the second reading of the text allowing them to familiarise themselves with the text. I then returned to the text, reading each sentence and then paraphrasing the sentence, showing positioning and meaning and providing elaboration if necessary. Identification of key words or meanings in the sentences scaffolded with questions to help learners identify these key words or meanings to further enhance their understanding of the text and vocabulary were activities that were carried out as part of the scaffolding process with the special needs learners. The two readings of the text, the paraphrase and the general discussion required a double lesson (two fifty five minute periods). The next day, the class and I picked up our topic with a brief reminder of the previous day's discussion and reading. I asked the class to tell me what we had discussed and read and was heartened by how much the learners had remembered. We then re-read the passage but this time I requested each learner to read a sentence or two to encourage them to follow and listen as the passage was being read. I then progressed onto the highlighting of new or unfamiliar words which then became a vocabulary extension exercise which picked up where we had left off the previous day, also highlighting unfamiliar words in a sentence. The students listed the words they did not recognise or understand and we then discussed each word and explained what it meant. I gave learners the opportunity to explain the word if they could or if they were unable to do so, I would explain the word and use it in a sentence to further clarify the meaning. I then asked each learner to choose a word and use it in a sentence of their own and did a 'round robin' exercise giving every learner the chance to illustrate their understanding of their chosen word in creating a sentence of their own.

These sentences had to be linked to the text we had been studying so that in creating a sentence the learners would also illustrate their understanding of the text and its message. This exercise was yet another manner of scaffolding the learners to a higher level of comprehension as they had to construct a grammatically sound sentence, verbalise this sentence and, in verbalising the sentences, provide evidence of their understanding of the text. Again, the time allotted for this was a double lesson.

With only five English lessons in a week, due to days devoted only to technical education every alternate day, I felt that we had made progress but it was very slow. This was a constant source of worry to me, but then I realized that I was comparing my learners to mainstream learners and forgetting that they were learners with additional and special educational needs. It was thus natural that they would require more time to engage with a text.

The fifth and last lesson of the first week saw the class and me re-reading the passage to remind learners of what we had been studying and get them re-focused on the text and the highlighting which had been done in the previous lessons. This text highlighting can be seen on the copy of the text included at the end of this lesson description. The start of the second week allowed a double lesson in which to re-read the passage and discuss those parts of the text that had already been highlighted. The remainder of the lessons involved a continuation of the text highlighting and discussion of each sentence as it was considered for marking. The constant re-reading and paraphrasing of the text may seem excessive, as Rose allows only one cycle for detailed reading, but this extension of

Rose's work was found to be necessary when dealing with the special needs students whose attention span and powers of retention are not on par with those learners in the mainstream environment. It was apparent that as many as three detailed reading cycles could be included for use with each text chosen for classroom use. An example of this note taking process is shown below.

Example 1 :Original Text that had been highlighted by a student:

Revolutionary Days: The 1984 to 1986 uprising.

In the mid-1980s South African politics erupted in a rebellion in black townships throughout the country. The government's policies of repression had bred anger and fear. Its policies of reform had given rise to expectations amongst black people of changes which the government had been unable to meet. The various forces of resistance which we outlined in the previous section, now combined to create a major challenge to the government. The townships became war zones and in 1985 the ANC called on its supporters among the youth to make those areas ungovernable. The army occupied militant township areas. The conflict was highly complex and violent and it involved not only clashes between the security forces and resisters, but violence between competing political organizations, between elders and the youth, and between people who lived in shantytowns and those who lived in formal townships. There was a major outbreak of violence in Durban in 1985, where UDF supporters clashed with the police and with Inkatha members.

The second double lesson of the week afforded the class the opportunity to begin the note taking process. Each learner was given a turn to act as a scribe and write down a point on the board. These points were to be provided by the rest of the class who would advise the scribe as to what to write and give direction and assistance with spelling. I was able to explicitly teach spelling and highlight spelling patterns at times as learners struggled with more difficult words. Using the syllables of the words to sound it out, and then encouraging the learners to sound the words out with me, appeared useful in aiding the learners' spelling. Due to the learners' time requirements, the notes were unable to be finished in this lesson and so were carried over to the last lesson of the week.

At the start of the next lesson, we again read the text aloud and revised the notes we had already made. The class then moved readily into the note-taking process with learners volunteering to be the scribe at the board. Once the notes had been formatted in point form on the board and I had read these notes aloud from the board, I asked if all the learners agreed that the manner in which the notes appeared reflected the manner in which the original text had unfolded. An example of the summary which was jointly created is shown below:

Example 2: Point form notes written down from the joint construction on the board.

1. 1984-1986 uprising
2. mid-1980s South African politics erupted into rebellion in black townships
3. Government policies of repression lead to fear and anger

4. Policies of reform given rise to expectations among black people the government had been unable to meet.
5. Various forces of resistance combined to create a major challenge to the government.
6. Townships became war zones, ANC youth supporters make areas ungovernable.
7. Army occupied militant township areas
8. Conflict highly complex and violent. Involved clashes between the security forces and resisters, violence between competing political organizations, between elders and the youth and between people living in shantytowns and those in formal townships.
9. Major outbreak of violence in Durban in 1985- UDF supporters clash with police and Inkatha.

After going through the notes written up on the board by the learners, the learners were able to progress to the next stage in the SLS namely, the production of a text, using the summary, but in their own words. Before the actual writing task began, I embarked on a language exercise with the learners to identify synonyms in the text for words which I gave them. This was yet another spiral in the SLS involving the identification stage which we were again re-visiting. An example of this exercise was when I asked the learners to find a word in the text which meant the same as 'rebellion'. The learners had to consult the text and choose a word they thought meant the same. Due to the detailed preparation and reading the class had undergone, all the learners were able to identify the word 'uprising' as being a synonym for the word I had given. This activity carried us

through our time and the reconstruction of a new text using the summary was carried over to the third week.

The start of the third week allowed a double lesson in which the class could begin their writing task. I modelled the first two sentences on the board as an example for the learners. By this I mean that I acted as the scribe and the learners told me what they thought should be written, using the summary jointly constructed the previous week. Using their notes as a guide and their enriched vocabulary from the previous lessons, the learners embarked on the writing of their on text. The writing task took up the remaining time in the lessons. An example of one of the learner's jointly constructed texts is shown below. It is important to note at this point that the learners, although faring well in the previous stages of the SLSs, did not accomplish the independent writing stage with ease and were in fact aided at many points in their writing. This was another adaptation to Rose's work as the special needs learners were not as fully competent at independent writing as their mainstream counterparts.

Example 3: Independently constructed summary using the point form summary.

1984 to 1986 Rebellions.

In the mid-1980s South African politics erupted in rebellion in the black townships. The governments policies of repression had led to fear and anger while the policies of reform had given hope and created an expectation among black people which the government could not meet. Different forces of resistance now combined against the government.

The ANC called on its youth supporters to make the township areas ungovernable and so created war zones in the townships. The army was sent to occupy these violent areas but even so, the clashes became more complicated with violence between old and young, different political groups and between those who lived in the shantytowns and those in the townships. A major conflict erupted in Durban in 1985 among the UDF, the police and Inkatha supporters.

The next lesson was again a double period and I invited learners to read their responses to the class. I had expected to have some trouble getting learners to read their work as many of the students are very shy, especially about reading and writing. I was thus astounded at the general eagerness which greeted my suggestion and the enthusiasm and the pride each learner took in presenting their text to the rest of the class. After each reading, I asked the class to identify the differences between each of their own, 'guided' re-constructed passages to highlight word choice and connectives in sentences as well as the overall cohesion and flow of the passage. At the end of the lesson, I had intended to allow a brief fifteen minute plenary session so that learners could share any of their own thoughts on the independent construction of a text and how the summary had aided them. However, the learners were so eager to talk about the passages they thought were good and share their reasons, that I ran out of time. I thus had to allow time in the last lesson of the third week for the students to continue their feedback on their texts.

Although I had originally felt that three weeks for one short passage was excessive, the amount of progress made was worth the time. I felt the learners had engaged with the text

and been able to move from a position of hesitance and uncertainty to one of eagerness and boosted self-confidence. The verbal participation and sharing of prior knowledge and life experiences allowed the text to become more relevant to the learners and as such they engaged with the text in a very real and committed manner. This move away from the usual reading study was obviously enjoyed by the learners and their excitement sparked my own which spurred me on to choose equally interesting and relevant texts that could fire such eagerness again.

With this in mind, I consulted the Grade 9 Environmental Studies educator to find out what the students would be covering in their next topic. I felt that this would also encourage the ideal of cross-curricular teaching and stand the students in good stead for their next Environmental Studies lesson. Having covered a set text and moved through the SLS cycle, the students would be more able to engage with the Environmental Studies work too. I thus selected a text on droughts for examination in our English classes. Again I moved through the stages of preparation, identification and elaboration in order to scaffold the learners through the text and create within them the ability to understand the text and be able to identify the pertinent points within the text. This would enable the learners to jointly construct a summary which could then lead to their independent writing of a text of a similar kind. An example of the jointly constructed summary, drawn from the highlighted text as well the vocabulary extension exercise, is shown below:

Example 1: Original text and text marking/ highlighting

South Africa is a water stressed country that cannot rely on regular rainfall and drought is experienced in different parts of the country every few years. During the 1970s and 1980s some of the northern areas of the country suffered extreme drought. However, experts say that some parts of South Africa are currently facing the worst drought since the end of World War One. Drought and famine occur more often in Africa than all other continents put together.

WHAT IS A DROUGHT?

Drought is nature's most relentless destroyer and perhaps the greatest influence on the natural world. The term drought, which refers to a shortage of water, has different meanings to different people depending on how they may be affected by a drought. It is a condition of abnormally dry weather within a geographic region in which some rain is usually expected. Droughts occur when there is a period usually one or more seasons of unusual scarcity of rain which causes serious hydrological imbalance.

A droughts severity is gauged by:

1. The degree of moisture deficiency
2. Its duration
3. The size of the area affected.

WHAT CAUSES DROUGHT?

Droughts **occur when rainfall decreases** substantially. **Southern Africa is generally a dry region** with great fluctuations in the amount of rain that falls. **The following processes are known to cause rainfall fluctuations and they include;**

1. **Periodic changes in surrounding ocean temperatures and the strength of the local winds that transport moist air from those oceans.**
2. **Warmer summers which reduce the atmospheric pressure over the interior. This weakens the anti-cyclonic pattern of circulation** resulting in a stronger influx of moist air and more intense thunderstorms.

Example 2: Vocabulary Extension Work (words identified by learners^

1. suffered
2. destroy
3. extreme
4. geographic
5. region
6. currently
7. affected
8. process
9. abnormally
10. relentless
11. substantially

12. fluctuations
13. condition
14. severity
15. atmospheric
16. circulation
17. shortage
18. deficiency
19. decreases
20. hydrological

Example 3: Bullet form points jointly constructed on the board and written down by the learners.

1. South Africa is water stressed
2. During the 1970s and 1980s the northern areas suffered extreme drought.
3. Parts of South Africa are facing the worst drought since World War One.
4. Drought and famine occur more often in Africa than all other continents put together.
5. Drought is a destroyer and the greatest influence on the natural world.
6. Term refers to a shortage of water.
7. Is a condition of abnormally dry weather within a geographic region in which some rain is usually expected.
8. Drought occurs when there is a period usually on or more seasons of unusual scarcity of rain.

9. Severity is gauged by the degree of moisture deficiency, its duration and the size of the affected area.
10. Droughts occur when rainfall decreases.
11. Southern Africa is generally a dry region.
12. The following processes are known to cause rainfall fluctuations: periodic changes in surrounding ocean temperatures and the local winds that transport moist air, warmer summers which reduce the atmospheric pressure which weakens the anti-cyclonic pattern of circulation.

Again, the time allocated for this text was a block of three weeks to ensure the learners would be given ample time to gain a thorough understanding of the text and be in a position to engage with the text independently. I did feel that perhaps other educators who may embark on SLSs may feel that the time allocation was off-putting, however the amount of evidence, written samples of their summaries, independently constructed texts as well as their verbal participation, produced by the work required for the verbal, reading and writing elements of the process was sufficient for both the summative and formative assessments required by the school for validation of results on report cards. Samples of the work done during this lesson have been included so that the SLS cycle can be clearly illustrated. The vocabulary work shown was done as an extension of the detailed reading and then the identifying stage. Unfamiliar words were identified in the text and discussed as a class group. These were then written down and given as a dictionary exercise for homework. The point form summary, shown earlier, was a result of the text highlighting process and the class scribing activities. Again, it was during the writing up of the point

form summary that I had the opportunity to explicitly teach spelling and grammar. The joint construction of the summary on the board allowed the learners to use their enriched vocabulary to write their own text, using the points as a guideline, in a similar genre. An example of the jointly constructed piece of writing, using the summary as a guide, is given below.

Example 4 : Independently constructed summary

In the 1970s and 1980s South Africa, a water stressed country, faced extreme droughts in the northern areas. Drought and famine happen more often in Africa than the rest of the world put together and now South Africa is facing the worst drought since World War One. Drought refers to a decrease in water supply, it is destructive and a powerful influence on the natural environment. It is a state of unusually dry weather and normally one or more seasons of no rain in an area where rain is expected. South Africa is usually a dry area but the state of rainfall is affected by changes of weather, which affect summer temperatures as well as ocean temperatures and the moisture in ocean winds.

An example of a formal lesson plan, which would be used in the preparation of such texts as the one mentioned above, as part of the Scaffolded Literacy Strategy is included below. The text used as the example for this lesson plan was taken from the South African Bill of Rights, again another interesting and relevant text for the learners. The following is a detailed account of the planning and preparation of one of the SLS lessons

used in this study and one which was observed by the study supervisor. This lesson plan was submitted to my Department Head and as such follows a structured format for presentation.

4.2.1 Aims and Assessment Criteria of Lesson.

Aims:

- 1 .To use prior knowledge to enhance verbal discussion
- 2.To improve basic sight and verbal vocabulary and spelling.
- 3.To identify important information in a sentence
- 4.To construct simple sentences.
- 5.To summarise a text.
6. To create a new text using a summary.

Assessment Criteria:

- 1 .Participation in discussion and ability to verbalize thoughts clearly and concisely.
- 2.Improved verbal and written vocabulary.
- 3.Ability to construct simple sentences with the class group assisting (joint construction with the teacher) and on one's own (individual construction of a text.)
- 4.Learner is able to identify the important information in a sentence, which will be needed to summarize a text.
- 5.Learner is able to construct their own summary with assistance from peers and teacher (learners construct a re-written text as a group with the teacher helping)

6.Learner is able to use the class's summary to construct their own summary using their own words (including any new words learnt.)

4.2.2 Text: The South African Constitution and Bill of Rights (excerpt from original text)

How many of you received a copy of the South African Constitution when it came out in 1996?It was published in all eleven official Languages of South Africa. The Constitution explains the basic rules that any South African government must obey when governing the country.

A constitution is rather like the rules of a game, let's say Rugby. The rules don't tell us what will happen in a specific game of rugby. They won't help us to know if the Sharks will beat the Eagles, but we can be sure that the teams will be playing rugby, not soccer!

Similarly, the Constitution puts into writing what all South Africans can fairly expect from the government. It does not tell us how the government will obey the rules but it does remind all South Africans, including the politicians, what the government is supposed to do. The second chapter of the Constitution is the Bill of Rights. This puts down in writing the things that South Africans can expect. Some examples of rights, which are ensured by the Constitution, are:

- * Every person is free to be with people that he or she chooses to be with
- * Every person may freely go where and when one wants to go

* Every person can expect to be treated fairly in the workplace.

CHILDREN

1) Every child has the right to:

- a) a name and nationality from birth
- b) family care or parental care or to an appropriate care when removed from the family environment
- c) basic nutrition, shelter, basic health care and social services
- d) be protected from maltreatment, neglect, abuse or degradation
- e) be protected from exploitative labour practices
- f) not to be required to perform work or to provide services that:
 - i) are inappropriate for a person of that child's age
 - ii) place at risk the child's well being, education, physical or mental health or spiritual, moral or social development.

4.23 Lesson Plan

General Preparation

I read the text aloud and then asked learners in my class to follow with me as I re-read the text. The first reading was done simply to orient the learners to the topic and the second to actively engage their attention by getting the learners to follow me as I read the text again. I had to allow time for a brief discussion on the overall passage to familiarize

students with the passage and its meaning. This took the form of a paraphrase of the text which went along the following lines: all South Africans have these rights and it is good to learn about them so that one may not be taken advantage of. These rights apply to all South Africans equally, no matter how rich or poor or what colour one is. These rights are things that we can expect from our government. They are guidelines to show how people should be treated, in particular children, which is where we will focus much of our attention in the coming lessons. This ended the paraphrase of the text and allowed the class to progress onto the next phase in Rose's SLSs cycle, that of elaboration. Often we know of people in situations who have had their rights taken away from them, or are not being treated as their rights say they should. Does anyone know of a situation like this? I allowed students to respond and share their knowledge to illustrate their understanding of the text and also allow me to gauge whether the learners were in fact comfortable with the text and its terminology. I then phrased more questions, along a similar vein to allow the students to continually be exposed to the message of the text and the language of the text to further enhance the learners' comprehension of the text and how the language helps convey the message by using certain words or phrases. Another question posed was why should we all know what our rights are? These questions are not part of the SLS cycle as such, rather they are simply to spark interest in the passage and help maintain the learners' focus as well as further their understanding. Due to the learners' special educational needs, it is important to keep their attention focused and constant reminders are necessary. This particular step in the implementation of Rose's SLSs would be an adaptation needed for use in the special needs realm.

After this elaboration of the text, I again read the text. After the second reading, which would allow the special needs learners to refocus on the text and orient themselves, I returned to the beginning of the text and moved through the text sentence by sentence, paraphrasing what each sentence meant to further ensure an understanding of the text. Elaborations and explanations of words and meanings were given where necessary so that all students were comfortable with the text and its meanings. Moving onto the identification of words and meanings provided the preparation for each sentence so that I could then ask the class to identify and read aloud the phrase or sentence that had been prepared. This helped their comprehension and also assisted with text patterning. An example of this is below:

Example 1:

Teacher: Every country should have a constitution, why?

(Learners consult the text to identify an answer or response)

Learner: The Constitution explains the basic rules that any South African government must obey when governing the country.

This example focuses on sentence three of the text and requires the learners to listen to the teacher's question and find the phrase or sentence in the text which either answers the question or supports what has been said.

Sentence four

Teacher: Every sport or game we play has rules so that we know how to play the game for example rugby or soccer. What is the constitution?

(Learners consult the text to identify an answer or response)

Learner: A constitution is rather like the rules of a game.

Sentence seven:

Teacher: As citizens of South Africa we have many expectations. What does the constitution do with these expectations of the people?

(Learners consult the text to identify an answer or response)

Learner: Similarly, the Constitution puts into writing what all South Africans can fairly expect from their government.

Sentence eight:

Teacher: The constitution doesn't say how the government will obey the rules but it does act as a reminder that these rules exist. Who does the constitution remind?

(Learners consult the text to identify an answer or response)

Learner: ...reminds all South African and the politicians what the government is supposed to do by law.

Sentence nine and ten:

Teacher: The Constitution provides for a Bill of Rights. What is the Bill of Rights?

(Learners consult the text to identify an answer or response)

Learner: The Bill of Rights puts down into writing what all South Africans can expect. (3 examples of rights to follow)

Learners could then identify and read aloud the sentences after being given the preparation and prompts from the educator. The preparation and prompts included the paraphrasing of the sentence so that learners could have a prompt or clue as to what they needed to identify in the text. For example:

- a) Teacher: To receive a name, something that is uniquely yours and belong to a country.

(Learners consult the text to identify an answer or response)

Learner: To receive a name and a nationality.

- b) Teacher: You are entitled to be loved and cared for by the people who created you or who look after you.

(Learners consult the text to identify an answer or response)

Learner: To family care or parental care or to an appropriate alternative.

- c) Teacher: Everyone is entitled to food and a shelter, to live a life free of disease and be cared for if you get sick.

(Learners consult the text to identify an answer or response)

Learner: To basic nutrition, shelter, basic health-care services and social services.

- d) Teacher: Protection from being hurt or taken advantage of.

(Learners consult the text to identify an answer or response)

Learner: To be protected from maltreatment, neglect, abuse.

e) Teacher: All minors have the right to not be used in the work place if it will harm them in any way.

(Learners consult the text to identify an answer or response)

Learner: To be protected from exploitative labour practices. (2 examples given)

Note: the term exploitative was highlighted and elaborated on during the elaboration phase of the SLSs cycle.

After moving through this lengthy process, I again read the text (again, this was not a step in Rose's SLSs but one needed for use with special educational needs students) and allowed the learners to discuss the rights of children and then any factors that they felt might influence these rights like poverty, lack of education, disease and any socio-economic factors they wished to add, like the increase of child-headed homes due to AIDS. I encouraged the discussion so that all learners had an opportunity to participate and draw on prior knowledge and life experiences to further entrench their knowledge of the text as well as verbalise their thoughts to give me an idea of how much they had understood and if any further adaptations needed to be made to the implementation of Rose's SLSs.

The next reading I did was with the aim of getting the learners to read aloud with me and then to underline any words they were unfamiliar with or not sure of. A list of these words was then compiled on the board, the learners doing the writing and assisting one

another with spelling. I too assisted with spelling and sounding out of words, use of the syllabic or phonetic methods were employed to assist the learners' understanding of the spelling of the words and noting of spelling patterns. Learners then wrote down the list of words that we had jointly compiled. Once the list was compiled, I asked the learners to use their knowledge of children's rights to create short, simple sentences to explain the words listed. This was a class effort and as such all learners took turns writing their sentences on the board. Once again, special attention was paid to spelling and I provided guided assistance in this regard. When all the sentences were written up on the board, I allowed learners time to write them down in their workbooks.

Three detailed reading processes were in use during this phase due to the learners having additional support needs. This constant repetition and re-reading of the text aided the entrenchment of knowledge and information from both the text and the class discussions regarding the text. This is an extension of Rose's learning-to-read cycle which allows for one detailed reading process when working with mainstream learners. As mentioned in the description of the first SLS lesson presented, the time allocation for this process is far lengthier for learners with special needs than for the more able mainstream learners so that learning can be facilitated for the those learners in the LSEN environment. Simply reading the text once was not enough for the learners, many of whom were unfamiliar with the vocabulary and so the additional reading processes were needed to ensure learner success in this activity.

The passage was used to compile the summary, which the learners then used in order to reconstruct a text of their own of a similar genre. In order to compile the summary, I asked learners to take turns to re-read the passage aloud. After each sentence, I would stop the learner and discuss what was relevant or important to the meaning of the text as a whole in that sentence. We then jointly underlined the important information and moved on to the next sentence where the process was repeated.

Once the note taking was completed, I allowed the learners to write their notes on the board. The learners took turns in this activity so that all learners were included and given an opportunity to try their hand at the board writing and spelling exercises. I asked learners to volunteer to write up the bullet point they felt followed in the sequence after I had completed the first point on the board to start the learners off. Once the notes were completed on the board, I asked the learners to use these notes to attempt their own summary, emulating the summary we had jointly constructed on the board. However, the students were encouraged to try to use their own words and not merely copy word for word the board summary.

An opportunity was then given for the learners to read their summaries of the rights of children to the class. The class then identified differences, new words or discrepancies in the texts they heard from their peers.

The communicative nature of this task was taken another step forward. The learners exposed to this text, over a period of about twelve lessons, had gained much insight into

the rights of children and basic human rights. As an extension activity, the class shared their knowledge with other classes in their year group by typing up one of the summaries (the students selected the summary they felt best summed up the passage they had been studying) photocopying it and then distributing this to the other classes. This was a good exercise for improving self-confidence and writing ability. The verbal ability would also have been extended on had the learners felt confident enough to speak to a large group outside of their own class group. As a means of engaging the class who had been given the photocopied texts, a short question and answer session was allowed after I had read the text aloud to them. Interestingly, the new text created by the students being exposed to Rose's SLSs generated much the same discussion as the original text had done, thus the important elements from the original text had been retained but had also been made more accessible to less able students. The learners in the Grade 9 class being exposed to Rose were still too hesitant to present their own work but were very eager to hear what the other students had said about their text.

This lesson and the interaction demonstrates the nature of Rose's work and the implementation in the special needs classroom. The time frame for such a lesson was three weeks. However, depending on the strength of the class this time frame could be adjusted as deemed appropriate by the educator. Similar texts were chosen for further lessons and the same method employed to scaffold the learners to a higher level of proficiency.

4.3 Observation of Lesson

The lesson described above, was one that was observed by the researcher's supervisor from the Faculty of Education. This objective observation and the hour-long feedback sessions between the researcher and supervisor directly after the lesson provided the researcher with important information, which may otherwise have been overlooked. For example, the supervisor mentioned a general teaching issue, which was that the researcher tended to stand more on one side of the classroom than the other and as such may have induced feelings of exclusion in those students. This matter was rectified and in a later observation by the same supervisor, was not mentioned again as an item to bear in mind when delivering the lesson. A more specific observation was in the overt teaching and assistance of noting spelling patterns. The supervisor actually joined in the class at this point and wrote the word "family" on the board. He then sounded out the word and requested that students attempt to show him where to mark off the syllables in the word and then spell the word back to him. This was an element I had unconsciously downplayed and was reminded to be more explicit and overt in this regard. This constant ability to incorporate new ideas and change approaches, which are failing to meet the needs of the students, highlights the nature of the action research approach used in this study.

4.3.1 Reading Test Results

The adapted reading test was again administered during the intervention and the results revealed a number of pertinent issues, which needed to be taken into consideration as the

study and intervention were progressing. Five months into the research process, a second reading test was administered (using the same adapted Schonell R3 reading test) and the following results were gleaned.

Learner	Test1 Score out of 18	Age/ Level 12/02/04	Actual age at time of Test 1	Test 2 Score out of 18	Age / Level 25/07/04	Actual age at time of Test 2
James	Nil return	0	16 years and 4 months	1	6.3 years	16 years and 9 months
Ravine	Nil return	0	15 years and 7 months	1	6.3 years	16 years and 2 months
Musi	3	6.10 years	16 years and 6 months	3	6.10 years	16 years and 11 months
Shaista	8	8.6 years	16 years and 7 months	6	7.9 years	17 years
Jackson	2	6.7 years	18 years and 8 months	Nil return	0	19 years and 1 month
Zuma	9	8.11 years	16 years and 4 months	7	8.1 years	16 years and 9 months

TABLE 5: Reading Test Results Comparison

Uncontrollable variables such as the exposure to two different teachers, the level of physical and cognitive maturation over the time frame, the amount of active teaching the learners had been receiving since the start of the academic year, home background and any issues which may have impacted negatively on the learners' progress such as a death or a divorce in the family, all these external variables needed to be taken into consideration in the interpretation of the learners' results. The results obtained in the first reading test, when compared to the second test issued at the start of the study were concerning as two students had actually dropped in terms of their reading age. This could have been due to the locum who took the class over from myself at the end of February 2004 for a period of five months. Her subject specialization was not English and so this could have impacted on the teaching strategies used and the work covered with the class.

An assessment of the tracked learners revealed that Jackson had actually not even attempted the test, unlike the previous occasion, as the student had turned 19 years old in the interim and was undergoing a period of wanting to leave the school. The answer given, when asked why the test was not attempted was simply that being of a certain age now, the test was too "babyish". Other teachers noted this attitude, which was seemingly in evidence, too. Teachers' observations of other tracked students included comments that the learners were, in some cases, not interested or motivated anymore. These uncontrollable variables were all considered when making a final evaluation of the efficacy of using Rose's SLSs. The learners' lack of motivation was, however, an argument for using Rose's SLSs across the curriculum as I discovered and mentioned earlier in the lesson descriptions, the learners appeared more eager and enthusiastic to

take part in lessons and exercise some control over their learning. The success achieved in one subject, like English, could spill over into other learning areas and help lessen the number of alienated and unmotivated students.

4.4 Analysis of Staff Progress Reports.

The staff progress reports of the tracked learners were taken during the intervention phase. This was done to note if the time spent using SLSs was having a knock-on effect in other classes and on their general levels of interest and behaviour in other classes outside of the English class. The format of the progress report has been attached as appendix H. These reports, as stated, were an impartial view of the learners' academic progress and asked educators not to take into account their own personal feelings towards the learners due to any poor behavioural incidents (although this is not always easy and as such would need to be taken into consideration when making an evaluation of the reports). The purpose of the report was also to note if the learners had changed their attitudes towards a subject as they may now have been better equipped to handle the reading element of the subject due to their exposure to Scaffolded Literacy Strategies. A progress report was required from the subject teachers of the six "tracked" learners. The subjects encompassed were Mathematics, Afrikaans, Natural Science and Life Orientation. The English report was not included in this list due to the fact that the researcher was working in this field and was able to submit a separate report so as not to influence the other teachers' opinions. Alongside the academic subjects, the learners are required to do a practical subject and for purposes of the research project their report was

not included as most of the time in the workshop is spent on practical application and not writing or reading exercises. Although one could argue that the learners would need to read instructions, the technical department have an unwritten rule that they do not teach reading or writing and as such do not require the learners to do this, merely to follow the verbal instructions and emulate the practical examples given.

4.4.1 Overall teacher comments.

James

Mathematics: No participation or interest evidenced and thus no improvement during the term.

Natural Science: although he failed Grade 8, this has had no impact on his work, he sleeps in class and shows no interest.

Afrikaans: he does not take his work seriously and lacks concentration

Life Orientation: reading and writing are a huge problem, he appears frustrated.

Ravine

Mathematics: has shown improvement in his written work and is working well. Still tends to act on impulse at times.

Natural Science: although limited in his ability, he is trying his best. Has shown an improvement in the last term.

Afrikaans: keenly interested, always tries his best

Life Orientation: no change in marks but has improved verbally and is enjoying the sharing of ideas and information.

Musi

Mathematics: does not try at all, not even to copy down work from the board. Shows no interest.

Natural Science: does not participate and lacks interest

Afrikaans: finds the work difficult but is always willing to try.

Life Orientation: slight improvement in marks and eagerly participates in discussions. He volunteers opinions and good suggestions.

Shaista

Mathematics: no mathematical improvement but she does work hard to complete all her tasks.

Natural Science: a quiet, shy girl but she works well and has shown much more confidence in asking questions now.

Afrikaans: very reserved learner who finds the work difficult but is always willing to attempt the tasks.

Life Orientation: produces good written work, although verbally very reserved.

Jackson

Mathematics: no involvement in any activities except to copy down board work

Natural Science: works steadily although he has very limited abilities. He is extremely quiet.

Afrikaans: will always try the work although he has very limited ability

Life Orientation: very quiet, does not participate in discussions but will react if you address him directly. Lacks initiative.

Zuma

Mathematics: has shown improvement and is more willing to ask questions.

Natural Science: works well and is eager to ask questions and share ideas. Always completes his work.

Afrikaans: very erratic, can produce pleasing work but then lacks focus at times.

Life Orientation: tends to "stir" the class just to get a reaction from the educator. Can do very well if he would only try.

Clearly, every educator has a different view of the children and this could be due to the learners' personal likes and dislikes of teachers and vice versa. It would appear that in general, the subjects that the learners said they enjoyed the most (mentioned during the informal interviews) are also the subjects in which they received the most positive feedback. This supports the use of Rose's SLSs as his work promotes the use of positive reinforcement and affirmation of all learner efforts. A positive and friendly environment is almost as important as the method of instruction chosen.

4.5 Analysis of Learner Questionnaire

Coupled with the teachers' findings, the learners were also interviewed as a class group in a more informal, open forum type approach. The learners were invited to share any thoughts or ideas on their experiences throughout the school year thus far. They could simply speak about what they were thinking or feeling without having to put their thoughts down on paper, which because of their barriers to learning may have seemed threatening to their freedom of expression. Questions were asked of the class in general and then time was allowed for students to respond as they chose to. Each question was fully explained to the learners so as to avoid confusion in their responses. This freedom also allowed the learners a measure of control over the 'interview' as they were not forced to focus only on the questions the researcher sought answers to, but were able to express their feelings about school in general.

An open-ended questionnaire was devised and administered to the entire Grade 9 class. This was done so as to provide a non-threatening environment for the six tracked students to answer the questions without feeling singled out. The researcher read the questions and explained each question to the class prior to the learners responding so that all learners would know what the question was asking. The learners were told that they could respond in any way they wanted to, they did not have to write something they did not feel e.g. a student did not have to say that they enjoyed English if in fact they did not. The six "tracked" learners' responses were then used for research purposes.

QUESTION 1

Have you enjoyed English as a subject in the past? Explain your answer.

All six students responded in the affirmative giving reasons which included the fact that they enjoyed the talking/discussion that took place, the writing was enjoyed and the thinking that was required of them.

QUESTION 2

What kind of things have you enjoyed doing in English? Why did you enjoy these activities?

Students' responses included they had enjoyed reading, writing their own stories and playing educational games (e.g. word games or noisy round robins mentioned earlier in describing the use of SLSs with my Grade 9 class).

QUESTION 3

What kinds of things have you not enjoyed doing? Explain your answer.

The learners' responses included issues such as a dislike of being indoors for lessons, doing too much writing, and then too much talking for fear of being teased.

QUESTION 4

What types of work do you hope/expect to do this year? Why?

The learners mentioned such things as improving reading and spelling so that learners could get better jobs one day, as well as being able to improve their writing skills for use in the employment sector. Some mentioned that they hope to get jobs as professional

sportsmen, for example one student wanted to be a professional basketball player, but he expected to work in his father's place of work in the interim while he was trying to find a professional contract or club.

QUESTION 5

Your teacher will be telling you about some of the skills they think are important for you to practice. What important skills do you think you should learn in English?

Learners responded that they thought reading, writing and gaining more knowledge were all very important skills.

QUESTION 6

Do you think English is an important subject? Give reasons for your answer.

All of the learners responded in the affirmative. The reason given, which was evident in all the responses in one way or another, was that English was a common form of communication and if you could speak, write or read English you would be able to communicate with anyone from anywhere.

QUESTION 7

What do you think are some important issues facing or concerning teenagers today?

The students were able to identify drugs, alcohol abuse, teen pregnancy, rape, living with HIV, guns, violence, smoking and crime. Interestingly enough, even though all these students were informed about the reasons for using the SLS and the new instruction techniques, not one mentioned that being illiterate was a problem facing them.

Interestingly, the students had previously mentioned in verbal discussions that they wanted to improve their reading and writing (as well as in earlier questions in this questionnaire) but in this final question it appeared that socio-economic reasons took precedence over their own limited literacy skills. Rose's work would be of great benefit in this regard as his work seeks to empower students to gain access to literacy and the power of literacy. Through their enhanced access to powerful literacies, students could ultimately make an impact on these social issues that were so concerning to them through improved literacy and their day-to-day life in their communities.

Clearly the learners are all aware of the power of being literate but as the Progressive Approach to teaching suggests, they too believe they will simply pick up the ability to read, write and comprehend some time during their school career. Thus, although they admit reading is important, they do not see their lack of ability as a problem at this time. The learners' responses to the questions further fuelled my desire to introduce SLSs in a bid to empower these learners and motivate them to actively try to improve their literacy levels.

4.6 During Intervention Writing Samples

The following table illustrates the learners' writing ability, based on the grammar, spelling and sentence construction shown in an independently constructed text.

Learner	No. of words used	No. of words spelled correctly	No.of words spelled Incorrectly	% of passage correctly spelled
James	13	9	4	69%
Ravine	58	47	11	81%
Musi	52	42	10	80%
Shaista	58	50	8	71%
Jackson	7	5	2	71%
Zuma	23	18	5	78%

TABLE 7: January 2004 (See Appendix E for sample material.)

Learners were constantly asking how to spell words, even words that should have been part of their sight vocabulary at their age (16 years and above). Words like "shark" were requested for spelling, illustrating an inability to sound out words to assist in their spelling, another important indicator for the use of Rose's SLSs which explicit teach grammar and spelling patterns to raise the learners' writing ability.

The passage written in October 2004 was written entirely by the learners with no assistance from the teacher. This was done to help determine the impact of SLS on the learners' writing ability and vocabulary. This was a simple check to determine improvement in their writing ability.

Learner	No. of words used	No.of words correct	No.of words Incorrect	% Of passage correct
James	25	8	17	32%
Ravine	23	14	9	61%
Musi	237	186	51	78%
Shaista	223	215	8	72%
Jackson	29	21	8	72%
Zuma	23	18	5	78%

TABLE 8: October Writing Sample Analysis (See Appendix F for sample material)

After almost four months of exposure to Rose's SLS (July through to October), five out of six students showed an increase in the number of words they were able to use (especially when compared to a passage they had written in January, some 8 months prior to those reflected in Appendix F). The number of errors in proportion to the number of words used was an improvement over previous aided attempts. This improvement was very encouraging especially since the learners were tasked with the exercise in an independent manner and so had to use their own knowledge of words and grammar to assist them in their writing. This meant using their ability to recognize spelling patterns had improved their writing fluency which in turn had a positive impact on their self-confidence as some of the learners were more confident in writing longer passages.

The use of Rose's SLSs focus more on reading than writing which Rose believed develops out of writing and assesses what learners have acquired from their reading. The

results of an analysis of the learners' writing samples reveal that even this brief period of intensive exposure brought about a significant improvement. The results obtained in January (Appendix D) and August (Appendix E), after exposure to the "usual" chalk and talk style of teaching brought about little improvement, especially when one considers that the passages examined were both fully assisted passages. Thus, over a six month period without exposure to Rose's SLSs, little had improved. The improvement seen in the October passages can thus be partly attributed to the use of Rose's SLS and highlights the need to implement such a technique in the South African Special Needs context. This implementation in the English class at Newton High School (the research site) illustrates the benefits attainable if implemented correctly and one should be able to expect even greater improvement if the implementation is done across the curriculum for a sustained period of time (e.g. an entire year). As another gauge to determine the learners' true progression, another reading test was administered (the same test as was used the previous two occasions). The results were as follows:

Learner	Test 3 Score out of 18	Age/level 7 October 2004	Actual Age at time of test.
James	4	7.1 yrs	17 years
Ravine	2	6.7 yrs	16 years and 5 months
Musi	Absent		17 years and 2 months
Shaista	8	8.6 yrs	17 years and 3 months
Jackson	Absent		19years and four months
Zuma	11	9.9 yrs	17 years

TABLE 9: Results of the third Reading Test

The scores, taken from all three reading test results, when compared with each other, revealed rich data for the study.

Learner	Test1 Score out of 18	Age/Level 12 February 2004	Test 2 Score out of 18	Age/Level 25 July 2004	Test 3 Score out of 18	Age/level 7 October 2004
James	Nil return	0	1	6.3 yrs	4	7.1 yrs
Ravine	Nil return	0	1	6.3 yrs	2	6.7 yrs
Musi	3	6.10 yrs	3	6.10 yrs	Absent	
Shaista	8	8.6 yrs	6	7.9 yrs	8	8.6 yrs
Jackson	2	6.7 yrs	0	0	Absent	
Zuma	9	8.11 yrs	7	8.1 yrs	11	9.9 yrs

TABLE 10: Reading test scores comparison

The score, taken at July, the mid-point of the academic year seem to indicate a lack of interest and motivation as a third of the tracked students scored lower on the test and one learner simply stayed the same showing no improvement whatsoever. This lack of focus was corroborated by the staff progress reports. It is also important to note that after a six month period of no exposure to Rose's SLSs, certain of the students showed a decline in their reading test scores and had regressed four months into the study. The students did however, show an increase in participation and focus, mentioned earlier, with certain students showing a marked increase in their abilities as evidenced by the October Reading test scores). It was this increase in abilities upon which the teacher based the enrolment of all the students into the ABET examinations to be held in November 2004.

These ABET results provided an encouraging result after only 5 months of exposure to the SLS programme.

Learner	ABET 2003 (Level 1)	ABET 2004
James	GG 0-30 % failed	Level 1 D 50-59%
Ravine	Did not attempt exam	Level 1 D 50-59%
Musi	B 70-79 %	Level 2 E 40-49%
Shaista	B 70-79 %	Level 2 C 60-69%
Jackson	C 60-69 %	Level 2 G 0-30%
Zuma	A 80-89 %	Level 2 C 60-69%

TABLE 11: ABET Results for 2003 and 2004

Clearly, some of the students had progressed a great deal and the two students who had been under par for level two were perhaps in need of more time spent with the SLS intervention and assistance. Bearing in mind that Level one is the equivalent of Grade 3, it is pleasing to see that by the end of the six-month exposure to Rose's SLSs, Ravine who had been considered not able to write the Level one examination in 2003, not only was admitted to the examination in 2004, but actually passed the paper comfortably. James also showed a pleasing improvement as he was able to pass the examination in 2004 which he had failed in 2003. Both of these learners will sit the level two examination in November 2005, results of which will be available in April 2006. Although Jackson had failed the 2004 ABET examination, his progress throughout the

six months which had allowed him to become eligible for the higher level examination was encouraging. Jackson will be allowed to re-sit the level two examination in November 2005. The level two examination would be equivalent to Grade five in mainstream education. Shaista and Zuma showed the most progress in this particular area of data collection as both these learners were able to obtain pleasing passing grades in the ABET examination of 2004 and will sit the Level three examination in November 2005, results of which will become available in April 2006. The rate of progression was also evident in the semester results which were collated at the end of November 2004. The table below is an illustration of the results obtained for English only.

Learner	Semester 1 Average obtained	Semester 2 Average obtained	Days Absent up to 3 December 2004
James	27%	18%	28
Ravine	28%	48%	19
Musi	35%	46%	21
Shaista	35%	49%	61
Jackson	30%	35%	35
Zuma	51%	55%	57

TABLE 12: Comparison of Semester one and two English results

The learners, bar James, all showed a marked increase in their results for the semester. James had, however, been admitted to the ABET examinations and had shown remarkable progress in that he had actually passed with a pleasing aggregate, a D which

was between 50-59 percent obtained at Level one. The number of days the learners were absent has been illustrated as this may have impacted on their efforts both in the classroom and in the ABET examinations. Clearly, not only is the intervention needed for a sustained period of time, but also the regular attendance of the learners is paramount to their own success as well as the efficacy of the intervention strategy. The overall Semester 2 results were as follows:

LEARNER	English	Afrikaans	Mathematics	Natural Science	Life Orientation	Technical
James	23%	35%	17%	38%	37%	47%
Ravine	38%	43%	38%	46%	44%	51%
Musi	41%	36%	19%	44%	50%	55%
Shaista	42%	40%	25%	56%	59%	37%
Jackson	33%	35%	23%	39%	47%	28%
Zuma	53%	36%	25%	59%	51%	52%

TABLE 13: Semester 2 Results

As a means of comparing the results from semester one and two to further gauge improvement in the core subject areas of language and mathematics, a table shown to make the comparison easier.

LEARNER	English Semi	English Sem2	Afrikaans Semi	Afrikaans Sem2	Mathematics Semi	Mathematics Sem2
JAMES	27%	35%	30%	35%	25%	17%
RAVINE	28%	43%	44%	43%	35%	38%
MUSI	35%	36%	30%	36%	11%	19%
SHAISTA	35%	40%	39%	40%	21%	25%
JACKSON	30%	35%	30%	35%	22%	23%
ZUMA	51%	36%	33%	36%	30%	25%

TABLE 14: A Comparison of core subject results for Semester one and Two.

Generally the marks went up in English but it should also be remembered that the mark present on the second semester report is a year mark and so their actual term mark was combined with the semester one mark to provide an average mark for semester two. The actual mark achieved, before averaging, was reflected in the earlier table (table 12) of the semester marks.

The general improvement of the language marks, seem to have had a knock on effect with the other learning areas (table 13). The results indicate less subject failures than seen in semester one and in general, the learners seemed to improve academically after exposure to the SLSs. For example, some learners' writing confidence and vocabulary showed marked improvement as evidenced in the independent text writing exercise "My Pet", in the improved reading test results and ABET examination results. This indicates the need to implement the SLSs across the curriculum and for a sustained period of time.

If exposure to the methodology of Rose could bring about even a minor improvement in six months, the results of long term exposure across the curriculum could be significant.

The individual analysis of the tracked students was as follows. James appears to have experienced a very limited success from exposure to the Scaffolded Literacy Strategies and actually showed a decline in his academic marks. This could be due to his tiredness, mentioned in his interview, from all the travelling he does. Almost half of the English lessons were after the school break and so tiredness could have played a role in his decline. However, his verbal responses and actual participation in class were greatly improved (as noted in the earlier description of the subject teachers' observations) and his results in the 2004 ABET examinations showed progress with his passing of level one. His academic achievement could have been scaffolded to a higher level with more time than merely six months.

Ravine improved steadily over the 6 months of exposure and he appeared to be motivated and eager to learn. This motivation manifested itself in his vastly improved semester two results (see table 12) as well as his admission to the ABET examinations which he had previously been denied on account of his poor performance in English. This motivation obviously had a strong impact on his capabilities as evidenced by the pleasing grade he achieved in the ABET examinations. This learner had a fairly low rate of absenteeism and so his time of exposure to Rose's SLSs impacted on his performance.

Musi showed no dramatic change in his test scores (table 10). However he did show a vast improvement in self-esteem and verbal ability. Musi became an active participant in the class and tried to respond to all questions and tasks, asking many questions and sharing his thoughts on any issues under discussion. His attitude toward his work seemed to mature and he became more focused as is shown by the increased mark he received (Table 11, semester 2).

Shaista and Zuma appeared to experience a dip in their marks (table 10) and this could be due to the LSEN learner needing structure and routine. These learners had been exposed to a different way of teaching prior to July 2004 (as had all the tracked learners) and so could have required more time than the other learners to adjust to the new method used. They did, however, show a dramatic improvement in their year-end results after six months exposure to Rose's SLSs. It must also be noted that among the six "tracked" learners these two learners evidence the most natural ability, as evidenced by their 2003 ABET results as well as having scored the highest results on the reading test administered in January 2004, before any exposure to the SLSs was administered. Thus, even long absences did not seem to impact negatively on their results and they were able to assimilate the SLSs more quickly than the other students who exposed to more texts due to their presence in the class. This assimilation of knowledge and skills could also have been enhanced by the three cycles of detailed reading which the class underwent for each of the lessons (Rose allows for one cycle of detailed reading in a mainstream class), suggesting that the learners in the mainstream school environment were naturally quicker at grasping the skills needed to achieve better comprehension and writing ability by

simply being in attendance for one of the detailed readings ,which was often the case due to their high level of absenteeism, as would be normal for a mainstream class to undergo. Perhaps, in order for Rose's methods to work optimally, there is a certain amount of cognitive ability needed, which is lacking in a special needs environment, but appeared to be evident in these two students who could assimilate knowledge at a slightly increased rate compared to the other learners. This is not to say that the SLSs do not work in a special needs environment. Rather it highlights the need for some adaptations to Rose's work, like the repetition of the detailed reading cycles, in order for the teaching style to impact on the learners in a positive manner.

Jackson proved to be a very difficult student to track due to a very high level of absenteeism and his limited verbal ability. His semester two result (table 12) did show a marginal improvement and perhaps with more time and exposure to the SLSs he would show an even greater improvement, not just in terms of writing but also verbally.

It has become clear that in order to make progress certain criteria need to be met. Among these are attendance, motivation, participation and even some natural ability. For example, Ravine, due to his eagerness, participation and regular attendance was able to progress to a level that culminated in his admission to the ABET exam in 2004 (see table 11) and pass the examination due to his greater understanding of how to deal with a text and its unfolding to determine its meaning and impact, thereby making him able to answer the questions related to the text in the examination. The students who progressed well showed high levels of at least two out of four of these requirements. For example,

Shaista 's attendance and participation were not as robust as other students but she did show great motivation, worked hard and had some natural ability as shown in her very first text 'My Pet', analysed earlier. Rose's SLS can be a method which inspires learners to attend classes and actively get involved with the learning process to further their own literacy development and thus social empowerment. The inclusion of all students in the lessons and the explicit teaching of tools which are beneficial to the children and their own personal context, may be a reason for learners to want to come to school and be motivated. The success they are able to achieve may foster a greater sense of control over their own lives and future and as such they may be encouraged to want to achieve even more. Rose's SLSs work does not only focus on explicit teaching of text structure and phrasing and the linguistic means to achieve this, it also seeks to improve the personal self esteem of learners and build their confidence.

A further factor to aid the efficacy of the intervention was the general "buy-in" of the staff at the research site. To develop greater "buy-in" from staff, a staff development course was held at the end of October 2004 to share a brief amount of knowledge with the staff in the hopes that they might be encouraged to use the SLS in their own teaching. Their responses to the SLSs were pleasing and many of the educators had responded that they would indeed use the SLSs in their own classes. These responses have been included in Appendix H and illustrate the level of "buy-in" as well as the fact that some educators, especially those in the Mathematics Department and technical learning areas, like Compu-typing, do not believe that this strategy could work in their department. This was concerning as Rose supports the use of SLSs as a cross-curricular method for use in whole

school development and upliftment. The reality of the teacher "buy-in" became apparent in the post intervention findings and it became apparent that what had been said in response to the staff workshop of 29 October 2004, was not in place yet by the end of January 2005, which was after the start of the new academic year.

4.7 Post-intervention findings

Data gathered at this point in the study included a compulsory one-to-one interview with the tracked students in December 2004, just before the schools closed for the academic year and then again inviting the tracked learners to attend an informal discussion in January 2005 to share their thoughts and feelings regarding the time spent with the researcher in the intervention phase. In addition, a questionnaire was given to the teachers in January 2005 to ascertain their use of the Scaffolded Literacy method in their planning and teaching for the new academic year. The students, and teachers, were encouraged to be honest and simply share their views if they wanted to. This was not a compulsory exercise and the learners, as well as teachers, were allowed to absent themselves from the discussion or filling in of the questionnaire if they should decide to do so. This informal discussion with learners proved very valuable in determining the learners' attitudes and self-conceptions after having spent half of the previous year with the intervention strategy.

The one-on-one interviews hoped to incorporate responses which would highlight the learners' health, socio-economic background, hobbies or interests and attitude towards

school and schooling. All these factors influence the learners' progress and motivation at school (as noted in earlier when one learner's fatigue was highlighted in his responsiveness to Rose's SLSs) and so would be important in determining the efficacy of Rose's approach. Questions asked included the following:

I. Did you enjoy the new way your teacher taught you, the new technique used from July to December 2004?

2. Do you feel motivated to learn?

3. What is your favourite subject and why?

4. Have you bought or borrowed a book, newspaper or magazine in the last 6 months?

5. Do you get time to read at home?

6. Do you have a physical impediment like impaired vision or hearing?

7. Do you need to take any medication for any reason?

8. Do you smoke?

9. Do you drink heavily or rely on alcohol?

10. Do you belong to a library?

II. Do you go to a library to read or check out books?

12. How do you feel about school in general?

13. What do you think is your academic weakness?

14. What do you think you can do to improve any areas of weakness in your schooling?

The questions focused not only on their academic experience, access to reading materials and time available to read and improve their skills but also on certain issues which could impact on their health and thus their ability to learn. These issues related to the chosen

method of teaching, namely Rose's Scaffolded Literacy Strategies, in various ways.

Firstly, literacy requires access to texts and, once scaffolded to a more independent level, the learners' continued life-long learning would require ongoing access to texts. Added to this were health issues which affected learner attendance at school and thus exposure time to SLSs. Learners' personal feelings toward school could also impact on the attitude they brought with them into the classroom and thus affect their responses to the prepared texts.

JAMES

The student responded by saying that he enjoyed school a great deal but due to the fact that he had to get up at four in the morning to travel in to school from Hammarsdale, he was always tired in his afternoon lessons. He favoured English and Natural Science as he enjoyed the teachers and also the discussion elements present in these subjects. Although not a member himself, he took his younger sister to the library every second week to check out her new books. He does not particularly enjoy reading, as he gets bored very quickly. He says that his parents encourage reading but he lacks the motivation and interest to carry on once he has started a book. He enjoyed the scaffolded approach to literacy, especially the verbal aspect and identifying new words and phrases but he did not like the note taking and writing aspects involved in this approach. He has no physical impediment and is also not currently taking any medication saying that he is in good health. He stated that when he is finished school he would like to be a professional basketball player or an underwater welder. He believes in being healthy to be a good athlete and so neither drinks nor smokes. This student believes that simply being at

school will bring about improvement in his academic situation and that he should probably just listen more to the teachers.

RAVINE

He was adamant that he had enjoyed the new approach but he did not really think he needed it as he was going to be a professional cricket player one-day and so would not require too many academic skills. He said that he enjoyed English, as he liked his teacher as well as the fact that lots of discussion and debate took place. He was concerned that he was very weak in spelling and slow with his writing but that he could still work to improve these next year in Grade 10. His mother is a member of the town library and she takes him there whenever she gets a chance, but due to her busy work schedule with the running of the tuck-shop, it is not too often. His mother does encourage him to read and he does try to do a little reading each night before going to sleep. He has no physical impediment and does not take any medication. He does not smoke but he does enjoy a drink at family gatherings. As he wants to be a professional sportsman, he does not believe that he should waste time on improving his academic weaknesses; he would rather spend the time practising his cricketing skills.

MUSI

He was very vocal about the problems he experienced with the Scaffolded strategy. He enjoyed the discussion and the better understanding of what the class had been reading but because he suffers from problems with short-term memory, it was difficult to do the note-taking exercise and summary aspects of SLSs. He admitted to having a very short

attention span and said that he is easily distracted. His mother purchases the Natal Witness every day so that he can read news articles and stay abreast of current events, but the last time he was in a library was in primary school. His favourite subjects are English, Mathematics and Natural Science. He enjoys the subject teachers of these subjects and so makes more of an effort to work well for them. He does not suffer from any physical impediments nor does he take any medication. He neither smokes nor drinks, as he is a very keen soccer player. His dream is to go overseas one day and be a panel beater. Due to his love of the practical and his desire to be a panel-beater, he believes any extra time he has should be spent in the practical workshop improving himself there. However, he does acknowledge that, if he is to own his own business one day, he will need to improve his writing and reading skills to cope with the demands of his own business.

SHAISTA

This was a very difficult interview as the learner is painfully shy but once we got going she came out of her shell and participated with more enthusiasm. She would desperately like to be a teacher one day and as such she enjoys Life Orientation. She would like to be able to help her students who may have problems. She loves writing but does not like to talk or read aloud. Thus the talking and sharing of prior knowledge required in the SLSs was very difficult for her at first. Her parents encourage her reading and then writing her own stories and so she feels that her writing is one of her academic strengths. The joint construction of texts and then independent writing following on from this were aspects of the teaching that she enjoyed a lot as she felt confident in these areas. Her mother takes her to the library every week to get new reading matter and so her reading is supported at

home. She suffers from no physical defects or impediments and is also not on any medication. She believes in working very hard and so puts lots of extra time into improving her areas of weakness, often asking teachers to provide additional worksheets to do at home and then handing these in for assessment. Her family is very supportive and so also devise things for her to do to help improve her.

JACKSON

Once again, a very trying interview as this learner is not verbally inclined at all. As a result, he did not enjoy the SLSs as there was too much talking involved and he prefers to write things down or copy from the board. Although English is his favourite subject, he would prefer the previous method of teaching (basically spoon feeding the learners information via "chalk and talk" methods) rather than do so much discussion and exchanging of ideas. He prefers to work on his own and not have any sort of attention on himself in terms of responding. His health is good and he requires no medication for any condition. He neither drinks nor smokes. His desire is to get into security work one day. He is a conscientious worker but works so slowly that he finds he is never up to date so he takes his work home every day and completes items at home. This also means that he seldom hands in his books for assessment (all subjects). He felt as though he got a lot of work muddled up, as he had to rely on his memory and recall skills, which were often not accurate, and so the work done at home was often incorrect.

ZUMA

A very lively interview. The learner was quite vocal about the Scaffolded Literacy Strategies and said that he really enjoyed the discussion held after an initial reading. He felt that this helped him to understand what the class was then discussing and any comments added by the educator. He did however feel that the note making was quite difficult. He distinguished between the note taking and the highlighting process saying that identifying the important parts of a sentence for summarising later was good but that the actual writing aspect was rather difficult. He admitted that he was easily distracted even though he felt that English was one of his favourite subjects, along with Life Orientation and Natural Science. He enjoys the teachers in these learning areas but says that at times he gets bored and then loses interest in what he is supposed to be doing. Interestingly, he says that he enjoys his Afrikaans teacher tremendously but does not like the subject and battles to even do more than just greet in the language. He has no physical impediments and does not partake of alcohol or drugs and does not smoke. He used to enjoy taking out books from the local library but says that over the last year or two he does not think that he has been to a library. Although both parents are supportive he says that he is not asked about his homework or really encouraged to read a magazine or newspaper at home. He prefers to simply play basketball or soccer with his friends and so does not think that he would find time for reading anyway. His ambition in life is to become a mechanical engineer and he says that he does know that he will need to work hard to do this. He feels that he still has time in Grade 10 to work on some of his weaknesses so he is not worried about doing any extra reading or language exercise to practice his skills.

4.8 Voluntary Discussion/ Feedback Session (January 2005)

The school provided an hour for the students to attend a voluntary discussion and share their views and feelings on the intervention they had undergone. This was not a compulsory event. It was encouraging to note that of the six learners who had been tracked, four attended the discussion while the two who did not were absent from school on the day in question. This attendance at the discussion was encouraging as it indicated that the learners felt the need to be more responsible and in control of their learning. These learners also felt confident enough to want to speak their thoughts out loud and share their opinions. The learners were encouraged to speak openly and share their thoughts. I believe this was furthered by the fact that the researcher was no longer in the employ of the school and so the learners felt they could speak freely without any worries over not remaining in the researcher's 'good graces'.

The students shared many encouraging aspects, one learner even commenting that he wished 'all the teachers would teach this way all the time.' This comment highlighted a breakthrough on a number of issues. The learners were now able to acknowledge they had limited capabilities and saw that they could actually improve them by making use of the strategy. This comment also confirmed the need for educators to be equipped to deliver a strategy like Rose's Scaffolded Literacy Strategy from which the learners could benefit over an extended period of time. Six months of exposure had given the learners a taste of the approach and shown them they could benefit and improve and were doing so. However, in the special education arena, one of the keys to success is repetition and

sustainability thus the approach needs to be implemented over a number of years to have an even more significant impact on the learners.

In conclusion, I noted that the learners exposed to the use of SLSs developed were able to improve themselves and this supports the use of SLSs on a more long-term basis. The duration of the study was six months and though some level of improvement was evidence, the findings also highlight the need for greater length of exposure as well as committed teaching staff who are willing to adopt the SLSs as their teaching style and methodology across the curriculum to benefit the learners.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1 Conclusions

The evidence gathered over the six month period of the study have allowed certain conclusions to be drawn and thus make it possible to highlight certain implications for the area of special needs education. Many of the conclusions and implications have already emerged in the findings chapter. Observing the class that was exposed to the Scaffolded Literacy Strategies has highlighted certain issues that the school management team of Newton (as well as other LSEN schools) should perhaps consider in their planning, such as the issues discussed below.

Firstly, the employment of Rose's SLSs, despite the limited exposure period, certain benefits were noted. One of these was a small but noticeable improvement in their reading ages which in turn impacted on the marks obtained in subjects other than English. The improvement in subject areas outside of English underscores Rose's belief that their improvement in writing assesses the learners' reading acquisition. The need to write in subjects outside of English would therefore reflect the improvement the learners' had undergone since being exposed to SLSs. For instance, in subjects like Natural Science and Environmental Studies the SLSs could be used to scaffold learners to a higher degree of subject content understanding and thus increase learner achievement and attainment. Improving the literacy and comprehension skills of learners will serve all subject areas equally well and aid in the teaching and learning of content knowledge.

The low literacy level is prevalent in most of the research site's classes and perhaps greater emphasis should be placed on cross curricular exposure to SLSs which would require staff to be suitably trained to implement SLSs in a more formal and co-ordinated manner than just exposure in one subject only. An intense two year programme in the Orientation and Grade 8 year, implemented across the curriculum, should raise the literacy level to facilitate more independent work and greater understanding in the higher grades and so empower the learners to be able to cope with the more complex and slightly more rapid rate of instruction in other learning areas in these higher grades. Rose stresses the point that the SLSs should be cross-curricular so that learning can be transferred to other learning disciplines and thus aid all round progress of students.

With an increase in literacy and comprehension levels comes the idea of independent or self-study strategies that can be used in the class. This would require the presence of reading materials and resource materials, which would normally be found in a school library. It is important that the reinstatement of this facility be seriously considered at Newton High School. Working with a librarian would facilitate yet another opportunity for the class teacher to get to know that learners better and so build up an even closer relationship with their students. This in turn would allow the educator to be able to assist in choosing books to read that would stimulate in students the desire to read even further and not lose interest. In this vein, it is pleasing to note the first steps to reinstate a library at the school have been undertaken by members of the management staff. The library was removed some years ago to build a new staff room and was never established elsewhere in the school so most learners are denied access to books. Many of them do not have the

ability to get to a town library or the funds to purchase reading materials and so this is also a negative factor influencing their reading development. This has a knock on effect on the community as these learners will one day become parents who will be unable to expose their children to early reading experiences before school which is so important in literacy development (Bernstein, 1996). Being able to access texts for learning as well as enjoyment is vital to the continued success of Rose's SLS and the empowerment of learners.

Another conclusion, linked to the implementation of SLSs is that the length of exposure for LSEN learners needs to be deeper and more prolonged in order to make a positive impact on the LSEN student's learning. With the prolonged exposure to SLSs, the increased confidence and participation amongst the learners which was noted in the study could be further entrenched, thereby making the learners feel more in control of their learning as well as more socially empowered.

Another concern, which was evident in the research period, was the lack of "buy in" of the staff. Staff development courses are arranged and often guest speakers are invited to share with and challenge the staff to greater heights but there exists a segment of the staff that refuses to change their way of thinking or teaching. The researcher initiated a workshop for the entire staff regarding SLSs. This was done in a bid to motivate the staff to work more closely with their students and raise the literacy level of the students, which would benefit all students and teachers across the curriculum. Many teachers appeared very excited and enthusiastic after the two-hour workshop. They claimed they would

implement the strategies in their classes and carry them over to 2005, but there was also a segment of the staff that believed that the learners at the school would never be able to discipline themselves enough to change or grow. These teachers termed the workshop a waste of time. Also, they appeared to prefer to recycle their old themes rather than create new and exciting classroom materials and new ways to deliver their lessons.

Another conclusion which emerged was in the form of the culture of NON-sharing which seems to exist between the LSEN schools. Contact was made with two other LSEN schools in the Pietermaritzburg area and yet no response was forthcoming to clarify the tools, strategies or tests used to determine the reading and literacy levels of their pupils and how to raise these levels. It appears educators are unwilling to share their knowledge and skills for fear that they will not get credit for the work they have done, someone else may just get that recognition now. In talking to other educators from different schools, it became clear that many teachers had creative and stimulating ideas that they believe to be very successful in their classes. When asked to provide evidence of these ideas so that they could be used in other schools, the educators were not very forthcoming. Certain teachers feel very threatened and insecure about sharing their work, perhaps feeling that they are being judged rather than see the request for knowledge as a compliment to their hard work and expertise.

5.1.1 Personal Observations

Although these observations did not contribute to the findings of this study, the researcher was able to implement the scaffolded literacy strategies in another school

merely for reasons of observation and continuing professional development. Due to relocation to Scotland, the researcher was able to secure a teaching position in a Special needs school in the Hamilton, Glasgow. The school caters for learners aged five to eighteen years and is similar to the Newton High environment (research site) due to the schools policy of catering for the needs of learners with mild to moderate learning disabilities. These disabilities include emotional, physical as well as mental barriers to learning and as such the learners displayed a vast range of ability. Although the national Curriculum of the United Kingdom is different to that followed by the South African schools, the researcher was able to use all of what had been learnt during the year of intense implementation at Newton High School in this new school environment. It was remarkable to see that from February 2005 to the end of June 2005, which is the end of the Scottish academic year, that the learners had progressed well. Although it is very difficult to measure motivation, the learners appeared to enjoy the new approach to the teaching of literacy and responded well to the researcher/ teacher and as such appeared to be very motivated. They too seemed to enjoy the amount of discussion and the contributions they were able to make by drawing on their prior learning and life experiences.

The learners at the special school in Hamilton were very eager to improve their skills to enter the job market and most realized that being literate was very important to the improvement of their quality of life and chances of employability (similar to the opinions expressed by the tracked learners from the research site.)

5.2 Implications for Teaching and Teacher Training

The foremost implication for teaching, which emerges from the conclusions, is the role of literacy in empowering students and allowing them greater access to the power of literacy which requires a greater emphasis on the active teaching and scaffolding of literacy, with reading being the basis for success in schooling. Other issues related to this are those of modeling and positive reinforcement for learners and the building up of a nurturing environment that seeks to empower learners, not keep them oppressed by any hidden curriculum that may be present in the syllabus. Bruner's work (1975:4), supports this assertion in stating that, "conflict free coping" chances should be given to enable even learners with barriers to learning, to succeed by focusing on the task at hand and achieve some measure of success thereby boosting their confidence and nurturing their unexplored potential, that is Vygotsky's Zone of Proximal Development.

Further support for this method of teaching can be found in the work of Cope and Kalantzis (1993) who argue that it is the function of the school to make the nature of literacy explicit, especially so that it can provide marginalized learners with access to a literate culture and ways of thinking. Good teaching is a dialogue between the discourses and the culture of schooling and those of learners. This belief of Cope and Kalantzis resonates particularly well with the work of Macken-Horarik who proposes the movement from the everyday domains of the learners to the specialised and critical/reflexive domains of schooling. She proposes that it is the task of schooling to foster this movement from the everyday to the reflexive domains across the curriculum,

similar to Freire's suggestions for the role of the school. Further to this, she proposes that the first duty of the school is to provide access to the specialized domain, which Rose argues comes through effective reading which can be enhanced through the implementation of SLSs in the school. It is the creation of this ability to move from the everyday to the specialised and then the reflexive through providing access to the specialized domains of schooling (which is what Rose's SLSs attempt to do) which encourages learners to become critical of the social agendas of texts they may encounter and so cause the learners to question socially powerful discourses. This implies that learners need to comprehend a text to such a degree that they are able to enter the critical/reflexive domains and recognize the social agenda which exists in socially powerful discourses and be in a position to make judgements regarding these texts. Literacy and the differing ways of using language open linguistic doors so that access to other areas of social action and social power is facilitated. The teaching of literacy must then link the various social purposes of language in different contexts to predictable patterns of discourse if it is to provide equal social access to learners

The Freirian model (1972) makes use of liberating and problem posing education while rejecting the opposite, domesticating and "banking" model of education that merely deposits information into the minds of students. Freire believed in active education which exposes all its participants to the process of exploring and shows ways towards knowledge. Teachers must not simply "deposit" knowledge but must create a two way communication channel so that students feel part of the education process and are challenged by questions posed or issues raised. Freire believed in co-intentionality in that

both teacher and student share the same space in a classroom and so should learn from each other through discussions and debate, so the teacher becomes a facilitator and not an oppressive instructor. Freire believed in using generative themes, these are themes arising out of everyday life which students can relate to and thus engage with confidently like poverty or AIDS.

The implications for teacher training programmes are also evident. Teachers need to be trained in Scaffolded Literacy Strategies so that they are in a position to implement this literacy strategy from the moment they encounter their learners in the classroom. Also, the teachers must feel confident in their presentations, unlike my initial experience, in which I was very wary and uncertain. However, after a successful first text, I was able to build up my confidence and progress with greater enthusiasm and belief in what I was doing. This teacher training in the use of SLSs will mean that teachers have another style of teaching to use in their arsenal of strategies to help their learners. Also, the use of SLSs is an alternative to the usual "chalk and talk" teaching. The active teaching and high level of support given to all students, not just those with special needs may assist in raising the general level of literacy in South Africa.

With teacher training as a concern, the principal of Newton High School afforded me the opportunity to present a two-hour staff development workshop to all the educators, technical and academic, on Friday the 29 October 2004. Due to the limited amount of time available to present the workshop and Rose's scaffolded literacy strategies, a brief overview was given of the main ideas and influences of and upon Rose's work. A brief

explanation of Rose's work was given, including the impressive results obtained with the Aboriginal students (mentioned earlier). The influence of Vygotsky and Bruner was mentioned as a means to foster a greater understanding for the need to Scaffold and also to highlight the relevance of social learning which is so important in society and thus for education. In order for SLSs to be implemented effectively across the curriculum, staff training and development are vitally important. The workshop I hosted was an attempt to develop staff and spark their interest in SLSs to encourage their use across the curriculum.

A practical working example was used as part of the workshop to orient the educators to SLSs and the processes involved. The reading cycle was highlighted and then using this model, a text was used for reading. The stages of preparation, identification and elaboration were employed, as one would use them in the classroom, to improve comprehension of the text and the linguistic devices used to convey the communicative purpose of the text. This text then provided the basis of the actual lesson format. The researcher literally "taught" the educators as though they were students in a class. The educators were required to provide feedback on the text, write on the board, assist each other with spelling while the facilitator of the workshop provided the same assistance as they class educator would. Much discussion on the text was held, educators (who were now in the place of students) shared their ideas and thoughts thus calling on prior knowledge and building up knowledge within the staff group. The syllabic and phonetic method of spelling was employed. A brief oral summary was required after having done group work on the text and this was then shared orally. Much praise and positive

feedback was given after each feedback or item shared in a bid to entrench nurturing and caring aspect of education and recognition of efforts.

Staff expressed thoughts on certain factors, one of which was the size of the classes. Some classes have twenty-seven pupils present, which makes it very difficult to keep control of the class while trying to assist the learner who is scribing on the board. The learners tend to chat very quickly when the educator is not facing them directly which then demands that the scribe receive the educator's back, which is also a very negative body language aspect. In an ideal situation, all the members of the class will be totally focused on the scribe, however the attention of the special needs learners can be easily diverted so it is essential to constantly keep the scribe focused on the writing task while encouraging the learners to participate. Ideally, the teacher acts as an interface for the class but in special needs, the scribe may need extra assistance and so the teacher's back may be presented to the class at times. The lack of a school library facility and the learners' own backgrounds were also seen as an obstacle. A suggestion was made, quite impressively too, that perhaps the school should initiate a school led parent education programme so that the school could contribute, not only to the community, but also to the continuing development of our students who could then be aided at home as well as in the class. The students could also scaffold with their parents and as such the use of Rose's approach could be furthered even more and have a greater impact on the community, city or province.

The creation of such an equitable class requires teaching staff to present and staff

Attendance at the research site was often a critical issue facing the management team. The system of "batting" in place at the research site is worth reviewing. To implement Scaffolded Literacy Strategies takes a great deal of time, preparation and energy. Teachers who continually lose their non-contact (free) periods become tired and disillusioned. The feeling of doing one's own work as well as carrying the load for other educators who make a habit of being absent tends to make one demotivated and this reflects in their work ethic. The school management must undertake to put measures in place to counter this high level of staff absenteeism. This impacts not only on fellow educators but also on the learners. Perhaps the foreign system of using supply teachers is one that could be considered at both national and provincial level to ensure continuity of work and reduce teacher burnout.

Learners lose contact time and learning opportunities when their educators are away from school. Coupled with this is the high level of learner absenteeism. Some learners are away for more than sixty academic days and this makes them unable to keep pace with the work being done. Considering the amount of preparation and elaboration which go into every text done with the SLS approach, a learner who misses two or three of these lessons loses out on a great deal of knowledge and the opportunity to test and share their own ideas. Also, the work done in terms of grammar and spelling is also lost to them and they will feel inadequate to meet the challenges of that particular text. This then impacts on the overall efficacy of the approach, which may otherwise have been "highly successful" (Rose: 2003:1)

If implemented across the curriculum, by a motivated staff, Rose's SLS allow for the development of language and literacy skills which fulfil the requirements for OBE assessment criteria, which demand that a student be able to demonstrate the knowledge and skills they have acquired in an independent manner, both in the mainstream and special needs education realms. Rose's SLS may lessen the phenomenon of "slow" learners who are always "playing catch-up" while their more advantaged counterparts seem to progress even further. The use of SLS could provide a far more equitable teaching and classroom context and allows all learners to gain access to literacy.

Clearly, the conclusions drawn have far reaching implications for special needs education which could benefit from the introduction of SLSs as general teaching practice in all special needs schools. The crisis in schooling regarding literacy lends credence to the argument that SLSs could indeed benefit not only special needs education but mainstream education too. Therefore, the application of SLSs has wider implications for education and would need further exploration and research.

CHAPTER 6

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APPENDIX A: LETTER OF PERMISSION

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being; exposed! to this- research.

I wish) her every success- iro her research.


Mr. F. B. Kruger
Principal

APPENDIX B: CONSENT FORM

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APENDIX C: PROOF OF OBSERVATION

JNewton

TO WHOM IT MAY CONCERN

I am writing to you very truly as the Head of Department for Grade-9; I was pleased to receive a number of MRS IMJW ROWLANDS' English lessons.

The application of Dr. Rose's scaffolded literacy strategies was interesting and I feel informed and an emanation from Mrs. Rowlands as to why she was using PMS Keelinisqne; what it looked like; to see it work and how, I feel it was an effective and enthusiastic and she eagerly participated, I appeared to be well prepared and reading phases were enjoyed. In fact students who struggled with the writing phase. This was due to the lack of preparation, poor spelling and inability to construct sentences correctly. They displayed a very poor understanding of grammar. Even though the educator did cover these aspects in the lessons they still seem to need additional help with writing exercises.

Due to the protection of our learners' sensitive natures and the confidentiality which was agreed to by the researcher at the start of the research programme the lessons were not observed and not video taped. Observations were less intensive than having a camera present in the classroom and would also not endanger the learners' anonymity.

Yours sincerely



N. TsivEotuse Snyinaji!
Head of Department
Grade-9

APPENDIX D: JANUARY WRITING SAMPLES

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APPENDIX E: AUGUST WRITING SAMPLES



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APPENDIX G: GRADE QUESTIONNAIRE

GRADE QUESTIONNAIRE Appendix G

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- 2. What kinds of things have you enjoyed doing in English? Why did you enjoy them?
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 and I love to read I learn lots about english
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- 3. What kinds of things have you not enjoyed doing? Explain your answer.
 writing in class every day and doing nothing
 I never enjoyed it all but it is very nice
 I never enjoyed stay in I love to go outside that it
- 4. What type of work do you expect to do/ hope to do this year?
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- 5. Your teacher will be telling you about some of the skills we think are important

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## APPENDIX H: STAFF REPORTS

PLEASE REPORT ON THE OBSERVED BEHAVIOUR OF THE LEARNERS WHO  
QUESTIONS THESE OBSERVATIONS: SHOULD BE DIRECTED AT THEIR CLASS  
INVOLVING BOTH (VERBAL AND) WRITTEN: AS WELL, AS ANY DISSENTS IN  
THEIR WORK SUBSEQUENT RESPECTS THAT MAY HAVE BEEN NOTICED  
PLEASE TRY TO BE AS OBJECTIVE AS POSSIBLE AND NOT TO COMMENT ON  
ANY PERSONAL FEELINGS TOWARDS THE LEARNER.

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## APPENDIX I: ADAPTED SCHONELL R3 TEST

Read the questions carefully before answering. Write the answers on your question paper.

EXAMPLES:

a. I have a cat. It is black and white. It is one year old and sleeps in a box. The cat plays with a ball of wool.

Where does my cat sleep?

b. Every now and then along the roads, we see wooden houses with shut windows and little gardens stocked with flowers.

Choose the word that tells about the windows.

Half-open    open    closed    apart

1. I am a wild bird. My home is in a tree. I can fly high up in the air. I can sing a song.

Where is the bird's home?

2. We have a baby. When we speak to him he waves his hand. He has ten teeth and he sleeps in a cot.

How many teeth has the baby?

3. Last Monday we went to the zoo. We spent much time in front of an iron cage which held seven monkeys. They made us laugh when they put out their paws for nuts.

What was the monkeys' cage made of?

4. It was getting so dark that Alice decided there must be a storm coming on. "What a thick black cloud that is!" she cried. "And how fast it comes! Why I do believe it's got wings."

Do you think the sun was shining?            YES    NO    CANNOT TELL

5. Hans took the stone and went off with a light heart, his eyes sparkled with joy and he said to himself, "I must have been born in a lucky hour, everything I wish for comes to me!"

Was Hans happy or unhappy?

6. In some cities coloured lights are used to control the traffic. A red light means STOP, an orange light means GO CAREFULLY and a green light means GO.

What light is used for GO CAREFULLY?

7. There was once a shoe maker who worked very hard and was honest, but still he did not earn enough to live on and at last all he had left was enough leather for one more pair of shoes.

Choose the word below that tells what the shoemaker was:

Lazy            dishonest            hardworking            proud            idle

8. When a duck wants to rest on water it draws its head backward, tilts its body upward, thrusts its feet forward and spreads its tail outward.

Choose the word that tells how the duck places its head.

Upward            forward            backward            downward

9. I can skip, I go to school everyday, I wear a pretty dress and I have long hair.

What am I?

10. Long ago there lived on the sea coast of Japan a young man named Yaina, a kindly fellow and clever with his rod and line.

Write the word Yaina on your paper, if you think he was a fisherman, put a line under his name, if you think he was not, put a cross under his name.

11. The daylight is dying  
    Away in the West  
    The wild birds are flying  
    In silence to rest.

Do these lines tell about evening or morning?

12. Over the meadow  
    In the reeds on the shore  
    Lived a mother water rat  
    And her little water rats four.

How many water rats altogether?

13. December is a winter month in England, but in Australia it is a summer month. Christmas day is on the 25 December.

Choose the word that tells what Christmas day in Australia is likely to be like.

Windy            freezing            hot            cold            frosty



14. A sailor dropped the captain's silver tea pot into the sea. The captain went to the sailor and said to him, "You let my treasure fall into the sea, did you not? It is lost." "No," said the sailor "I know where it is, it is at the \_\_\_\_\_ of the sea."

Write the word that has been left out.

15. If you are waiting on shore for a ship to come in, the first thing you see is the smoke, later the funnels and masts come into sight, and lastly the hull of the ship itself is seen.

Suppose you are watching a ship leaving shore, choose the word that tells the last thing you will see.

People            masts            smoke            funnels            hull

16. Behind the little house were apple trees, a plum tree and two or three pear trees. Then came a stretch of rough grass and a stonewall with a gate leading into the pasture.

Was the stonewall in front, behind or at the side of the house?

17. A field mouse had a friend who lived in a house in town. Now the town mouse was asked by the field mouse to dine with him, so out he went and sat down to a meal of wheat.

Where did they dine? At the field mouse's home or at the town mouse's home?

18. Upon a mountain height, far from the sea,  
I found a shell,  
And to my listening ear the lonely thing,  
Ever a song of ocean seemed to sing,  
Ever a tale of ocean seemed to tell.

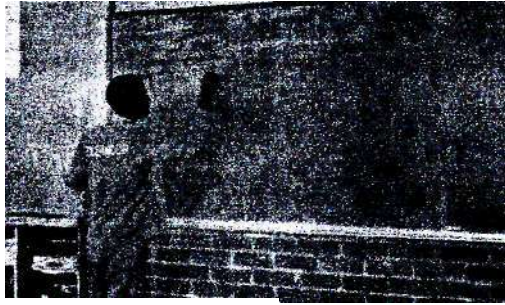
Which seemed to sing a song? The mountain, the shell, or the ocean.

APPENDLX J: PHOTOGRAPHS TAKEN DURING SLS's LESSONS

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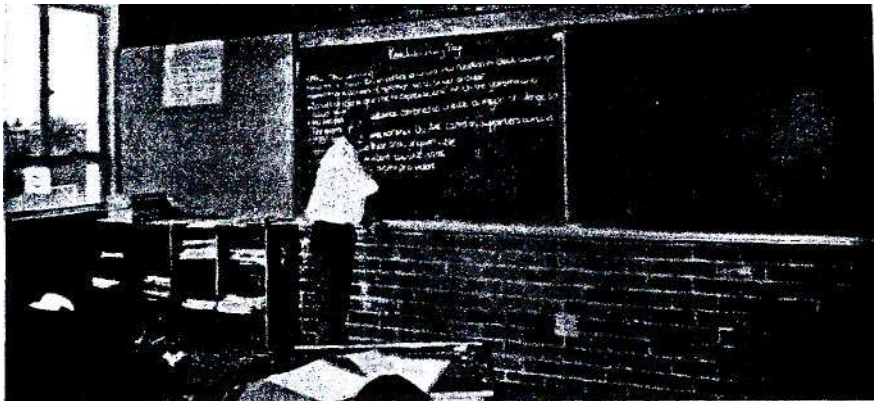


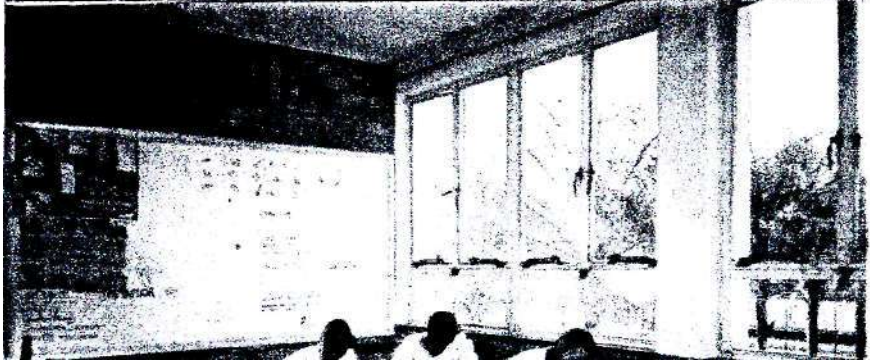
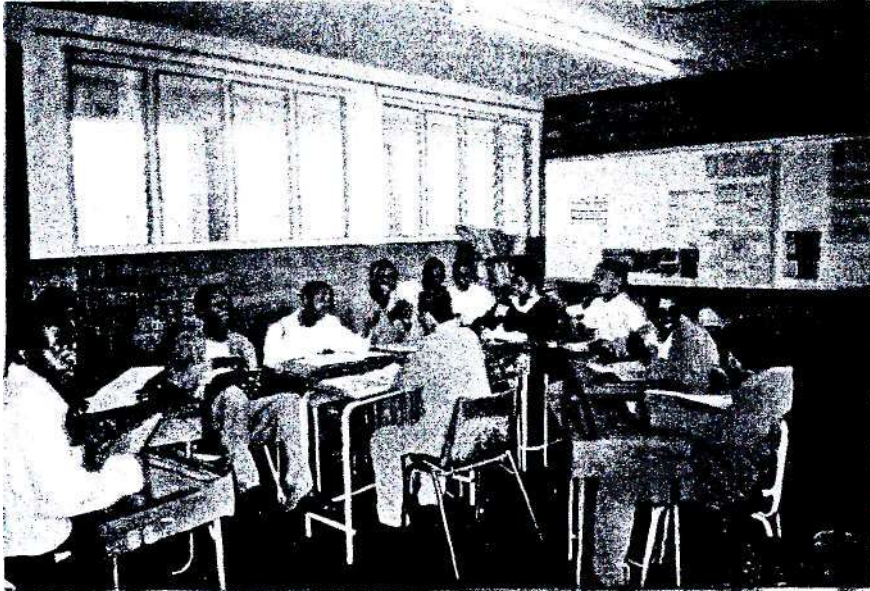
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APPENDIX K: JANUARY 2005 LEARNER SURVEY

GRADE 10

Think back to your English class of 2004.

1. Can you remember the way your teacher taught you to work with a reading passage or text? Yes

2. Will you be able to use this method on your own in your English class this year (2005)?  
Yes

3. Do you think that the last six months of the 2004 academic year were worthwhile in terms of what you learnt in English class?

Yes

4. Have you spent any time over the holidays reading? Yes

5. Have you visited a library at the school holidays? NO

6. What is your attitude towards English class and reading this year?

7. Do you think that your work in the last six months of Grade 9 has prepared you to deal with the challenges of the English class and language in Grade 10 this year?

8. Do you think that your writing improved in the second half of your Grade 9 year? Yes

9. Did your reading improve in the second half of your Grade 9 year?

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9. Dai your reading jmpawe ii\* tfee second hatf of your Grade 9 year?

**GRADE 7**

Think back to your English 25m.

1. Can you remember the way you were taught to write a paragraph?  
Write a paragraph about your favourite sport.

2. Write a paragraph about your favourite sport.

3. Use your notes to write a paragraph about the 2008 Olympic Games.  
What were the main events? Which teams did you support?

4. Write a paragraph about your favourite sport.

5. How do you feel about your writing in English this year? No

6. What is your attitude towards English and reading this year?

I like it and I read a lot.

7. Do you think you have improved your writing in English this year?  
What are the challenges of writing in English and language in Grade 7 this year?

8. How do you feel about your writing in English this year?

9. How do you feel about your writing in English this year?

Think back to your English tests of 2008.

1. Can you remember the way your teacher taught you to work with a reading passage or  
writing? \_\_\_\_\_

2. How would you use the method you learned in your English class this year? \_\_\_\_\_

3. The first six months of the 2008 academic year were very busy in terms of what you learned in English class?

4. Have you spent any time over the holidays reading? \_\_\_\_\_

5. Have you visited a library over the last few days? \_\_\_\_\_

6. How is your attitude towards English class and

writing? \_\_\_\_\_

7. Do you think that your work in the last six months of Grade 9 has prepared you to deal with the challenges of the English class and language as Grade 10 starts this year?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Do you think that your writing improved in the second half of year Grade 9  
this year? \_\_\_\_\_

9. Did your reading improve in the second half of your Grade 9 year?

Yes \_\_\_\_\_ No \_\_\_\_\_