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Evaluating the effectiveness of the retelling with the aid of a story-map procedure with weaker readers

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**EVALUATING THE EFFECTIVENESS OF THE 'RETELLING
WITH THE AID OF A STORY-MAP PROCEDURE' WITH WEAKER
READERS**

BY

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Degree Sought

Bachelor Of Education (Honours)

**at the School of Education,
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ABSTRACT

This study examines the effectiveness of the 'Retelling with the aid of a story-map procedure' as an instructional approach which could help weaker readers in their second year of schooling.

Based on the literature and research findings which support a view of language as a developmental, holistic and natural process, the 'Retelling with the aid of a story-map procedure' was chosen. It was hypothesised that it would help the weaker readers make connections between oral language and written language, develop meaning seeking behaviours and increase their 'data pool' of linguistic knowledge.

The goal of this study was to seek answers to the following questions:

1. To what extent does the 'Retelling with the aid of a story-map procedure' help improve and develop the reading and writing of weaker readers?

The sub-questions were:

1. How or in what ways did the 'Retelling with the aid of a story-map procedure' affect the learner's attitude towards language learning ?

2. Did the 'Retelling with the aid of a story-map procedure' encourage the weaker readers to cease reading word-by-word and encourage them to read for meaning?

3. How did the children demonstrate a growth of metacognitive awareness as a result of participating in the 'Retelling with the aid of a story-map procedure'?

The 'Retelling with the aid of a story-map procedure' used in the study was a combination of retelling procedures developed by Brown and Cambourne (1987) and Telles (1989). The children were required to predict what the story was about, listen to the story read by the teacher, make up a story-map in pairs, retell the story orally using the story-map for scaffolding and finally write the story.

Eight second grade students were chosen for the study. The children were identified as having minimum reading and writing competency. A Holborn

Reading Test was administered by the Education support Teacher and their Reading Age was at least 4 months below their chronological age.

Because the nature of the 'Retelling with the aid of a story-map procedure' incorporates the four modes of language in a holistic/natural learning context it was considered inappropriate to use a conventional, experimental inquiry paradigm. In order to study how each learner was developing control of the processes which underpin language learning, data was collected using a naturalistic model. The constant comparative method of data analysis was used and a coding system was devised to show different categories of data as patterns began to emerge.

Data were gathered over a period of one whole term, the fourth term of the year. This was done through extensive field notes, records of the children's written retellings and their own writing before, during and after retelling. Tape recordings of children's oral reading, debriefing sessions, and interviews with parents were also collected as data.

The most significant finding of the study related to the increased confidence of the weaker readers. Analysis of the patterns of behaviour determining attitude towards literacy tasks showed a dramatic change in direction. Evidence from observational field notes, written work, reading, debriefing protocols and interviews with parents, shows the children's growing confidence in their ability to learn language. Their discernible increased competence in handling literacy tasks helped them to stay on task, to take risks and to take responsibility for their own learning.

Qualitative data analysis showed that the children wrote more, the number of words spelt correctly increased throughout the nine weeks and the quality of the writing and hand writing improved steadily. Fluency rates maintained a steady increase. Changes in the children's intonation patterns and expression in oral reading suggest that they were using more meaning-driven processes.


Results indicate that the weaker readers in the study made a substantial gain on the Holborn Reading Test beyond the chronologically elapsed time.

Through debriefing interviews it was possible to gain an insight into the children's metacognitive awareness. Of particular interest, was the finding that the child who made the least Reading Age growth beyond the elapsed chronological time displayed the least metacognitive awareness.

The use of the 'Retelling with the aid of a story-map procedure' resulted in improved reading and writing of the weaker readers. The research suggests, that the weaker readers made attempts to cease reading word by word by experimenting with intonation and expression in their oral reading. There was a marked improvement in the children's attitude to literacy tasks and, with some of the children, an increase in their metacognitive awareness. These findings support the hypothesis that by engaging in a 'Whole' language activity such as the 'Retelling with the aid of a story-map procedure' the weaker readers developed meaning seeking behaviours, make connections between oral language and written language and increase their 'data pool' of linguistic knowledge.

DECLARATION

I certify that this thesis does not incorporate, without acknowledgment, any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.



Signature of Candidate

20. 11. 90

Date

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Evaluating the Effectiveness of the 'Retelling with the Aid of a Story-map Procedure' with Weaker Readers

Introduction

Remediation for children who are still not reading or writing effectively after 18 months of schooling is a problem for which there is no simple solution. There appears to be general agreement that it is vitally important to reach children who are not succeeding, before feelings of failure undermine personal confidence (Clay, 1979; Meek, 1984).

However, despite the long history of research concerning the remediation of young weaker readers, our knowledge of suitable methods to deal with this problem is unclear. Lockery and Maggs, (1981) and Carnine and Silbert, (1979) suggest that children not succeeding in learning to read need an approach that is based on behaviour analysis techniques, task analysis and mastery learning. 'Direct Instruction' programs are based on such an approach. Carnine and Silbert (1979) and Nicholls (1980) define this approach as an orientation that identifies the major skills and programs are selected and modified that best teach these skills. It involves the acquisition of a set of subskills followed by the assimilation of these subskills into the act of reading.

Yet much of the recent research about learning to read and write suggests that children learn to read most effectively when placed in meaningful and purposeful whole language settings (Cambourne, 1988; Holdaway, 1987; Smith, 1983; Harste, Woodward and Burke, 1984). These researchers have found that children learn to read and write as an integrated activity in meaningful situations which allow each mode of language to interact with and support the learning of other language modes.

Current research

A closer look at current research on the remediation of weaker readers reveals the need to provide children having reading difficulties with the same opportunities that are required for all children. In other words, children who are experiencing difficulty, still need the same purposeful, meaningful activities that integrate the four modes of language in holistic, meaningful settings (Holdaway, 1979; Smith, 1983; Goodman, 1986; Kemp, 1987; Clay, 1979; Clark, 1976; Meek, 1984).

Holdaway (1979) asserts that despite the complexity of written language and the fragmented way it is often presented, children display great skill and control over its processing. However, he expresses concern for the children who experience difficulty in processing language, He says:

But what about the children who lack the self-confidence to do so? They are likely to be met with further simplifications destructive of central functioning. The child who is forced to use a single skill when only an integration of skills will work is being cruelly manipulated and misinformed. (p.103)

Goodman (1986) believes that educators in their zeal to make reading and writing easy have made it hard by primarily breaking up whole/natural language into bite-sized, little pieces. He has found that children who are failing are often given more phonic and isolated exercises in workbooks in an attempt to help them process print. If the purpose of reading is to gain meaning from text then instruction directed at isolated skills may certainly augment the weaker readers knowledge of those skills, but it is unlikely to solve their problems with the process of making meaning with written text.

Matching instruction to current research.

Current research suggests then, that young children not succeeding with reading and writing can best be helped when:

- . language learning is done in holistic, meaningful settings.
- . learning to read and write is done as an integrated, meaningful and purposeful activity.
- . instruction takes advantage of the inter-relationship between the different modes of language.
- . reading and writing activities allow the children to take responsibility for their own learning by providing systematic procedures they can easily follow.

Reviewing available instructional methods which meet these criteria leads to examination of a combination of retelling procedures devised by Brown and Cambourne (1987) and Telles (1989). The combination of retelling procedures has been selected because of its whole language, naturalistic approach which incorporates the four modes of language.

Brown and Cambourne's Retelling Procedure

The Retelling Procedure devised by Brown and Cambourne (1987) involves a number of steps. Firstly the children are given the title of the text they are to read and asked to predict what the text will be about. They are asked to write their predictions down, then share, compare and discuss those predictions with other children in their group. Then the children are asked to read the text and see how close their predictions are to the written text.

Following this the children are asked to read the text a few times until they are sure they understand it. Then without referring back to the text they are to write the story for someone who has not read the story. They are to retell, by writing, as much of it as they can, so that other children can enjoy it and understand it as they did. Brown and Cambourne (1987, p.1–9) state that: "The retelling procedure as they define it has enormous potential as an all-purpose, extremely powerful, learning activity ... Not only does it encapsulate all the principles of the wholistic/natural learning model but it also involves the participants in intensive reading, writing, talking and listening".

Telles's Retelling Procedure

The retelling procedure as defined by Telles, (1989), differs from the Brown and Cambourne approach in a number of ways. It does not involve the children in any re-writing of the story, rather it combines the retelling procedure with a story-map and co-operative work in small groups. In this way there is greater emphasis on children using oral language to assist their understanding of reading and writing. Her main purpose was to develop oral language by comparing different versions of the same story.

With Telles's approach the teacher firstly splits the class into two groups. One group is given one version of a story and the other group another. In pairs the children are asked to take turns to read the story aloud to each other. Together they decide how they will interpret the text through the development of a story-map. When they have completed the story-map as creatively as they can, making sure they represented the characters, the setting, the correct sequence of events, the problem and the resolution, they practise retelling the story to each other with the help of the story-map. When they have practised the oral retelling, they join another pair who have read different versions of the story and retell each other their story. To complete the session, they discuss the similarities

and differences between the two versions and may do a Venn diagram depicting the differences.

Telles claims that there are great advantages in allowing the children to practise their oral retelling. She believes that the strength of this form of retelling lies in the benefit of cognitive rehearsal as the children practise retelling their story with the aid of a story-map.

Another strength of this procedure, is the way it reinforces the children's understandings of text structures which can then be generalised to future reading.

In this study, in an effort to help poorer readers, it is proposed to combine these two approaches of the retelling procedure as both have important elements that should facilitate their learning. The combined procedure will henceforth be called 'Retelling with the aid of a story-map procedure'.

Retelling with the aid of a story-map procedure

The steps to be taken for the 'Retelling with the aid of a story-map procedure' will be as follows:

1. The children will have the title of a text read to them.
2. They write down their predictions of what they think the text will be about on a piece of paper. When they have finished they write, on the back of the paper, as many words as they can think of which might be in the text.
3. Then the teacher reads the story to the children. The children discuss with partners how their predictions compare with the real text.
4. The children are given a copy of the text and are asked to read it aloud to each other.
5. When they are sure they understand the story, they make a story-map together.
6. When they have completed the story-map they practise oral retelling of the story to each other until they have perfected it.
7. When they have perfected the oral retelling they join another pair of children and retell the story with the aid of their own story-map.
8. The partners may circulate to other partners showing their story-maps and retelling the story.

9. When all the partners have had the opportunity to retell their story, they may then take some time to re-read the text really well. The text is then put aside. The children re-write the story as if they were writing for someone who has not read the story. They must make sure they include all the details of the story so that others will understand it and enjoy it as much as they did.

This method provides the advantage of allowing the children to orally rehearse the story with the aid of a story-map, before completing a written retelling. This oral rehearsal facilitates the consolidation of the story-line as well as helping the children bridge the gap between speaking, reading and writing. The creative aspect of the story map allows the poorer readers an opportunity to express themselves in a creative way which is non-threatening and different from conventional reading and writing activities.

Cooperative work develops the social aspects of learning. Vygotsky (1962) in Cambourne (1988) claims that what the child can do in co-operation today he can do alone tomorrow. It is hoped that through group talk the 'Retelling with the aid of a story map procedure' might force the weaker readers into reflecting on their own understanding of stories as they are producing the story-map or re-writing the story. Mier (1984) demonstrates how the knowledge of one's thought processes, or metacognitive awareness, is evident in good readers. She adds:

Most mature readers spontaneously monitor their comprehension, more or less consciously asking themselves, 'Do I understand? If not, why not? Should I reread a passage or look up a word to improve my comprehension?' Evidence indicates however, that very young and low ability students consistently fail to test or revise their understanding.
(p.771)

The aim of the study will be to use the 'Retelling with the aid of a story map procedure' as an instructional tool to gauge its usefulness in improving the reading and writing skills of the weaker readers.

It is hypothesised that by helping children make connections between oral and written language, it will enhance their attitude towards language learning, encourage them to cease reading word-by-word and demonstrate a growth in metacognitive awareness as well as improve their reading and writing.

CHAPTER II

Literature Review

Introduction

It is important to look at the literature from a number of different perspectives, in order to establish that the 'Retelling with the aid of a story-map procedure' is an appropriate instructional strategy to help weaker readers improve their reading and writing skills.

Firstly, it is necessary to examine and discuss the reading research which supports a view of language learning as a purposeful, developmental, natural process which progresses effectively given optimum conditions for learning. (Clay, 1979; Cambourne, 1988; Holdaway, 1987).

Secondly, the research of the psycholinguists, sociolinguists and cognitive psychologists who made the connections between the unity of thought and language will be reviewed. This research suggests that language learning is a meaning making process which occurs when children are attempting to make sense of the world. In order to do this, language must be related to what is known of the world and processed in meaningful whole chunks. (Bruner, 1982; Vygotsky, 1962; Smith, 1983; Holdaway, 1987; Goodman and Goodman, 1989).

Thirdly, it is important to look at work which demonstrates the multi-modal nature of language learning. This view suggests that reading and writing are both acts of composing. That listening, reading, speaking and writing all interact in the language learning process to develop powerful, meaning-making opportunities. In this process, learning language in any one mode enhances learning and thinking in other language modes. (Tierney and Pearson, 1983; Harste, Woodward and Burke, 1984; Smith, 1983; Holdaway, 1987).

Fourthly the literature related to the teaching of remedial children will be discussed and how this can be applied to the classroom.

Fifthly, it will be necessary to look at the research findings related to the development of the retelling procedure as an instructional tool.

Finally the literature will be viewed in relation to the 'Retelling with the aid of a story-map procedure' and why it is an appropriate strategy to support this piece of research.

Language Learning As A Purpose Driven, Developmental, Natural Process

There is considerable evidence in the literature which supports an approach to language and language learning as a purpose driven, meaning making, developmental process. Holdaway (1987) states that:

Developmental psychologists such as Marie Clay (1972) have documented patterns of development in reading and writing. Literacy is indeed like other developmental tasks: it is natural when the conditions are healthy; it is learnt largely by doing; it is highly complex in the organisation of strategies required for the simplest of responses; it is self-regulated from the earliest stages; and it is characterised both by progressive stages of development and by marked individual differences of style. Continuing research modelled on Piagetian lines has clarified the constructive, interactional, and transformational nature of real learning. (p. 28)

This view is supported by Cambourne (1988) with his theory about the favourable conditions under which children learn to speak. He claims that, given the same conditions in which children learn to talk, that is, natural, whole and meaningful settings, children will also learn to read and write.

Goodman (1986), Smith (1982), Clay (1976), Graves (1983) and Holdaway (1987) also support the view that if children are involved in authentic learning environments, the natural linguistic abilities of children to process written language will be tapped.

The Psycholinguistic, Sociolinguistic and Cognitive View Of Learning

Cognitive psychologists' work, such as Bruner (1983) Vygotsky (1962) and Smith (1978), confirm the unity of thought and language. They suggest that ~~written~~ language must be made meaningful and useful to children who are striving to learn. Holdaway (1987) states that language is processed in meaningful whole blocks or chunks. He says that it is a myth to believe that to learn a set of subskills will somehow add up to linguistic skill and that these subskills may be mastered outside of a context of meaning.

Smith (1978), stresses the need to bear in mind that only a small part of the information necessary for comprehension comes from the printed page. He claims that reading depends more on what is behind the eyes – the non-visual information, than on the visual information, that is, the schema by which semantic and linguistic knowledge is stored in the head.

Goodman (1986) supports this view with his model of reading which takes into account the syntactic, semantic and graphophonic cues that readers use to process print. He believes that readers develop sampling strategies to pick only the most useful and necessary graphic cues. They develop prediction strategies to get to the underlying grammatical structure and to anticipate the content they are likely to find in the print. They develop confirmation and disconfirmation strategies then correction strategies to use when their predictions are not confirmed. When predictions are inaccurate effective readers reprocess the graphic, syntactic, and semantic cues to get to the meaning.

Kolers (1972) indicates that effective readers are more sensitive to the grammatical relationships within text than they are to the precise graphic input. This conclusion was confirmed by Clay (1976). Clay suggests that proficient readers are more likely to be dependent on known language structures than printed stimuli.

The issue then is to make literacy events meaningful at all levels of literacy so that the three cueing systems will work together in an automatic way. Board (1981) cited in Harste (1989) says that:

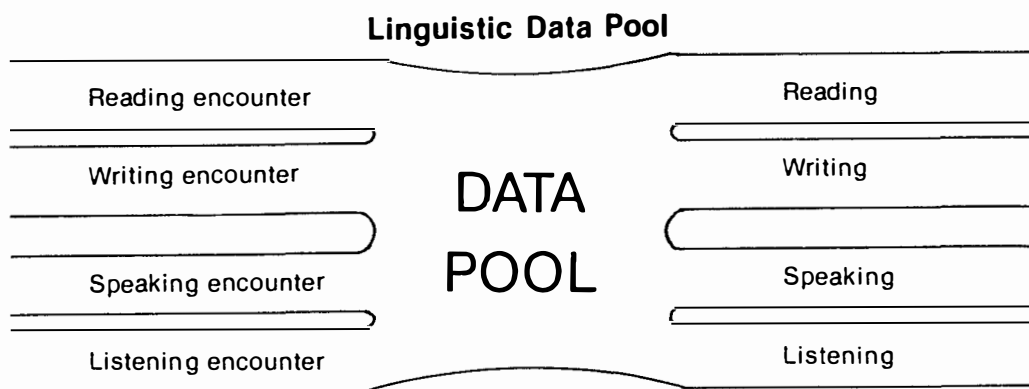
Sociolinguists and psycholinguists suggest that we participate our way into literacy. To be successful, language learners assess the context of the situation in which they find themselves and produce a text that they see as reasonable or appropriate. Researchers have found that poor readers are often in trouble because they take the teacher too seriously. These readers suffer from an: 'instructionally dependent attitude' – trying only those strategies and techniques that were explicitly taught and nothing more. (p. 15)

The Reading, Writing, Listening and Talking Connection

It is important at this stage to put reading into the context of language as a multi-modal activity. Quite often remedial programs fail to include writing, spelling, talking and listening. Reading, writing, talking and listening all reinforce one another. As described in the following section, language development relies on the multi-modal 'Data Pool' feeding in linguistic data.

Brown and Cambourne (1987) claim, what they have observed in their research strongly supports the notion that the tradition of fragmenting language into four so called language arts i.e. (reading, writing, listening, talking) is quite an arbitrary and artificial separation where learning is concerned. The essence of

the relationship between language modes is encapsulated in a visual metaphor by Harste, Burke and Woodward (1983).



Harste, Woodward & Burke (1983)

Butler and Turbill (1984) also add that :

Reading and writing are both acts of composing. Readers, using their background knowledge and experience, compose meaning from the text; writers, using their background of knowledge and experience, compose meaning into text. (p.11)

Frank Smith (1983) takes this point further:

The author becomes an unwitting collaborator. Everything the learner would want to punctuate, the author punctuates. Every nuance of expression, every relevant syntactic device, every turn of phrase, the author and learner write together. Bit by bit, one thing at a time, but enormous amounts of things over the passage of time, the learner learns, through reading like a writer, to write like a writer. (p. 564)

Tierney (1987) further supports this view. He believes that:

To reflect on what connecting reading and writing entails for classroom learning, we must first view reading and writing as ways of knowing. They are powerful ways for criss-crossing topics, experiences or problems. Second, that reading and writing are overlapping activities—incorporating the same basic subprocesses. We might take fuller advantage of these tools if reading and writing were viewed as symbiotic processes that can together support learning. (p. 1)

The research by Tierney (1987) on reading–writing relationships provides some support and definition as to how both modes might be used to traverse topics en route to fuller understandings. The following findings emerged:

That writing in conjunction with reading enhances knowledge acquisition, skill development and critical thinking. That writing in conjunction with reading has advantages over writing alone, reading alone or in combination with other activities such as brainstorming, study guide questions or the use of study techniques such as note-taking. (p. 4)

Spelling is another area where weaker readers can benefit from a holistic, multi-modal learning approach. Kemp (1987) suggests that looking at a child's writing helps us to assess a child's spelling development. Boufler (1984) cited in Kemp (1987) makes this observation:

To become standard spellers we must be readers. Books provide demonstrations of standard spelling. Being a reader is not enough, however...It is my intention that, just as we change stances in writing, we do something similar in reading. This change of stance enables us, during the process of reading, to note things which are primarily the concern of writers— how something is said, how it is spelled. To become standard spellers we must read like writers. (p. 230)

Dictated stories that provide a medium for observing the child's spelling patterns are used by Kemp (1987) to begin his programs in remedial spelling. He encourages children to 'take risks' in spelling words in story writing. He suggests that children be given the opportunity to correct their own spelling. He reminds the teacher that even poor spellers get more words right than wrong, so emphasis should be on highlighting the child's meaning and the number of words correctly spelled. Kemp (1987) points out that because words are usually spelled correctly according to meaning not sounds, then spelling needs to be taught in context.

To ensure that effective language processing will occur in both reading and writing, it is important to provide weaker readers with meaningful experiences in a variety of modes. Development in one mode will reinforce learning in other modes.

Instruction For Children With Learning Difficulties

The research in remediation is diverse and inconclusive. Findings depend on the theoretical stance or the methodological paradigm which is adopted. From the psycholinguistic, sociolinguistic and developmental theorists point of view, there is concern about the language environment being over-simplified by isolated skills methodologies being used for remedial children. (Holdaway 1979; Harste et al 1984, Clay 1979, Kemp 1987).

On the other hand behaviourists like Becker et al., (1981) cited in Lockery and Maggs (1982) state that:

The search for effective programs to teach even the hardest-to-teach children has long been under way. Research findings in the United States in the last eleven years have shown the Direct Instruction programs to be most effective in teaching academic skills to a range of population in different settings. (p. 263)

Lockery and Maggs (1982) claim that the results found in their analysis of Australian research strongly support that done in the United States. They feel that Direct Instruction works with a wide spectrum of learners and that it is an effective teaching technology. They quote a number of empirical studies that reiterate that Direct Instruction programs presented an output of successful results with a wide range of population over a ten year period.

However as was discussed in the introduction to this study 'Direct Instruction' programs use hierarchical skill-based instruction that is at variance with the results from current research done by sociolinguists, psycholinguists and those researchers who support holistic, natural language learning instruction. As Cambourne (1987) argues:

These pre-determined sub-fractions of the literacy act were presented as a flow of information from the teacher to the pupil with very little pupil participation. The children were expected to apply the 'knowledge' or 'skill' that has been explained, usually by way of written exercises. The basis of these written exercises was repetition of the 'concept' or 'skill', using contrived (dummy) examples. The children's responses to these dummy examples were used to make judgements about the degree of learning that had taken place. After a lot of practice on that particular subconcept or subskill, the cycle was repeated with the next one in the series. (p.47)

Smith (1983) similarly criticises the naive assumption that literacy comes from the incremental acquisition of skills and knowledge rather than from demonstrations and purposeful intention. He claims that much of what is learnt when we learn to read, write and spell is learnt unconsciously as we view demonstrations of others reading and make generalizations about the nature of written language. He even goes so far as to suggest that the nature of language learning is so enormously complex that we could not possibly learn all the sub-skills through explicit direct instruction.

Gillet and Temple (1982) also noted how many older poor readers are still good at sounding, still steeped in letter-sound correspondence rules, and still

unable to read sentences with confidence. They add: "Clearly, knowing the letters and their sounds is not all there is to reading, as often we may hear that suggestion in one form or another" (p. 3).

Gillet and Temple (1982), Kemp (1987), Holdaway (1987) and Clay (1972, 73) all claim there is no simple solution to dealing effectively with children who are experiencing difficulties in reading and writing and who are not profiting from instructional methods that work with most children. They suggest that those children who have not succeeded in literacy, are the way they are, for many different reasons. That even reading methods especially designed to help the weaker readers will not work if the individual child is not the focus of assessment and remediation. Kemp (1987) adds:

These differences impose demands upon teachers awareness of and sensitivities towards those children who are outside the main stream of development and will need skilled, supportive teaching. On the other hand, these differences also contribute towards teacher's striving in making a literacy curriculum not only relevant and learnable, but also dynamic, fascinating in parts, always enjoyable and incessantly feeding upon children's curiosity and sense of achievement. (p. 252)

Kemp (1987) has documented a series of observational guidelines with related instructional procedures to help children with special needs. These observations involve assessment in reading, writing, spelling and verbal abilities. He believes that teachers can only gather understanding about the children they are working with through watching, listening and talking to them while they are reading and writing. He says that it is only through careful observation that reliable assessment and instructional decisions can be made about their reading, writing and spelling.

When it comes to instructional approaches for the weaker readers, Kemp (1987) feels that teachers need to look at the value of a model in literacy observation. The model he suggests is extracted from various psycholinguistic theories. He believes, that the information collected on how the child processes print, and the strategies he or she is using, will help teachers make reasoned decisions on how to act when giving help to the child with learning difficulties.

Clark (1976) in her study of young fluent readers, has made some important points regarding the teaching of children with reading difficulties. Her study found no obvious correlation between the various tested criteria such as

visual discrimination, intelligence tests and auditory discrimination and the reading proficiency of the young fluent readers. She concluded that the failures of other children might well stem from lack of processing skills rather than a weakness in auditory discrimination or even of speech sounds.

Another study by Krippner (1963) cited in Clark (1976) warned of the danger of predicting failure because of deficiencies. A child in his study had a difficult birth, early concussion, mixed-handedness, all possible risk factors, yet this child had a reading age of over eleven at under five years of age.

Clark (1976) makes some suggestions on how to help children who have difficulty in learning to read. She claims that attempts to help weaker readers with intensive concentration on word identification in isolation or in simple sentence structure have perhaps held them back in language development. She feels that they need oral presentation of more complex written language otherwise they will be further deprived by their inability to read these more complex texts for themselves. Clark (1976) claims that an over emphasis in remedying reading failure may lead to the restriction of educational experiences. She feels that it is important that reading is kept in its language context, as a critical communication skill.

Research by Meek (1984) supports Clark's suggestion regarding ways of teaching children who have failed to acquire a useful degree of literacy. Her pupils learned to read when she made it seem worthwhile, when the basic knowledge or skill learned was not the ability to decode print, but competence and understanding of written language. They learned best when they composed written texts.

The Reading Recovery Program developed by Clay (1979) also uses text reading and writing as the central elements for helping children who have not made adequate progress in their first year at school. Her research was based on recording, by objective procedures and in minute detail, the observable reading 'behaviour'. Clay believes that 'behaviour' is the key word. Observing and evaluating children's behaviours while they are processing language is the important factor. She believes that instruction is then based on the observed behaviours and processes the children are using. She also believes that it is important to detect and avoid reading failures within the first year of the child's schooling.

Why The Retelling With The Aid Of A Story-map Procedure?

The 'Retelling with the aid of a story-map procedure' was chosen as an approach which encompasses principles related to research about:

- . The holistic, developmental nature of language learning.
- . The cognitive, purposeful and meaning making aspects of language learning.
- . The multimodal dimension of language.
- . The instructional methods of remediation described by Clark (1976), Clay (1979), Meek (1984) and Kemp (1987).

The 'Retelling with the aid of a story-map procedure' provides:

- . Children with 'Whole, literature-based texts'.
- . Purposeful activities which are meaningful.
- . Opportunity for the incorporation of the four modes of language.
- . Opportunity for remedial children to develop their skills without the threat of failure.
- . Opportunity to develop the social aspect of learning through co-operative work in pairs and then in small groups.
- . Practice with repeated reading and an opportunity for overlearning.
- . Activity that is obviously enjoyable and encourages on task and meaning making behaviour.

In the following section, a review of the use of retelling as a classroom procedure will be presented. An 'Education Data Base' search was made on 'C.D. Rom' for the word 'Retelling' in both the title and for the word in the abstract. There were 126 items with 'Retelling' as a key word and 13 items with retelling in the title. A further search was made of articles on retelling in education journals.

Review of Research in the Use of Retelling Procedures

Brown and Cambourne (1987) describe their retelling procedure as a reading and writing approach. Their procedure incorporates the predicting of the story from the title alone, the reading of the story and then the retelling of the story in writing. They have discovered that their procedure maximises the potential for the four most common forms of language behaviour (reading, writing, talking, listening) to be used together in a mutually supportive way. Furthermore, their procedure focuses on meaning. It brings to the students'

conscious awareness the precise nature of the relationship between the four modes of language and the processes involved in creating texts when using any or all of them. Brown and Cambourne also noticed that the children's written retellings contained many of the features of the original text. It was obvious that many of the features of the text were being internalised by the children.

The research by Telles (1989), similarly considers the benefits of 'Retelling', especially the benefits of co-operative work. However, her 'Retelling' does not use a writing component as it is aimed more at developing oral language and comparing and contrasting narrative texts. The procedure devised by Telles does, however, provide an added scaffold by using a story map as part of the retelling procedure.

Froese (1983) in a quantitative study which examined the interrelationship of the four language processes, speaking, writing, reading and listening found that retelling was the best predictor of composition ability. The study was devised to provide information about children's ability to dictate, to write independently, to retell a story they had heard and to comprehend a story read to them. The study investigated how, in terms of quantitative language units (mean words per t-unit, mean number of dependent clauses, words per maze, mean number of dependent clauses per t-unit, and length of words) the modes of dictation, independent writing and retelling compared. The data revealed that the retelling of events was the single best predictor of composition quality.

Phillips-Riggs (1984) on the other hand expresses doubt about the reliability and efficiency of the T-unit test. In a response to Froese's paper, she quotes work by Rosen (1969), Gebhard (1978) and Crowhurst (1980b) which suggests that the T-unit test is not a valid measure of language development. She concludes that the quantitative evaluation of the past does not provide an adequate measure which is in keeping with the current philosophy in the field of language development. She suggests that the research we do should be judged by the criteria we use to show gains in actual language development.

Hay (1984), on the other hand, addresses the notion that the cognitive load of young children influences their ability to recall the logical sequence found in stories. Children were classed as conservers and non-conservers. It was found that the use of visual stimuli aided nonconservers to produce the initiating event and the macrostructure category in story generation.

Another study by Piper (1986), describes a second grade teacher's use of storytelling to teach English as a second language. The findings were that the use of imagination is felt to have encouraged the children to extend their experience beyond the limits of their immediate surroundings.

A study by Montague (1988), investigated both quantitative and qualitative differences between learning disabled (LD) and nonlearning disabled (NLD) across two tasks, one an oral retelling and the other a creative writing task. Results suggested that LD students had acquired a rudimentary but not fully developed schema for narrative prose.

A study by Ronald and Roskelly (1985), found that 'Remedial' college students benefited from an exercise of listening to stories and then 'retelling' the story in writing. Several valuable lessons were learnt about composing:

1. Strategies of organisation – beginning , middles, ends---are set by the form of the narrative itself, but were developed by the students as they retold the story.
2. General and specific ideas occurred naturally as the students both tell details of the story and attempt to move to the next point by generalizing.
3. Retellings of the same plot can take many different forms (p.8).

This study concluded that there was positive evidence of the value of written retellings on language proficiency.

The results of research by Gambrell (1985) also suggest that there were significant differences found on all measures of reading comprehension in favour of subjects who received practice in retelling.

Conclusion

Given the current research about the cognitive, holistic and natural nature of language learning, this literature suggests that it is appropriate to research further the use of written retellings with weaker readers. In this way it should be possible to investigate how the retelling procedure might facilitate a better understanding of the relationship between the four modes of language and so enhance reading/language learning. The 'Retelling with the aid of a story-map procedure' could help children internalise text structure, conventions of print, and most of all acquire meaning seeking behaviour in language development.

CHAPTER III

Methodology

The 'Retelling with the aid of a story map procedure' is one which incorporates the four modes of language, reading, writing, speaking and listening in a holistic, natural learning setting. It relies on its multi-modal perspective to feed into language learners an ever increasing pool of knowledge about language. (Harste, Burke and Woodward, 1984). In order to make comprehensive judgements about children's language development, it is vital to observe them over a wide range of activities and not to draw conclusions from one. Language is an ever changing medium that always presents new challenges even as individuals gain more control of it. It is qualitative and subjective and, therefore, must be approached differently when evaluation is considered (Brown and Cambourne, 1987).

This view is shared by Holdaway (1987) who claims that:

The search for scientific knowledge about learning has changed its focus from teaching to learning. This change in perspective has allowed the posing of many long-neglected questions. How does one learn the most complex and demanding skills in our lives, such as walking, talking and making friends? Why is this natural form of learning so successful? What has research had to say about natural, developmental learning? A new and more genuinely scientific movement has been in the making, and has begun to reinvigorate classroom practices. (p. 26)

Holdaway concludes with:

The theoretical foundations for the new sciences were laid by such giants as Piaget and Vygotsky in cognitive and linguistic development; by Sapir and Chomsky in the science of linguistics; by Malinowski and Firth in anthropology; and by Dewey and Langer in philosophy. The methods and instruments required for the scientific study of language and cognition were painfully assembled and validated. (p.27)

Holdaway is speaking about the qualitative and longitudinal research methods that are currently used by language researchers such as Clay (1979); Harste, Woodward and Burke (1984); Smith (1978); Goodman (1986); Bissex (1980); Calkins (1983); Cambourne (1988); himself and others. The principles which underpin the holistic, natural learning approach necessitate the methodology of qualitative research. This is because 'Whole Language' should be

taught in whole meaningful chunks and the variables involved will only be recognised as they emerge from the collected data.

Lincoln and Guba (1985) also say:

As we move to the language model, which views reading as a process ongoing in the learner's head in interaction with his or her environment and in the view of earlier experiences, we see that a research method that requires breaking phenomena down into variables and their relationships has little to recommend it. (p.205)

Through the gathering of data, one can draw conclusions about each learner's developing control of the processes which underpin effective language use. Most important are those related to effective text construction, using both reading and writing as well as oral forms of language (Brown & Cambourne, 1987).

As this study is concerned with how the 'Retelling with the aid of a story map procedure' can help the reading and writing of weaker readers, a naturalistic inquiry approach was found to be the most suitable paradigm to use.

Research Questions

The goal of this study is to seek answers to the following questions:

1. To what extent does the 'Retelling with the aid of a story map procedure' help improve and develop the reading and writing of weaker readers?

Sub-questions are:

1. How or in what ways does the 'Retelling with the aid of a story-map procedure' affect the learner's attitude towards language learning ?
2. Does the 'Retelling with the aid of a story map procedure' encourage the weaker readers to cease reading word-by-word, and encourage them to read for meaning?
3. How do children demonstrate a growth of metacognitive awareness as a result of participating in the 'Retelling with the aid of a story map procedure'?

CHAPTER IV

Design of the Study

Research setting and participants

The research was conducted in the primary section of a District High School in the outskirts of the Perth metropolitan area. The school setting is rural, however, there are at least three different categories of children who attend the school: rural families, families from a defence force and families who commute to the city for work. Approximately one third of the subjects come from each category.

The school has approximately 520 students, 360 of whom are in the primary section. The junior primary section of the school, years one to four, uses a team teaching method. That is, they have two teachers working full time in the one double classroom of children. Team-teaching and double classrooms facilitate the placement of children transferring in and out of the school throughout the year, especially the children whose parents are in the forces.

The researcher was one of the year two team teachers. The double-classroom consisted of 37 year two children at the time the research was conducted. Using qualitative assessment methods, reading ages were established by both teachers using observational data, anecdotal records, cloze activities and an holistic teacher rating. The children ranged in ability with approximately 15 being above average, 14 average and 8 below average.

Throughout the second and third terms of the school year, the researcher had been working with the group of eight below average children on language activities. However, the children also worked with the whole class and with varied interest and ability groups for different language activities.

The eight below average or weaker readers were chosen as subjects for this research. The children were identified as having minimum reading and writing competency by the researcher, the team-teaching partner and the Education Support teacher. The Reading Age of each subject, on a Holborn Reading Test was at least four months below his or her chronological age. A summary of the characteristics of the remedial group is displayed in table 1.

TABLE 1. Characteristics of Remedial Group.

| Child | Sex | Chronological Age a | Reading Age b |
|-------|--------|------------------------|------------------|
| * 1 | Male | 7.3 | 6.9 |
| * 2 | Female | 7.0 | 6.6 |
| * 3 | Male | 6.10 | 6.4 |
| 4 | Male | 7.2 | 6.0 |
| 5 | Male | 7.8 | 7.3 |
| 6 | Female | 7.8 | 7.0 |
| 7 | Male | 7.1 | 6.9 |
| 8 | Male | 7.10 | 6.9 |

a Age at time of commencement of observations.

b As determined by Holborn Reading Test.

* Target children

Within the group of eight children, three children representing the better, average and lower ability children in the group, were selected for closer examination. The students were identified as demonstrating a lack of confidence and interest in language activities. All available evidence pointed to very slow reading progress with these three children.

Access

After describing the research in detail permission was sought verbally from the school principal, the parents and the partner in the team-teaching situation. Research methodology, expected outcomes and confidentiality issues were discussed with all concerned. Permission was granted by all involved. The parents were also asked if they would like to be a part of the research by providing information on their child's developing literacy growth. They agreed to comply. They were also asked for permission to be interviewed before and after the 'Retelling with the aid of a story map procedure' was administered to

comment on any observed changes. They all agreed, however when requested, one parent was unable to make herself available for interview.

Procedure

As suggested by Brown and Cambourne, the retelling procedure was most effective when conducted in three-week activity sequences. This allows several days for immersion in a particular text type to occur, with written retellings being completed over an 11–12 day period.

There were three sets of three-week periods, covering three different narrative text types. Only data from the last retelling of each three-week period was analysed in detail. These data were analysed through the use of categories which emerged from careful scrutiny of the data. Such procedures being consistent with qualitative data collection methods.

The 'Retelling with the aid of a story map procedure' was administered to the children during the whole period of fourth term.

Pilot Study

During the end of third term the 'Retelling with the aid of a story map procedure' was piloted. It was also important to keep these work samples as 'Base-Line' data. The researcher trialed the 'Retelling with aid of a story map procedure' with the eight lower ability children. It was found that the children needed more time than had been estimated to move through the procedure as well as a longer period for immersion in the particular genre being used. As a result of experience from the pilot test two alterations were implemented. Firstly it was decided to use the procedure with the whole class instead of the group of eight weaker readers. This was because of the need to keep the whole class immersed in one particular text type at the same time and to maximise the use of the better students in demonstrating for the weaker readers. This is in keeping with classroom policy to have mixed ability grouping as much as possible.

The debriefing sessions were trialed to determine the effectiveness of the debriefing protocol (See Appendix VI). Some changes were made to several questions to make them more comprehensible to year two children. Two questions were omitted as they proved to be difficult for the children to answer.

Data Collection Procedure

First Stage

In the first three weeks of the term the children were immersed in a text type which would coincide with the theme for the term which was 'Food Glorious Food'. The three texts were 'Boss For A Week', 'More Spaghetti I Say' and 'The Sheep and the Goat'. All of these texts are popular modern stories which have a cumulative pattern and repeated refrain.

The children worked in pairs with the story-map and practised the oral retelling. The eight weaker readers were paired with children who were both above average readers and cooperative workers. The first stage was scheduled for one and a half hours on Thursday mornings. An outline of the timetable for the procedure is shown below.

Timetable

| | | |
|----------|---------------|--------------------------------|
| Thursday | 10.10 –10.50: | Predict, read text and discuss |
| | 11.10 –12.00: | Read with partner, begin maps |
| Friday | 10.10 –10.50: | Story-maps, story-telling |
| | 11.10 –12.00: | Silently read and write story |
| | 12.50 – 1.10: | Share written retellings |

Description of class during procedure

The title was read by the teacher to the whole class, the children then wrote two sentences, predicting what the story would be about. When finished, they wrote all the words they thought would be in the story on the back of their paper. The children moved onto the mat and read their predictions to each other. The teacher read the story and discussed it with them. The children talked amongst themselves about how well their predictions matched the text.

The children were paired off and went back to their desks to decide on the design of the story-map. They were to decide how many 'steps' their story map was to have and which one of the partners was to draw each step. In order to understand the story really well, they were given a copy of the text so they could read it as often as they needed to. The children were usually at different stages of completing their story-maps when work stopped.

Second Stage

Work resumed on the story-maps on Friday morning. As the children finished their story-maps they began practising their oral retelling of the story. The two teachers circulated at all times helping children and listening to their oral retelling. When the teachers felt the children demonstrated a good grasp of the oral story telling, using clear, expressive and animated language the partners were allowed to go and join another pair of children and share their story-maps and their oral retelling with each other. The activity of the 'early finishers' encouraged the more tardy children to complete their story maps and join in with the oral story-telling. The atmosphere at all times was very busy. As the children moved from pair to pair looking at how the different children interpreted the story through the story-map and retold the story, almost 100% on task behaviour was noted by the researcher and confirmed by the co-operating teacher. This usually took 40 minutes, from 10.10 till morning recess.

When the children came back from recess the oral retelling continued for another 10 minutes, then the whole class stopped. With their partners and their joint story-map they returned to their seats. They were allowed to read the text silently as often as they liked, then they were asked to put it away. On their own, they began writing their retelling as if they were telling someone the story who had not read it before; ensuring that it should be as enjoyable for their readers as it was for them. The siren went at 12.00 p.m., so they usually had to write as fast as they could because they only had 40 minutes for writing and re-reading.

On the Monday following the retelling procedure the children were encouraged during 'Conference Writing' time to write their own story, following the same genre as the retelling done on the previous Friday.

The Second Three Week Period

During the second three week period the children were immersed as much as possible in the text genre of 'Fables'. The three fables, in order were, Aesop's 'The Fox and The Stork', 'The Fox And The Crow' and 'The Fox And The Grapes'. The sequence used over the first three week period was repeated.

The Third Three Week Period

During the third three week period the children were immersed as much as possible in the text genre of 'Folk Tales'. The three folk tales were 'The Greedy Goat', 'The Little Porridge Pot' and 'The Magic Fish'.

Type Of Data Collected

Throughout the study, during the administration of the 'Retelling with the aid of a story-map procedure' data were collected in the form of:

1. The three target children's story-maps.
2. The oral retelling of story on tape.
3. The written retelling of the story.
4. The reading of their own written retelling of the story.
5. At a later stage the children were also asked to read the original text to see how much they retained.
6. At the end of every three week period, when the target children completed a written retelling, the researcher interviewed them in a debriefing session. These debriefing sessions were taped to enable re-examination. Through the use of the debriefing discussion protocol, the researcher endeavoured to find out the children's understanding of the processes they used while reading, retelling and writing their retellings.
7. As participant observer, the researcher took extensive field notes of classroom action during the different stages of the 'Retelling with the aid of a story map procedure'. The oral participation was also video-taped to provide additional data for later analysis. The video-taping was especially useful to observe the teacher's and children's non-verbal mannerisms, and distraction or attention during the task. With the parents' and the school's permission, the researcher also made use of school records to provide some background on the target children's general ability level and school achievement.
8. The parents that were interviewed also provided additional data, before and after the administration of the 'Retelling with the aid of a story-map procedure'.

CHAPTER VI

Data Analysis

Naturalistic inquiry demands a form of processing data which is very similar to that which has traditionally characterised ethnographic inquiry.

Ethnographic inquiry is a term used which describes a research method of long standing in the field of anthropology. Ethnography involves intensive data collection, that is, collection of data on many variables over an extended period of time, in a naturalistic setting. In ethnographic research, researchers prefer qualitative methods, such as participant observation and in-depth interviewing. Instead of studying, for example, the teaching-learning process by collecting test scores before and after some treatment, the ethnographer works more inductively by observing many aspects of the learning environment and attempting to identify factors associated with effective and ineffective environments. (Fienbert (1979) cited in Gay 1987).

For the purpose of this study the constant comparative method was used to analyse the data. As Lincoln and Guba (1985) suggest, the constant comparative method is a research design for multi-data sources. Formal analysis begins early in the study and is nearly completed by the end of data collection. With the constant comparative method, analysis and data collection occurs in a pulsating fashion: first the data collection, then the interview, then the analysis and theory development, another interview and then more analysis and so on, until the research is completed. (Bogdan and Biklen, 1982).

The 'Constant Comparative' method is a design used to research social science and can be applied to educational research. The importance of using such a method is that qualitative researchers must acknowledge the uniqueness of the participants and the setting and hence seek to be careful, when analysing data, not to have the interpretation of data prematurely overstructured by theory or previous research.

This does not mean a disregard of related research. Researchers need to be thoroughly familiar with related research so that they can use it to explain events in their research. The researcher needs to contribute to the pool of knowledge by relating similarities or contradictions in their findings to the findings of other researchers. The 'Constant Comparative' method allows for the

development of grounded theory that is tested against real data. The qualitative researcher must look for possible negative evidence, probe to find out why the theory cannot account for what is observed and gradually develop the researcher's theory (Wilson, 1977).

In the assessment of literacy and language development, many advocates of the Whole language/ Natural language approach to literacy have advocated a method of assessment that envelopes all aspects of language, taking into account the individual, the setting (the context) and the text in its natural environment. (Smith, 1983; Harste, Woodward and Burke, 1984; Kemp, 1987.). As Kemp (1989) puts it:

Reading ages and numerical grades for writing assume that literacy functions are separable and static at their time of assessment ... Development in literacy is not linear. By definition, nor is it static. Accepting these assumptions of assessment in a wholistic literacy curriculum makes that assessment much more difficult than it used to be because it is change that is being measured, not stability, and this requires that teachers be eternally vigilant. (p.134)

The long term collection of multi data sources has made it possible for the researcher to be, what Kemp (1989), calls 'eternally vigilant'.

Therefore the steps used for analysing data and developing theory as cited in Bogdan and Biklen (1982) were:

1. Begin collecting data.
2. Look for key issues, recurrent events, or activities in the data that become categories of focus.
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.
4. Write about the categories being explored, attempting to describe and account for all the incidents in the data while continually searching for new incidents.
5. Work with the data and emerging model to discover basic social processes and relationships.
6. Engage in sampling, coding, and writing as the analysis focuses on the categories (Glaser, 1978).

The constant comparative research design was used to evaluate to what extent the 'Retelling with the aid of a story-map procedure' helps improve and develop the reading and writing of weaker readers. Data were collected in the natural setting, using methods of observation, interaction and analysis.

After careful analysis of the data a preliminary list of categories emerged. These categories focussed on the key issues, recurrent events and activities which

were evident. The initial categories which emerged to answer the research questions were:

- On task behaviours.
- Enjoyment of task by children.
- Use of scaffolding.
- Learning through social interaction.
- Use of meta-textual and metacognitive awareness.
- Active participation in children's own learning.
- Risk taking behaviours.
- Development of cooperative skills as the children become more confident communicators.
- Facility with usage of more complex language structures and a broader vocabulary.
- Creativity and self-expression.

Data Source Coding

A 'Language and Attitude Observation Inventory' was designed with the categories listed to assist with the coding of data. Each source of data collected was also coded for ease of transcribing. These were:

| | |
|---|---------|
| Data collected from Observation field notes. | O. |
| Data collected from oral reading. | O.R. |
| Data collected from Oral Retelling. | O. Ret. |
| Data collected from written retelling. | W.R. |
| Data collected from reading of own written retelling. | R.Ret. |
| Data collected from Video-tape of activities. | V.T. |
| Data collected from Interview protocol. | I. |
| Data collected from Parent interview. | P.I. |
| Data collected from children's records. | C.R. |
| Data collected from children's own writing. | O.W. |
| Data collected from standardised reading tests. | S.R.T. |

All data collected were systematically either listened to, watched or read. Data coding was done using the 'Language and Attitude Observation Inventory.' This was done during the fourth term and again at the end of term II, 1990.

Validity

Triangulation was possible when statements from debriefing sessions matched elements in the writing and reading data that children produced. Further triangulation was possible when findings were checked with other members of the group in the study, that is, the co-teacher, the Education Support Teacher and the parents.

Reliability

The reliability of the 'Observation and Attitude Inventory' and coding system was tested using intra-observer correlational tests. That is, the researcher coded the same data on two separate occasions, the second of which occurred after an interval of two weeks. The data tested in this manner was randomly selected. Two methods for computing the reliability for this test were used.

Method One: was based upon the number of agreements in each section of the observation inventory; and

Method Two: was based upon the total number of agreements in the entire observation inventory

The Formula used to compute the percentage of reliability was as follows:

$$\% \text{ Reliability} = \frac{\text{No of Agreements}}{\text{No. of Agreements} + \text{No. of disagreements}} \times 100$$

The results of tests were for method 1 : 94%
and method 2: 96%.

Final Categories and Definitions

After approximately three months of observation, collection of data, interaction with subjects, scoring of data according to the established categories, reviewing other researcher's categories, a functionally valid set of categories was defined.

Categories were grouped under separate major headings for ease of data coding. These major headings were:

1. Development in Language Processing.
2. Development of Understanding Of Text.
3. Development of Positive Attitudes Towards Reading and writing.
4. Metacognitive Awareness.

They were determined by the need to answer the research question, that is:

To what extent does the 'Retelling with the aid of a story-map procedure' help improve and develop the reading and writing of weaker readers?

The aim was to produce a 'Language and Attitude Observation Inventory' comprehensive enough to code into one of the established categories offered, those behaviours, processes or strategies with which this study is concerned.

It was felt that sufficient examples of each class had been collected to form functionally valid categories. Each category was explicitly defined to ensure proper objective and comprehensive coding of data with full examples of each type of behaviours and the different circumstances governing their inclusion.

The 'Language and Attitude Observation Inventory' is shown on the following page. Definition of the categories with exemplars are in Appendix VII.

LANGUAGE AND ATTITUDE OBSERVATION INVENTORY

1.0 Development in language Processing

- 1.1 Ease of processing language
- 1.2 Strategies for gaining meaning
- 1.3 Creativity and self expression

2.0 Development of Understanding of Text

- 2.1 Intertextuality
- 2.2 Applying conventions and knowledge of written language.
- 2.3 Literary language

3.0 Development of Positive Attitude Towards Reading And Writing

- 3.1 On task behaviour
- 3.2 Enjoyment of activity
- 3.3 Feelings Of Success
- 3.4 Communicative Confidence

4.0 Metacognitive Awareness

- 4.1 Metacognitive awareness, risk taking and responsibility for own learning.

CHAPTER VII

Results and Discussion

This chapter analysis and describes the language behaviour in which the children were involved when using the 'Retelling with the aid of a story-map procedure'. The descriptions are presented in terms of the research questions outlined in Chapter III. Because the data collected provided the emerging categories, analysis involved processing the multi-source data and itemising the behaviours, processes, strategies and outcomes that the children displayed and that were significant to that particular category. Data for three target children were analysed in detail.

Evidence from the data will be provided to illustrate the point under discussion. It is appropriate to acknowledge the caution with which the results should be interpreted since this study attempts to support a description of what was observed in these children's use of language. Because the design was not experimental, it is not possible to determine that growth in reading and writing was a direct outcome of the use of the retelling procedure.

As much as possible, observations were made of direct data rather than inferences based on indirect data. To ensure validity in the interpretation and conclusions, the partner teacher, the education support teacher and the parents were drawn into the research to assess the validity and credibility of the analysis. The E.S.U. teacher did the before and after testing using the Holborn Reading Test. The parents and co-teacher verified the accuracy of the data collected. The co-teacher also assisted in clarifying and checking the category specification.

The discussion will begin with the observation and results for each category in the 'Language and Attitude Observation Inventory' then the 'Case-studies' of each target child will be discussed in terms of what behaviours, processes, strategies and outcomes each child displayed before, during and after the administration of the 'Retelling with the aid of a story-map procedure'.

1.0 Development in Language Processing

1.1 Ease of Language Processing

Analysis of the data indicated that the 'Retelling with the aid of a story-map procedure' facilitated the ease with which children could process language when reading and writing. This was demonstrated as follows:

- Observation records and video tapes showed the children involved in processing print without looking bored, disinterested or becoming easily fatigued.
- This increased ease of processing was still evident three weeks after the original retelling. Figure 1 shows the fluency rate for the three targeted children over the nine week period.

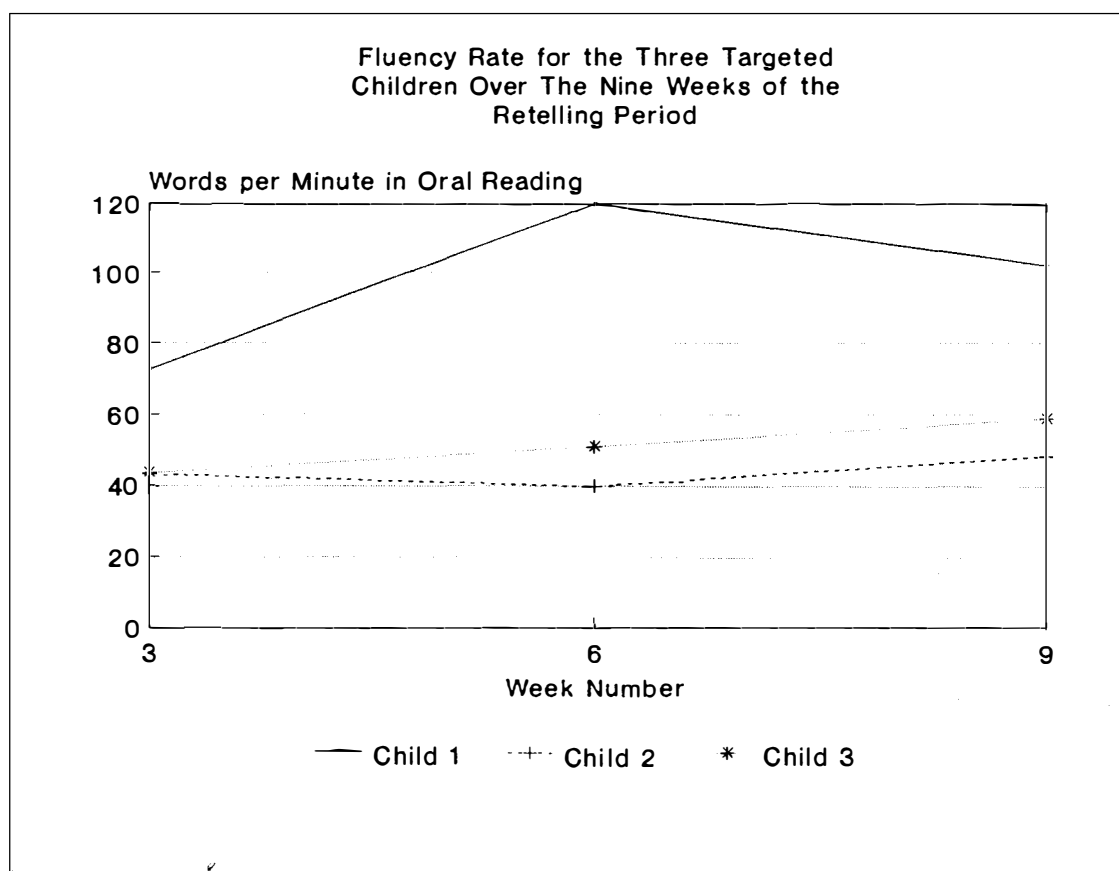


Figure 1. Number of words read per minute for target children.

- Audio tapes demonstrated the children confidently and expressively imitating their more competent partners during the practice sessions.
- The children were able to begin their written retellings without hesitation and procrastination. This was later seen transferred to their own original story writing. Both written retellings and original story writing increased in quality and quantity (See Appendix V).

- The children's handwriting developed in formation and fluency (See Appendix V).
- In the interviews the children commented on how, as time progressed, they found the writing task much easier. For example child three commented 'It is easier to write a story from a book rather than do one of your own' and 'You get to like it and you get faster'.

Outcomes.

It appears that the intrinsic purpose provided by the story-map, combined with the oral rehearsal prior to writing enabled the children to concentrate on the mechanics of writing, because they were freed from concerns about story content.

One of the major barriers confronting children who find difficulty with reading and writing is the actual complexity of the task. It seems that the 'Retelling with the aid of a story-map procedure' facilitates the ease with which the children can proceed with the task.

1.2 Strategies For Gaining Meaning

Through participating in the 'Retelling with the aid of a story-map procedure' the children developed the ability to integrate the use of the semantic, syntactic and grapho-phonetic cues, to focus on gaining meaning from the text. Strategies for gaining meaning were shown as follows:

- Analysis of the patterns of behaviour during the 'Retelling with the aid of a story-map procedure' showed the children being drawn more and more to reading for meaning. Evidence from observation field notes presented a healthy picture of these children reading with their partners. They tried to determine the meaning so that they would be able to construct a story map and later retell the story orally. There was no observed anxiety as there usually was when a teacher listened to every word being uttered.
- At the early stages of the study, the children with their partners experienced difficulties synthesising the salient features of the text they were to include in their story maps. They tried breaking up the printed text into sections, such as paragraphs to develop stages in their story maps. They argued over the number of sequences. It was interesting to note that even the brighter children had problems with the synthesising of the text. As time progressed and with practice, they realised that they must reflect

on the meaning of the whole story, rather than looking at the printed text and deciding how many stages they would include. They needed to look back at the text to substantiate their point of view to their partners.

- Evidence from the audio tapes, video tapes and observation field notes show how the children found it necessary to focus on the meaning of the whole story during the oral story-telling.
- Examination of the oral tape recordings of the children's readings of texts at a later stage revealed several impressions. The children were able to read the text with very few miscues. They used prediction to anticipate oncoming words. This is evidenced by the facility with which the children processed texts which were familiar and predictable to them. A few miscues which did not change the general meaning were not self corrected. Most of the miscues that caused meaning loss were self corrected. For example:

| Text | Child One |
|--|--|
| Now the wolves began to be frightened. | Now the wolves began to get frightened |

Child one did not self-correct the above miscue. However he corrected the following.

| Text | Child One |
|----------------|----------------------------------|
| We'll eat them | Well eat them. We'll eat them |

Child one and Child two showed a few instances of rereading the same phrase a few times. For Example:

| Text | Child Two |
|------------------------------------|---|
| until at last he had to give it up | until at last, at last, at last he had to give it up. |

This is a strategy used by readers to sustain meaning as they process print further in the text.

- Perhaps the most significant finding in this section is the increase in intonation patterns. The children tried to read the written text to provide as much meaning as possible. Evidence from tapes shows a 'spillover' of

natural oral language patterns in the children's oral reading. Whether the children will keep trying to use these intonation patterns in other reading is worthy of further investigation. The increase in their fluency rate provides evidence that they were gaining meaning from print and not just name-calling.

- From observations and samples of their writing it was evident that the children's meaning-driven behaviour enabled them to get their stories down on paper. They wrote quickly and confidently, not noticeably pausing to ponder over the mechanics of writing. Child two gave a good indication that at last she was becoming aware of the meaning of her text when she read this sentence from her written retelling :

'One day a sheep and a goat they and saw a wolf's head.' She whispered under her breath, 'that doesn't make sense.' It seemed that it was possible for the teacher to stand back and let the children provide their own feedback.

Outcomes.

It seems obvious from the evidence provided that the procedure was instrumental in supporting and encouraging the children to maintain and derive meaning from what they were doing. This contrasts with their reading behaviours prior to the 'Retelling with the aid of a story-map procedure'.

Prior to the research period, these weaker readers were observed having great difficulty in integrating the three cueing systems to process print. From analysis of their reading miscues it was observed that child one and child three used mostly grapho-phonetic information. They laboured over the decoding of words with little success. This slowing down of the reading process caused them to lose meaning. They were text dependent and made errors which showed a loss of meaning without self correction. It was also observed that they used none of the natural intonation patterns of language.

Child two was different in her processing of print. She used picture clues and context clues and paid very little attention to grapho/phonetic symbols on the page. However, she was still unconcerned about making meaning. She read nonsense sentences without self-correction or stopping to reflect on what she read. An effort to make her more print aware only made her reading very slow, tiring and still not meaning driven. These statements were supported by her

mother during the interview before the research period. She also expressed her frustration at her child's inability to pay attention to the print on the page and to making meaning of what she had read (see Appendix IV).

Kemp (1987) claims that meaning-driven processing of print is most crucial if children are to succeed in learning to read and write. The examples quoted indicate that the procedure helped the children derive meaning from what they were doing.

1.3 Creativity and Self Expression

During the 'Retelling with the aid of a story map procedure', creativity and self expression were evidenced in a number of ways:

- It was observed that the weaker readers blossomed with creativity and self expression as they produced their story maps. These maps became more elaborate as the study proceeded. The children thought of imaginative ways to represent the story. For example they used black cut out cardboard shapes of a pot to show the different stages of the text 'The magic porridge pot'. The last story-map drawn by child two, had fabric flaps that could be lifted to find out what 'The Magic Fish' was about. The weaker readers were carried away by the general enthusiasm in the classroom. Even though their own attempts may not have been great successes, they perceived themselves as being effective in creativity and drawing their ideas.
- The creative use of language is evident from interviews with the children. Child one, week three had this to say:
T. Can you tell me what part of the retelling procedure did you like the best?
Child one: The story-map, because I like drawing.
T: Would you like to tell me about it.
Child one: It's the three wolves here and this is the fire. The porridge is steaming here because it's hot. There's the moon there because it's dark. There's the fox and there's the rocks. The sheep and the goat are not in there....we're sort of looking through their eyes.
In this dialogue the child displayed sensitivity and confidence in expressing himself about his drawing.

- Oral performance during the story-telling time was another area where the children displayed their ability to be creative and expressive. They slowly developed the skill of story-telling as an art form, as is evident in tapes of their oral retelling of stories. They tried to be expressive, they skimmed over detail and also elaborated upon the story in such a way as to present their own personal version. The children wanted to listen to the tapes that were made of their story-telling, further evidence of them being aware of their personal creativeness.
- Within the safe framework of their written retellings, the children added details to make them more interesting.

Child one illustrated this in his interview in week three:

T: When you were retelling the story can you tell me what was going on in your mind?

Child one: I was thinking about all the words I could put in, so it can make it exciting and interesting.

Child three made what appears to be a dramatic leap in creativity and self expression with his own story at the end of the nine weeks with 'The Magic Witch' :

Once there was a magic witch. She had lots of books about magic and lots of power. She had a talking walking stick and a broom with a switch on the side and the switch makes different sounds to scare people..... and in a puff of smoke she vanished (Appendix V).

Outcomes.

From evidence above, it is felt that the 'Retelling with the aid of a story map procedure' has helped these weaker readers to display their creativity by providing them a safe structure within which they can operate and learn new skills and then apply these skills, to their own work at a later date.

This category of creativity and self expression is important because the retelling procedure could be viewed as lacking creativity as the children are not generating their own context. However, the evidence suggests that the procedure actually provides weaker readers with many opportunities for creativity and self-expression. It appears that the story-map and the oral-retelling are particularly powerful features of this procedure.

One of the trends of education recently has been to allow children to be creative and expressive. However it is sometimes difficult to provide children with low abilities with the kinds of activities that will help them to create and express themselves. This retelling procedure offers children such an opportunity.

2.0 Development of Understanding of Text

2.1 Intertextuality

Whilst watching the children using the 'Retelling with the aid of the story-map procedure' there was evidence that the concept of 'Intertextuality' supported their processing of print, either orally or in writing.

- Through the process of repeated readings of the same text, verbalising the sequences within the text while drawing the story-map and orally retelling the same text, they were ready when the time came to base their writing on a text that was well and truly internalised. Evidence of this can be observed in the length and quality of their written retellings (See appendix V).
- The concept of intertextuality was also evidenced, not only in the written retellings but in their own writing. In Child two's personal story of the 'The Queen and the King' as a fable with the moral, 'Honesty is the best policy' there is evidence of the child's use of intertextuality. After reading many fables, Child two was able to use her knowledge of 'Kings and Queens' and write a well structured, coherent tale:

Once upon a time there was a queen her name was Elizabeth. I like my castle. I think I will have a husband. It will be the king. She went to the town and she saw a good man and she found a bag of gold and she said 'Is this yours?' No it is not mine. You can be my king. So they walked back to the castle and they danced ... she was so happy she kissed him and they were so pleased they didn't know what to say. The End
'Honesty is the best policy'.

- Intertextuality was also evident in Child three's personal story of 'The Magic Witch' after his reading and retelling of the story 'The Magic Fish'. Child one's Post Retelling personal story of 'The Giant Who Lost His

Sword' contains elements taken from the fables done in weeks 3 and 6. He has the elements of the literary world, the chase of the 'Fox', the 'giant' and the 'sword'. He has also included the vine which was in the fable 'The Fox And The Grapes'. Other evidence of intertextuality was demonstrated in words and phrases used such as 'Who's that bleated the goat.' A silver coin in the story of 'The Greedy Goat' became 'A giant who loves to steal gold' in Child two's personal writing.

- Further evidence of intertextuality was shown as the children related their own experiences to the stories they wrote. For example, Child two related her experiences with growing oranges and the coming of Christmas to her story of 'Christmas and the Golden Oranges'.

Outcomes.

Clearly the evidence shows the power the children derived from the opportunity to transfer the text they read to stories they write. It appears that the procedure provides the enrichment and the opportunity to internalise literary texts and transfer this to other texts which they read or write.

2.2 Applying Conventions and Knowledge of Written Language

Analysis of children's written retellings and their own writing (see Appendix v) show a marked improvement in all areas of the conventions of written language.

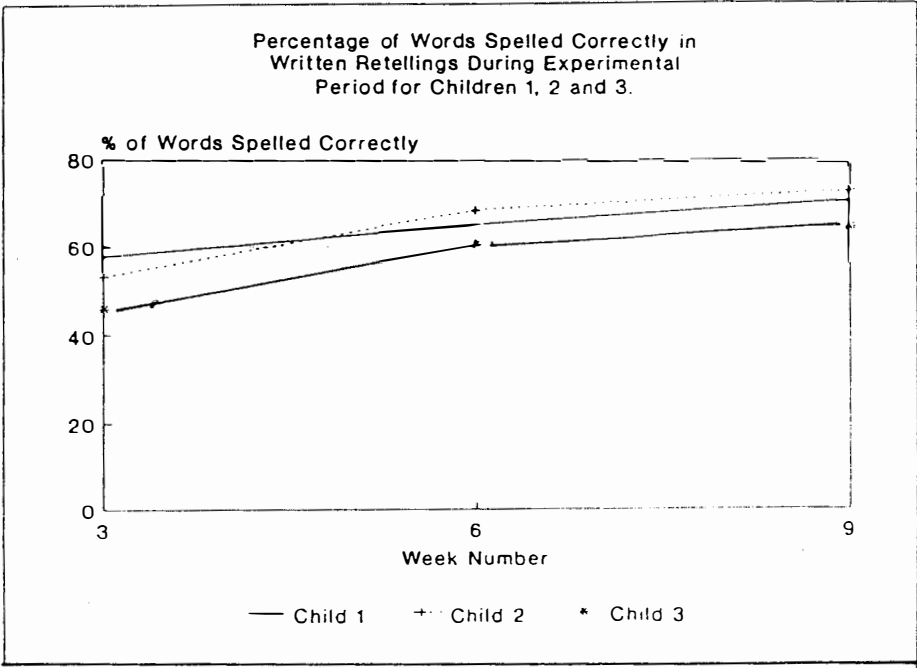


Figure 2 Number of words spelt correctly for target children.

- The percentage of words spelt correctly increased within the study period. Figure 2 presents data for the three target children's words spelt correctly during the study period.
- The use of punctuation increased. However as these samples of writing were first drafts and the fact that the children were writing fast to try and capture the whole story content, the results may not be truly indicative of what they could do if they were given the opportunity to edit their work. Editing of their own work was not done, mainly because at their stage of writing development it was felt that to make them further concerned about the conventions of print could restrict their writing. It was obvious from the interviews that these children were struggling with the many difficulties of writing. The teachers usually helped them to edit their work if it was to be published.
- An increase in the quality of writing can also be observed. The texts became more coherent, they were logically sequenced and all stages of genre were usually met (See appendix V). However they still had problems retaining cohesion when using direct speech. Sometimes there was a problem with contextualizing new characters. e.g. In Child two's story at three weeks, she wrote, 'The wolves already saw them' when there had been no previous mention of wolves.
- There was also a marked improvement in presentation and neatness (See Appendix V). In the interviews, it was evident that the children perceived this as being a positive development in their writing. They also derived great pleasure in their ability to write so much more. The number of words increased steadily throughout the nine week period. (See Appendix V).
- The increased understanding of the mechanics and conventions of writing enabled the children to write lengthy complete stories. This was evidenced in week six when the text for 'The Fox and the Grapes' was 120 words long, yet child one wrote 112 words, while figures for child two and three were 136 and 119 respectively.

Outcomes.

Through these lengthy retellings it was easy to observe that the children did not have any problems with their knowledge of sound/symbol relationships.

This is further proof that more phonics or isolated skills teaching was not where they needed the most help. They appeared to need help which would somehow provide them with an internalised scaffold on which they could base their own writing. Their post retellings are proof of their ability to base their stories on story structures they had learned from their written retellings.

Brown and Cambourne (1987) noted in their study of the retelling procedure, that certain textual features were internalised by the children. Such features as words, phrases, ideas, rhetorical devices, organisation of content, speech marks, spelling of words which the children had never used before, were appearing in the written retellings and later in their own writing. This study provides evidence to further support the findings of Brown and Cambourne.

2.3 Literary Language.

The three target children exhibited an ability to use phrases and words that are evidence of developing language complexity. The following examples are provided as evidence.

- Their writing became more than just talk written down. For example:

Written Retelling Child 1 Week 6.

The fox saw a grape vine. He looked up and what did he see? A bunch of luscious purple grapes... the grapes might quench my thirst (Appendix V).

Child 2 Week 9.

Once upon a time there was a poor fisherman he lived with his wife. One day the fisherman They were happy for three weeks and she said 'I want to be queen of the stars and moon and sun'. (Appendix V).

Child 3 Week eight.:

Once upon a time there was a kind little girl and she lived in a small little house. She was poor and she said 'can I go to the bush to pick some berries?'. Her mother said yes go. Then she set off she hadn't gone far when she met an old woman and said (Appendix V).

These samples show how the children used the literary language of the stories in their written retellings.

- There was further evidence that they were able to use literary language in their personal writing unlike any that had been evidenced prior to the retelling procedure. For example:

Post Retelling Child One.

The Giant Who Lost His Sword.

Once upon a time there was a giant and his name was lovedoll. One day the giant threw a sword at a fox....the giant **ripped** the net. (Appendix V).

Post Retelling Child Two. Note the vivid description of the dragon.

The Christmas Fairy and the Very Special Dragon.

Once upon a time there was a fairy she had a pet. It was a scaley dragon and two big nostrils and a big tail. It had big teeth sharper than a pencil. (Appendix V).

The Christmas with the Golden Orange Tree.

Once upon a time there was a golden orange tree and when Dad says 'Grow oranges'. They **obey** him ... (Appendix V)

Post Retelling Child Three.

It disappeared into thin air. She walked away and she fell in a trap and in a puff of smoke she vanished.

Outcomes.

Clearly the retelling procedure assists in the development of a strong sense of literary language which children are able to transfer into their own writing. This is a particularly important aspect of the procedure since many of the problems that weaker readers experience are associated with a lack of in-head knowledge of complex language structures and literary language.

3.0 Development of Positive Attitude Towards Reading and Writing

3.1 On Task Behaviour.

During the 'Retelling with the aid of the story map procedure', the children appeared to be stimulated and displayed work-like behaviours. This was surprising as they usually demanded constant teacher attention especially in such an independent activity.

- Their positive behaviours appeared to stem mainly from the fact that there was no set work that needed to be produced except for the written retellings and the story-map, which they found enjoyable and easy to do. The reading with a partner was easy for them as they had support all of the time.
- The pleasure they derived from drawing made the production of the story-maps a non-threatening activity.
- They were very co-operative during the oral-retelling as they usually liked to talk. They willingly went around to other pairs and retold the story to each other and showed off their story-map.
- When writing, they were self motivated and wrote up to 35 minutes without a break in concentration. It appears that their understanding of the set tasks required of them facilitated their positive on-task behaviour. They did not need to listen to instructions. There were relatively few demands made of them. Once they had learned the steps of the procedure they worked independently. They valued the social approval of their peers, so they stayed on task.

Outcomes.

The challenge facing the teacher of poorer readers is to keep them 'on task'. Poor readers inability to cope with literary tasks and their poor concentration span make them lose interest and motivation.

As Kemp (1987 p.25) says: "amongst those who are unsuccessful in learning, fading attention invariably results from not having reasonable expectations fulfilled". The adopted procedure appears to provide a powerful mechanism for maintaining the interest of the children. It does not make unrealistic demands of the children and allows them to work at their particular stage of development and ensures their success.

3.2 Enjoyment of Activity.

Throughout the procedure the children were observed to enjoy the related activities. Statements from their interviews further supported these observations.

In answer to the question :

T. Can you tell me what part of the Retelling Procedure you like the best?

Child one in week 3 said:

A. The story-map, because I like drawing.

In week 6 he added,

'I like doing the story-maps and the writing.'

In child two's interview week 6.

T. Which part of the 'Retelling Procedure' do you like the best?

A. The story map.

In week 9 she added.

Yea, I loved all of it. The story map and the story.

In child three's interview week 3.

T. Which part of the Retelling Procedure do you like the best?

A. Doing the story-map, 'cause I like doing the story, the pictures.

In week 6 child three said.

'Doing the pictures'

T. And what else.

'And I like the writing too.

T. And you like the writing too. Do you like the writing more than the pictures or the pictures more?

I like the pictures.

T. You don't mind the writing, your hands don't get sore?

No.

In week 9 child three said:

Doing the pictures.

T. You still like doing the pictures the best and what about the writing?

Yes.

T. Do you like doing the writing still?

Yes.

- From data collected of field notes, oral-retelling on tapes, and observations made by both teachers, it was evident that the children enjoyed orally-retelling the story. At the beginning, the three target children were very incompetent story tellers. However as the term proceeded they derived a lot of enjoyment and became quite skilled at entertaining their peers. Child two especially was in her element, as she

enjoyed performing, and making use of expressive and fluent oral delivery with theatrical flair.

Outcomes.

It was obvious that story-telling as such was a very enjoyable experience with these children. This was demonstrated by the way the children spontaneously applauded the teacher-partner as she told a story with animation and expression.

The children always perceived themselves as being good story-tellers. They all enjoyed the opportunity to express themselves orally. The children in this study all basically liked to talk, to experiment with talking and story telling.

It appears that combining activities like oral story-telling and the drawing of story-maps, which are enjoyable but not as taxing for weaker readers, is a valuable inclusion in the procedure. The children have learned that one can communicate by means other than reading and writing.

3.3 Feelings of Success

The most significant finding in the study was related to the increased confidence and improved attitude of the weaker readers. Analysis of the patterns of behaviour determining attitude towards literacy tasks showed a dramatic change in direction. This appears to be directly related to the children's feelings of success.

- Evidence from observational field notes, written work, reading, debriefing protocols and interviews with parents, show the children gaining confidence in their ability to learn language. The children made positive statements about their ability to read the text after they practised reading it with their partners. When the book was available in their 'Supplementary Books' box, they often chose to take it home and whenever they had the opportunity they wanted to 'show off' and read it to their teachers.

They made comments like:

'Look Mrs..... I can read all of this.'

The display of a feeling of success and gaining confidence in their ability to read was obvious.

- The children were always very proud of their story-maps. They displayed feelings of success no matter how creative and accurate their maps were.

The children themselves were always pleased with their own achievement. They felt successful when they retold the story and remembered a few 'literary' rhymes, words or phrases. For example when they remembered the rhyme in 'The Magic Fish':

'Oh fish in the sea
Come listen to me
My wife begs a wish
From the magic fish'.

or 'Strolling through the orchard' or 'Just the thing to quench my thirst'.

As they used these words they would look up with a feeling of success to see if their audience appreciated their story telling.

- However the most overt success shown by the children was when they completed their written retellings. They were at times ecstatic at their own achievement, being able to write 4 or 5 pages when they previously had written very little. They would tell everybody, 'Look I wrote five pages!' They were pleased with themselves and they felt successful. Their personal confidence appeared to be restored as they began to perceive themselves as successful.

Outcomes.

Holdaway, (1979) says: "Learning is always a question of emotional rewards, of awareness, of success, of progressively achieving cognitively ratifiable advances." (p97). Experience of failure or inadequacy in language, even for short periods during learning, may undermine personal confidence and well-being. Remedial intervention poses such risks to self-esteem that it is difficult to implement a program without predominantly negative effects on learning. The 'Retelling with the aid of a story-map procedure' allowed the poorer readers the opportunity to work within a whole class setting without the added stigma of being in a remedial group. They felt success whilst working with all their peers.

It appears that the procedure gave the children the opportunity to experience success which in turn increased their self confidence with reading and writing tasks.

3.4 Communicative Confidence

At the beginning of the experimental period, during discussions on what the partners were to include in the story-map, the teachers were constantly drawn to solve problems of communication. The children were noisy, argumentative and tense. They tended to shout rather than speak quietly. The problems that occurred were mainly concerned with superficial demands, such as who will do which sequence and how many sequences to include. They did not discuss the story content in any detail.

The teachers worked with each pair, directing them to verbalise how each of them understood what the story was about. They emphasised the point that everyone could interpret the story a little differently. They were directed to think about the story and then tell their partners what it was about.

It was not long before the teachers realised the value of the discussion as part of the learning process. The children reflected on their understanding of the story. They began to express their ideas more clearly. As they became more familiar with the procedure, the teachers were not called upon as often. The noise level dropped considerably. By the end of the term, the three target children were observed to have as much communicative confidence as higher ability readers. They shared equally when handling discussions.

Communicative confidence was also apparent in their oral retelling as evidenced in the tapes. They talked more animatedly, although not always more articulately. They included more detail. They used facial expressions with their story-telling and stopped relying on the story-map for support. They were determined to impress.

Outcomes.

The findings in this section were surprising. It was presumed that the weaker readers would be less capable of discussing the contents of the story with their partners. However, from observations and videotapes, there was evidence that the children who were struggling with literacy tasks showed a quality of thinking and engagement in the discussions that was equal to their more able peers. This would suggest that activities that would allow the weaker readers to communicate verbally are an essential component in a language program. Weaker readers need to be given the opportunity to display and practise their verbal communication skills.

4.1 Metacognitive Awareness, Risk Taking and Responsibility for Own Learning

Meta cognitive awareness is a difficult concept to evaluate as the findings are influenced by the children's inability in some instances to articulate their own cognitive processes. The following evidence is offered while acknowledging that it does not constitute conclusive proof.

Meta cognitive awareness was evidenced as follows:

Monitoring understanding of story content.

- There was definite active discussion related to the comprehension of the content of the story. The target children were observed to try consciously to express their understanding of story content and to stop and reflect on that understanding when there was a mismatch between their comprehension and their partner's comprehension of the text. Comments such as these were documented in field notes:

Child two: I thought it said that the little girl used the porridge pot, or:

Child three: We can put the ending here.

The children argued about the parts that they did not put in and Child three tried to persuade the more able reader, his partner, that they were of little consequence to the overall meaning of the story. This surprised both teachers. It was perceived to be new development for this child. It was suspected that this was largely due to Child three's desire not to do as much work on the story map as his more competent and eager partner. However, he did have the ability to synthesise the story to a minimum of sequences without losing the overall meaning and to verbalise his understanding to his partner.

Self monitoring and self regulatory behaviour.

- From field notes it was observed that at the beginning of the study period, the two teachers were called upon on numerous occasions to solve arguments during discussions on what to put in the story map. There were a lot of disagreements as to the understanding of the story. As time progressed the children became more able to meet the requirements of the

task and to go about their drawing with little support and interference from the teachers.

Knowledge of one's own cognitive processes

- Reflective statements were made by the target children. Child one, week 3:

T. When you were retelling the story can you tell me what was going on in your mind?

C. I was thinking about all the words I could put in, so it can make it exciting and interesting. I have to have silence and quiet to think, 'cause when you're thinking of a word it slips away and you have to think heaps again.

T. When you were writing what was the easiest part of the story for you to write in?

C. Mainly the first page 'cause I could think lots of it but then when I get into the second page it gets a bit hard ...'cause you've done the most exciting part and it's hard to concentrate, especially with all the noise.

In week six, child one is again stating that he is aware of his own cognitive processes.

Q. When you were retelling the story can you tell me what was going through your mind?

C. You got to think of the words in my mind. It was complicated.

T. What was complicated?

C. When you're writing you're getting all mixed up with the other words and you're thinking of exciting things that are happening but you're meant to be writing the story.

Unfortunately the significance of this statement was not recognised at the time of the interview, so clarifying questions were not asked.

Child two, week nine also shows some awareness, however, not to the same extent.

T. When you were retelling the story can you tell me what was going on in your mind?

C. I just had to write it out. The words are quite easy 'cause you can remember what the story is about.

This child is showing an awareness of the contents of the story. Child two also made another comment when she was reading her written retelling in week three: 'The sheep and the goat they and saw'. She stopped and said : 'That doesn't make sense.' This was also indicative of her growing awareness of the meaning of her writing.

Knowledge of the implication of different task demands: Spelling

From the samples of their writing, interviews and observation, there is evidence that they are quite concerned with their spelling of the words.

Statements such as:

Child 1 Week 3.

T. What do you think you are learning from this lesson?

C. Nothing, just how to spell a bit more. When you are writing you have to sound it out.

Child 2 Week 3

T. What was the hardest?

C. When I did the hard words and had to spell them out. Some of the words in the story like didn't, realize, wolves.

Child 3 Week 3

T. Were you having trouble writing it?

C. Yes, I was having trouble doing the spelling and the writing.

Despite the fact that invented spelling is encouraged in the classroom, it appears that the children wanted to get the spelling right. They are aware of their spelling development and know they are responsible for that development.

Comparison of the three target children's metacognitive awareness.

Evidence that child one and child three were exhibiting more cognitive and metacognitive awareness than child two is detected from an analysis of the debriefing sessions. They made more responses that reflected behaviours of self-drive and taking responsibility for their learning. Child three showed this even more than child one.

Child three says : I want to get all the words right. I want to make it neater. I was adding on to it and I was making it good.

Other elements of self drive are found in Child three's statements, week three:

T: Which particular word did you have trouble with?

C. I had trouble with " Put".

T. But you got it right.

C. Yes but I want to get all the words right.

T. Did you have trouble remembering the story?

C. Yes, it was hard because it was long.

T. It was long. But you knew how to retell me the story really well. Is it difficult writing it out?

C. Yes, because you have to write it out instead of telling it. Because you make mistakes. You start to get to like it and you get faster.

This child's statements show a developing understanding of the requirements of the different tasks, e.g." retelling is easier than writing"; that he is responsible for his own learning , e.g." But I want to get all the words right" and that he is aware that the task gets easier , e.g. " you start to get to like it and you get faster".

Child Three was also aware of the difficulty in writing his own story:

Child Three week 6.

T. What was the easiest thing.....did you find.

C. Writing.

T. Writing was easy was it?

C. Yes.

T. Was it easy before that or was it hard?

C. It was hard when you do your own story.

T. Why is it hard when you do your own story?

C. Because you have to make up words.

Child one knew about the problems he was experiencing. He was able to verbalise this in statements such as : "The beginning was easy, the end you get droopy and tired and you're not fresh." He was aware of his thinking process and of his need to concentrate and to keep his mind on the job.

' When you're writing you're getting all mixed up with the other words and you're thinking of exciting things...'

He also shows signs of taking responsibility for his own learning. 'I like the writing, it's good when I do it I can practise to get neater. You see I go off the line, I can be neater.'

However child two's answers show that she is not as aware of her cognitive processes.

T. Then you were retelling the story can you tell me what was going on in your mind?

Week three:

C. I just write it down.

Week six:

C. I put that down , I was thinking of these papers. The story and that word and that word.

Week nine:

'I just had to write it out'.

Of course Child two may not be able to articulate her thoughts, however it seems interesting and may not be coincidence that compared to the other two children, she made the least growth beyond chronological elapsed time on the Holborn Reading Test. Child one made a development of + 3.75 months , child two + .75 and child three + 5.75 months.

TABLE 2. Reading Ages Before And After Retelling.

| Child | Chronological Age | R.A. before R | R.A. after R | R.A. Growth beyond Chronological Elapsed Time |
|-------|-------------------|---------------|--------------|---|
| * 1 | 7.3 | 6.9 | 7.3 | + 3.75 |
| * 2 | 7.0 | 6.6 | 6.9 | + .75 |
| * 3 | 6.10 | 6.4 | 7.0 | + 5.75 |
| 4 | 7.2 | 6.0 | 6.3 | + .75 |
| 5 | 7.8 | 7.3 | 7.6 | + .75 |
| 6 | 7.8 | 7.0 | 7.3 | + .75 |
| 7 | 7.1 | 6.9 | 7.0 | + .75 |
| 8 | 7.10 | 6.9 | 7.0 | + .75 |

R.A. 'Reading Age' As determined by Holborn Reading Test.

R. 'Retelling with the aid of a story-map procedure'

Outcomes.

It was hypothesised that through the use of discussion with their partners prior to the drawing of the story-map, some metacognitive awareness and control of personal learning would occur. It was also anticipated that the discussion activity would provide the children with opportunities to recognise and evaluate their understandings of story content, sequencing and story structure. Through the debriefing sessions with individual children, it was hoped that aspects of the children's conscious awareness of the processes used would become evident. It was also hoped that there would be evidence of the individual child taking responsibility for his or her own learning. From evidence shown above it is apparent that the children were becoming more metacognitively aware and that they were taking more responsibility for their own learning. The interviews were invaluable in helping the teacher understand the difficulties, processes and attitudes of the children in her care.

The interviews may in fact have facilitated learning by providing the children with an opportunity to articulate the processes and strategies they were using. Indeed the interview process could be a valuable strategy by itself to use in helping children become aware of their own processing.

Summary

From the data collected, the results and discussion of the emerged categories provide information about the 'whole' child as he or she struggles to process written or oral language.

These categories showed how language processing, understanding of text, attitudes and metacognitive awareness all play a role in the weaker readers' literacy development.

In the section on language processing, the evidence indicates that the weaker readers were processing language with increased ease, using meaning-driven processing and that they did this with creativity and self-expression.

In the area of understanding of text, the evidence supports research by Cambourne (1988), Meek (1988), and Harste (1989) which suggests that children learn and produce texts from the texts they are processing.

Evidence under the categories of attitude suggests that weaker readers have benefited from the systematic approach of the 'Retelling with the aid of a story-map procedure'.

Finally, the section under metacognitive awareness was the most revealing. It was interesting to find the difficulty that weaker readers experienced with their writing and spelling of unknown words. The evidence suggests that the children benefited from the removal of at least one cognitive variable, that is the story content. This appears to have enabled the children to process the texts more effectively.

CHAPTER VII

Description of Target Children: Before, During and After

In this chapter, the case-studies of each target child will be discussed, before, during and after administering the 'Retelling with the aid of a story-map procedure'. The purpose for this is to provide what Duighan (1981, p.294) refers to as the credibility aspect of qualitative research, which is concerned with the need for the researcher to present a solid package of evidence to support his or her conclusions. The essential task of the case studies is to look at the data from a different perspective, in order to show the progress made by each individual child. This depth of description provides clarity which should enable the study to be generalised.

Case Study For Child One

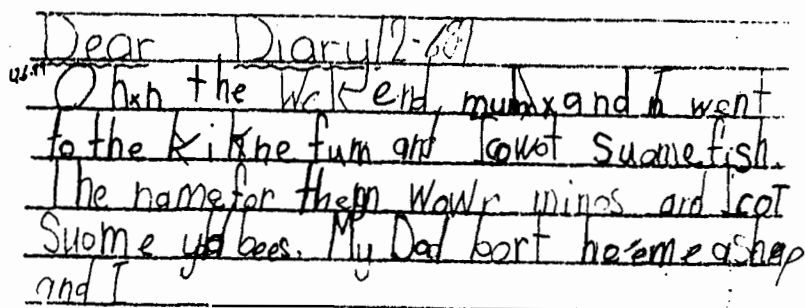
Before 'Retelling with the aid of a story-map procedure'

Child one was always friendly and cooperative. His behaviour was exemplary, keen to do the right thing in class and win approval from his teachers. He often conversed confidently with his teachers and displayed mature qualities in his conversations. However, his progress in literacy did not match his willingness to try or the effort he put in to all his work. His reading was very much word by word reading with no recall of high frequency words. He laboured to decode every second word he encountered which slowed his reading down and caused him to lose comprehension. He became quickly fatigued by reading and began to lose interest in literacy tasks. One day he admitted he didn't

like reading. When he saw the look of amazement on his teachers' faces, he added "It's just not one of my hobbies".

His performance was weak on other reading related activities such as cloze and language reconstruction. His difficulty seemed to be making meaning of print. During 'Silent Reading' he brought his own books from home but they were mainly too difficult for him to read. They were quite often the popular 'Choose Your Own Adventure' books. He played with them, showed off to the other boys about them but was hardly ever observed actually reading them.

He was also a very reluctant writer. When questioned why he was not writing anything, he would reply that he was thinking. Evidence from his early writing shows a possible over-zealousness in getting everything in his first draft correct. Below is a sample of writing from his diary entry of the 12th of June 89:



Dear Diary 12-6-89
On the weekend, mum and I went
to the Kirkcubbin and got some fish.
The name for them was mince and got
some yabbies. My Dad got home a sheep
and I

In this sample it can be seen how he has crossed off letters and corrected grammar such as 'I and mum' to 'mum and I'. He has corrected his placement of full stops. His printing was angular and disfluent. He is left handed and held the pencil awkwardly. There was a feeling of growing tension as he was becoming frustrated with his attempts.

During 'Retelling with the aid of a story-map procedure'

Child one enjoyed the interaction with the other children during the 'Retelling with the aid of a story-map procedure'. He displayed a growing confidence while reading the text with his partners. Evidence from the tapes of the reading of the text show a dramatic growth in his attempts to use expression and characterisation in his oral reading. It seemed that child one took seriously everything he was asked to do, such as, using expression and characterisation in his reading. The oral story-telling component of the retelling procedure had enabled child one to use expression and characterisation without the added strain of the recognition of words. This practice then seemed to be transferred to his reading. His fluency score in his oral reading was indicative of his developing fluency. His oral reading fluency rate went from 72.5 words per minute (w.p.m.) in week three to 120 w.p.m. in week six to 102 w.p.m. in week nine. The intonation patterns of his reading – that showed independence in self-correction – is evidence that he was developing meaning-driven processes for reading.

In his writing, there was slow but developing fluency in the printing. His written retelling of 121 words in week three, was a well structured story which included most details. (Appendix V).

The retelling in week six (Appendix V) showed a very well structured fable with all details included in the whole story. The number of words correctly spelled increased from 57.81 in week three to 64.91 in week six, where he wrote 114 words which is significant as the story's original text was only 120 words. He showed a growth in literary language, using such words as 'The grapes might quench my thirst' and 'It is no use. I have tried to climb and jump....'

The retelling in week nine again showed development in concentration when writing. He had written 148 words and had 70.3 % of them spelt correctly

(see Appendix V). From observation notes it was recorded that he began his writing with determination and a lot of confidence. He did not display the anxiety shown earlier. He wrote quickly and fluently. His printing had improved and he had used speech marks effectively on quite a few occasions. He still made immature spelling errors such as 'by' for 'be' and 'happe' for 'happy'.

His attitude towards doing any section of the retelling was cooperative. He worked hard and was on task. He enjoyed doing the story-map and even though he was not good at drawing, in the interview he stated that he was. He spoke confidently to his peers and was a good story-teller.

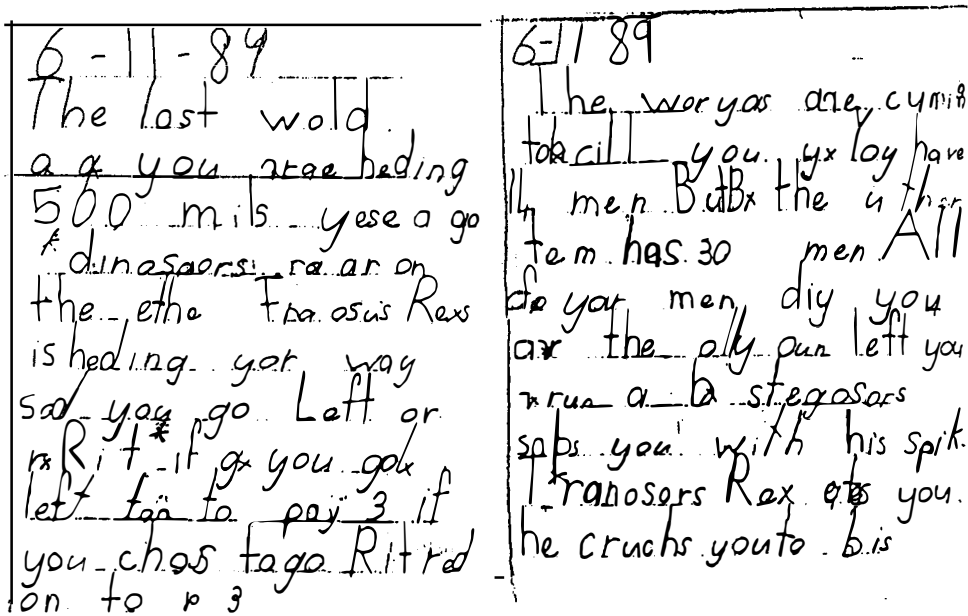
After 'Retelling with the aid of a story-map procedure'

Child one benefited extensively from the 'Retelling Procedure'. His reading during the last retelling showed an increased engagement in reading for meaning. Evidence from the tape recorded oral readings show independence in self correction. Fluency increased from 72.5 w.p.m. in week three, to 120 w.p.m. week six to 102 w.p.m. (See figure 1). It was observed in other reading situations that he spent time reading texts silently so that when he read orally to the teacher he could use the natural intonation patterns that go with the understanding of the text.

Due to time constraints and the lack of errors, it was difficult to detect whether he has learnt to generalise the use of syntactic or semantic cues to solve unknown words. However, as evidenced on the tapes the repeated readings and familiarity with the text seemed to have increased automaticity and facilitated the recognition of high frequency words. Actual observation confirmed that he did not stop to work out any of the high frequency words. He made a growth in the Holborn Reading Test of three and three quarter months beyond the

chronologically elapsed time. He is still two and a quarter months behind his chronological age. (See table 2)

During silent reading time, he still preferred to read or to bring along his 'Choose Your Own Adventure' books. This was what his peers were reading at the time. There was little evidence that he had begun to read these more efficiently. However one piece of writing done during this time was an attempt to write a 'Choose your own Adventure story' which is evidence that he was at least internalising some of the story structure.



Writing Sample of 'Choose your own Adventure Story'

It would be appropriate to conclude that his interest in any books, even those beyond his reading level suggests evidence of a positive attitude to books and to reading.

There is evidence in his own personal story writing 'Pre-retelling and 'Post-retelling' (Appendix V) of a remarkable improvement in the printing standard, the spelling, (83.6% of words spelled correctly) and the story-structure. Even though the story is not very long, 98 words, it has a beginning, a middle

and an end. His use of speech marks and punctuation has shown improvement. However the most evident gain was the on-task behaviour that accompanied story writing.

During the interviews, child one had complained, that the noise interfered with his concentration. So when he wrote 'The Giant with The Golden Sword' during conference writing time, he was closely observed to watch his behaviour. He got down to work immediately and took the greatest of care with his printing as is evidenced in the writing sample. He used ideas from the story of 'The Fox And The Grapes' for his vine and his fox. He used the 'sword' from his 'Choose your own adventure' stories. It seemed that his attitude towards writing had improved, he appeared very pleased with himself and proudly read his story to other children. An entry from his journal also provides an indication of his more relaxed attitude towards writing.

Sample Writing 5

On Tuesday I got my hair spiked.
I walked home, my parents had
gone out. Lucky I had a back door
key so I could get in. I had a snack
I put my feet up on the sofa and
watched T.V. It was a fighter planes
and bombs and two steam trains...

The increased development in literacy, his more positive attitude towards literacy tasks and his increase in metacognitive awareness all point to a healthy development in child one. If this growth in language development could be

sustained at this rate then his perception of himself as a non-reader would be changed and he would be over the danger period of losing interest in reading and writing.

Case Study For Child Two

Before The 'Retelling with the aid of a story-map procedure'

Child Two was a friendly, healthy and lively little girl. She was smaller in build than most of her peers however she was also younger, being born in October. She appeared confident with teachers and classmates. Her problems seemed to stem mainly from an inability to settle down and concentrate. She lacked concentration, not only in the processing of print but also in puzzle work, building construction activities, drawing or colouring-in activities.

Child Two's pre-primary records showed that she was good at outdoor activities but there was concern that she lacked concentration. Comments from the reports stated: 'She tends to flit around the room to all activities, lacking concentration. She has very poor concepts. She does not know any colours and shows immature behaviours such as putting scissors in the mouth.' She could not order logical sequence cards. She could not hear initial sounds in words, rhyming sounds or ending sounds. She was referred to guidance.

These statements were confirmed by child two's mother. During the interview before the procedure, she explained that the child had problems learning her colours and that she did not learn them until year one. She did have problems settling down during her pre-primary year, did not take any interest in playing imaginative games, was more interested in the farm activities and outdoor games. In early literacy behaviours the mother stated that:

'I didn't feel she was adventurous with her reading, more prepared to take the passive role, for you to read it to her, she wasn't interested in sounding out the words.....The inside activities were well and good but she could not wait till outside activities time and play on the monkey-bar but not cutting little bits of paper, she just hated doing little things like that.'

(Appendix IV).

The mother also stated that the last thing the pre-primary teacher told her was 'This child is going to have problems next year.'

Child two's mother added:

'I was shocked to think that this had gone on all this time but it wasn't till the last day of the last term that anything was said. Then the next year "Oh no it will be all right". But you see it wasn't all right. But you see if you don't have any experience in that field. You can't...'

Year one reports included statements such as:

June 88. 'She tries hard, her restlessness often hinders her work but there has been an improvement lately.'

Dec. 88. 'She is quite capable of doing all work well she just needs reassurance that she can do it by herself. She has become better at getting down to work quickly and taken pleasure in completing work.'

Statements from the mother during year one were :

'Writing was just appalling, real awful and reading was just a nightmare, it was an absolute nightmare. She would take about half an hour to read a page and I was probably partially to blame because I would not give her

the word. I would not say for instance "and". I was aggravated and I aggravated the situation by doing that. Yes it was absolutely dreadful. Towards the end of the year she started to pick up and she started to recognise the words and away we went sort of thing.'

During Year two, she was a charming yet frustrating child to teach. She would not sit still or listen. She played with her shoes and socks and chewed her jumper. She argued with other children. She was very demanding of the teachers' attention, she was often getting into trouble for 'silly' behaviour. She could not concentrate to complete worksheets, cloze activities, colouring, drawing or cutting out activities. She was erratic with her printing. She could print well if she was praised but often just did any rough work to get it "over and done with". Lots of positive reinforcement was the only strategy that her teachers found worked with her, even though at times it was difficult to ignore her unacceptable behaviour. Yet it was important to do this, as she reacted negatively when reprimanded and became obstinate and uncooperative.

This observation was confirmed by her mother during the interview when she stated that her attitude towards learning was improving. She stated that all the positive feed-back that her child was receiving was working. She said:

'All of a sudden I think the light's gone on. She's saying I can do it. But she obviously has felt this sort of "I'm hopeless thought" that she must have had.'

Child two's feelings of being unable to cope and her low self esteem are also evident in the interviews with her. At two different occasions she made

mention of 'Her using her noggin' (her brain). In reply to the question , 'What do you think you're learning from this lesson?'. She replied 'So I won't be dumb.'

Her reading ability during Year two was an area of concern. She was not developing in a naturally progressive way. She fatigued very easily, sighed constantly whilst reading and made unacceptable miscues just to get the reading over and done with. It was difficult to make her stop and reflect on what she had just read. She was asked constantly, 'Does it make sense?'. She was not attentive to the print and when asked to look at a word carefully, 'Does it say what you have just read?', she would labour over decoding the words. She moved her head around erratically when reading and her eyes seemed to dart all over the place.

During writing time, she failed to have anything to write about and was often disinterested. She became angry at her attempts and screwed her paper up and threw it in the bin. She was constantly wanting to start again, which was interpreted as an attempt to become more proficient, to do a better job. She found it frustrating to find anything to write about. She mainly wrote about personal experiences, however these were often repetitions of the same things. When she attempted narratives, she had two re-occurring subjects about which she kept writing. These were a fascination with Robin Hood and Goldilocks and the Three Bears. It was difficult to help her write about anything else.

Child two was referred to the guidance officer about her inability to listen to instructions and a lack of progress in literacy tasks. The guidance officer found that she was within average range for most tasks, except for hand-eye coordination and a problem with laterality. Her parents also referred her to Specific Learning Difficulties Association (SPELD) for assessment,—they in turn recommended testing by an Audiologist and a Doctor of Optometry. The

Audiologist's report showed that she had excellent auditory ability in speech perception and processing. The following statements were taken from the Doctor of Optometry's report.

STEREOPSIS: slightly reduced (depth perception.. allows effective location of objects in space, athletic skills, security in movement.)

ACCOMMODATIVE (focus) FLEXIBILITY: unsatisfactory (Allows rapid shifts of attention to different distances.)

| | |
|---------------------------|-----------|
| Visual perception: | poor |
| Visual spatial relations: | very poor |
| Visual sequential memory: | very Poor |
| Visual Closure: | average |
| Visual memory: | poor |
| Visual form constancy: | average |
| Visual figure ground: | very poor |
| Visual memory: | poor |

The Doctor of Optometry recommended glasses to encourage laterality and therapy for the five visual perceptual areas that are below average.

The parents also went to the SPELD meetings to get help with strategies to help their child. However, during the interview the mother said she was convinced after speaking to other parents in SPELD that her child's problems bore no resemblance to the magnitude of problems other parents were having with their children's acquisition of literacy skills. She was convinced that her child had some problems, however she was happy with what was being done for her child by the teachers and satisfied that the positive reinforcement given was effective. She felt progress would be slow but steady.

During the 'Retelling with the aid of a story-map procedure'.

Child Two's behaviour for the 'Retelling with the aid of a story-map procedure' was not very cooperative at the beginning. She argued with her peers and found it difficult to discuss issues related to the story-map. Evidence from video-tapes taken during the oral retelling shows her inability to retell a story. However she enjoyed the limelight and the provision made by the procedure to allow for oral expression. She enjoyed being the centre of attention and to be given the opportunity to express herself. This was one of her strengths, she could speak with apparent confidence. As time progressed, she became more cooperative and a more confident reteller. This is evidenced in the tapes of oral

retelling. She used expressions and mannerisms that the other children found entertaining.

During interviews it was found that she possessed very little meta-cognitive awareness. She could not express verbally any of the processes she used to produce her written retellings or show any signs of taking responsibility for her own learning. (For more detail see section of inventory under 'Metacognition'). She only began to take on metacognitive behaviour towards week nine when she became aware of the role of the story-map. This was in contrast to the other two target children who had far greater metacognitive awareness by that time.

Her written retelling (Appendix V) during week three had numerous grammatical errors. There were errors in subject/verb agreements, loss of meaning within sentences, e.g. words omitted, superfluous words added. At times there was cohesion breakdown. However, the story was logically sequenced and all necessary detail was included. She used reasonable phonic alternatives for her spelling approximations. She made direct acknowledgment of audience by appealing to their sense of fun, and added a sentence of her own to make it more interesting e.g. 'It was the fascinating thing that ever heard from animals'. She wrote 124 words, which was a good effort for her, 53.2% of the words were spelt conventionally. When she was asked to read her writing it was interesting to find that she had difficulty reading her own writing. However she did pause after reading her first sentence and acknowledge that it did not make sense.

Her second written retelling for week six (Appendix V) shows an apparent development in fluency in the printing. She completed the whole retelling and added to it to make it more interesting. There was an increase in the number of words to 134. The original text was only 120 words. There was a logical development of ideas. There was evidence of intertextuality as child two added to the story from her own experiences on a farm e.g. 'A man saw him and he said if you don't go home I will blow my top off'. However there was still confusion over verbs, omission of words necessary to retain overall meaning and a lack of consistency in punctuation.

Her third written retelling showed a marked improvement in fluency of writing, coherence of text, standard of printing, amount of words written, (212) and percentage of words spelled correctly (72.6) (See Appendix V). A great effort was made to complete the story in the time available which showed a sign

of developing responsibility in her own learning. There was a marked sense of satisfaction and accomplishment. Most of the children memorised the refrain in this narrative but child two only remembered part of it. When writing, she was observed labouring over trying to remember the refrain. She still experienced difficulty reading her own writing, even though it was a much better written presentation.

Her reading during the retelling benefited from the repeated readings. This was evident in her reading of the original text a week or two after the procedure. She was observed to self correct more often as she was aware of the meaning of the story. She only made a few miscues and most of them were self corrected. Her fluency rate changed from 43.34 words per minute during week three to 40 in week six and 48.40 in week nine (See figure 1). Her growth on the Holborn Reading Test was three quarters of a month more than the chronologically elapsed time. (Table 2.)

After the 'Retelling with the aid of a story-map procedure'

From the data collected, an increase in concentration span was the greatest development shown by child two. Her writing benefited mostly from her ability to produce a narrative text with a growing sense of entertaining an audience. When she read, she still sighed as if it was too tiring. However she tried a most delightful expression and characterisation in her final reading.

In the interview with her mother after the retelling, there was clear indication that Child two was making good progress. The statement from her mother sums up how she felt:

'I find this term especially that there's improvement in her own behaviour as well as lots of other things. The reading has improved more than any other three terms'

Child two displayed a more positive attitude towards literacy tasks, this was evident in her interviews as well as in field notes. She went about her task without the usual reserve and antagonistic behaviour she usually displayed when confronted with a worksheet, a cloze activity or a comprehension activity. She quite happily tackled the predicting, the reading in pairs, the story-map making, the written retelling and the reading of the text at a later stage. There was a marked growth in her confidence. This can be best shown by her comment when asked to predict what 'The Magic Fish' was about. Her reply was:

'Once upon a time there was a magic fish and it can make people into frogs and he can make Mrs. Boekeman into a goldfish.'

The 'Retelling with the aid of the story-map procedure' helped Child two towards an increase in concentration and change in attitude towards literacy tasks. However more work to develop her metacognitive awareness seems to be an area worthy of investigation. The evidence suggests this would help her improve the strategies she is using to process print.

Case Study For Child Three

Before the 'Retelling with the aid of a story-map procedure'

Child three displayed all the characteristics of an immature child for Year two. His birthday was in November. It was felt he came to school to play and was not interested in literacy tasks. He was not attentive when children read shared book experiences. He wanted to talk and play with his cars during silent reading. He wanted to chat during mat time and was not interested in what was being discussed, nor did he participate in any of the discussions. He had difficulty with his reading and he had no inclination to put any effort into any written work. He made all the common excuses for not beginning to write, such as no pencil, or that the pencil needed sharpening. He made a mess of his paper. He chewed it, crossed off words, rubbed the pencil shaving into it so it smudged. All this, before he even wrote one word. A typical writing session would be like this:

T. What would you like to say?

C.3. Hm... I don't know what to say.

T. Right let's see..what is your favourite hobby?

C.3. Motor bikes.

T. Good. Why don't you write about motor-bikes?

What would you like to say about motor bikes?

C.3. I rided a motor-bike on the weekend.

T. Good let's start. (The teacher stays with child while she says each word and the child writes it down.) I... rode....a....motor-bike...Right you know what to write next? On.. the...weekend. (Teacher goes to help other children comes back 10 minutes later and child two has not written any other words.)

T. What's wrong ?

C.3. I haven't got a sharpener.

T. Here have my pencil for now. What were you going to say.

C.3. I forgot.

T. Read your story so far and let's find out.

Even though this was repeated quite a few times, child three would only write a few words by the end of the writing session. He was not actually mischievous, he just lacked any apparent drive or motivation to learn. At times it was observed that he looked regularly at the class alphabet chart, so the teachers provided him with his own alphabet chart. He seemed unable to recall how to print some of the letters. He could however identify them and had no problems blending three letter words.

He had a lot of problems with spelling. He did not do very well on spelling tests of words that were learned in class. His printing was very messy, angular and disfluent. He did not appear to have any confidence with literacy tasks and was very tardy with written work. He was hesitant during oral reading and very quietly spoken. Comments from his mother suggested that he was not interested in reading. He preferred his parents reading to him than for him to read himself.

During 'Retelling with the aid of a story-map procedure'

Child three showed more apparent change in behaviour than any of the other children during the retelling procedure. For some reason which could not be readily identified, he was highly motivated by the activities. It seems that the clear framework given for independent behaviour suited his learning style. He wrote more when he was asked to predict what the story was about than he usually did when he was writing his own story. This could be partly because the added concern of keeping his printing neat or between the lines was facilitated by the use of unlined paper. He showed the ability to discuss the sequencing in the story-map with his partner. He was capable of synthesising the important elements of the story. Evidence from video-tapes showed an intense concentration when drawing the story-map. When the story-map was examined to view what was so absorbing, it was found he was only intensely drawing grass on the ground.

During the writing of the retelling he was fully absorbed, trying to complete the story on time. Because time was restricted and because the story was by then well known to all the children, there seemed to be a real drive in most of the children to see if they could get it all down on paper in the given time. This seems to be an interesting facet of the procedure. Evidence from video-tapes showed how rapidly the children were writing. Child three wrote 85 words in the week three retelling, 119 in the week six retelling and 131 in the week nine retelling. (See Appendix V). He only managed to write the whole of the story of the week six retelling. The other two stories were too long for him to write the whole text. His spelling also progressed steadily with 45.9% of words spelt correctly in the week three retelling, 60.5% in the week six period and 64.1% in the week nine period. (See figure 2). The structures of the narratives were sound with progressively better cohesion by the week nine retelling. There was also more fluency in the printing.

A most remarkable difference is shown in the oral reading quality of the text after the retelling procedure. His reading became louder and more confident. Although, this was not sustained throughout the text, when concentration was becoming difficult to maintain. However fluency and expression showed development which indicated an improvement in reading for meaning. His speed of reading progressed from 43.6 words per minute in the three week period, 51.4 words per minute in the six week period and 58.9 words per minute in the nine week period. (See figure 1). His score on the Holborn reading test showed considerable growth in his reading age beyond chronological elapsed time, of five and a quarter months (See table 2).

After the 'Retelling with the aid of a story-map procedure'.

During personal writing time, child three wrote a very good story after the retelling of 'The Magic Fish' in week nine. The title was 'The Magic Witch' (Appendix V). The child appeared to have internalised enough of the text structure to allow him to produce an imaginative and well structured narrative. He displayed a strong sense of entertainment, good use of detail and sensory images and good use of literary language. For example:

"It disappeared into thin air. She walked away and she fell in a trap and in a puff of smoke she vanished."

This shows excellent progress when compared to his pre-retelling writing. Child three obviously had a lot more skills than demonstrated previously. It took something like the independence of the retelling procedure to provide the practice which enabled him to use his skills. It is possible that he was helped to take responsibility for his own learning by the development of metacognitive awareness. The following statements during the interviews are indicative of a growth in metacognition.

'I wanted to make the story better....I want to get all of the words right... I like it better when I do a story and it's out of a book...because you already know the story and you don't have to think of parts and you can make it a good story..'

It also seems possible that the removal of one of the variables in the act of writing, that is the story content, had relieved the cognitive load and he was able to concentrate on the conventions of writing, which were obvious areas of difficulty for him. Once he was able to practise, he became a more fluent writer, still very untidy, but nevertheless a significant improvement was shown. The improvement enabled him to earn praise from his teachers and peers and that in return was a cause for self satisfaction.

His mother commented during the interview, after the research period, on his developing positive attitude towards literacy tasks. She said that he told her how happy he was to finish his story and that he wrote six pages. This occurred in week eight when he wrote 'The little porridge pot'; an excellent effort in concentration and self drive. (Appendix V).

Child three showed the most marked improvement amongst the three children. The 'Retelling with the aid of a story-map procedure' provided him the clear framework he needed for independent behaviour. The fact that his teachers were unaware that he was able to complete literacy tasks prior to the study should caution teachers against underestimating the abilities of weaker readers. A change in procedure may enable children to produce more advanced work than was previously expected.

CHAPTER VIII

Conclusions, Limitations, Recommendations

The major purpose of this study was to describe how an integrated and holistic learning approach to reading and writing through the 'Retelling with the aid of a story-map procedure' can improve and develop the reading and writing of weaker readers. The results obtained have shown a noticeable improvement in the weaker readers studied.

Conclusion

From data collected on the processes, products behaviours and strategies that the weaker readers used or produced during the study period, it is evident that they made considerable progress in literacy. The fact that their own written work reflected the sorts of texts covered during the study period is evidence that the children were, to some extent, internalising story content, story structure, conventions of print and literary language. These findings support the hypothesis that by engaging in the procedure the weaker readers developed meaning seeking behaviours, made connections between oral language and written language and increased their 'data pool' of linguistic knowledge.

This supports the theory of how texts teach what children learn as outlined by researchers such as Meek (1988), Harste, Woodward and Burke (1984), Smith (1983), Holdaway (1979), Cambourne (1988), Goodman (1986) and Harste (1989).

The increase in the children's reading ages beyond chronological elapsed time, the improvement in both their fluency rate in oral reading, number of words written and the number of words spelled correctly showed a healthy and steady literacy growth.

However the most significant finding of the study related to the increased confidence of the weaker readers. Analysis of the patterns of behaviour determining attitude towards literacy tasks showed a dramatic change in direction. Evidence from observational field notes, written work, reading, debriefing protocols and interviews with parents, all showed the children's growing confidence in their ability to learn language. Their discernible increased competence in handling literacy tasks helped them stay on task, to take risks and

to take responsibility for their own learning. This increase in their on-task behaviour and the ability to take responsibility for own learning is evidence of their commitment to learning.

The research suggests that weaker readers need the opportunities to interact with their peers in meaningful, purposeful activities. This is evidenced by the target children's unexpected competence in oral discussion, in the synthesising of stories and their growing communicative confidence. Their ability to handle, enjoy and succeed in the literacy tasks of the 'Retelling with the aid of a story-map procedure' enhanced their positive behaviour. It was evident from the interviews, a more positive attitude towards literacy tasks was the outcome.

The increase in their intonation patterns, expression, attempts at characterisation and fluency rate all point to attempts to cease reading word by word and to read for meaning.

The children's interviews were also revealing. It was interesting to note how these children wrestled with the complex demands of writing, and at times, got caught with the mechanics of spelling 'unknown words' with 'silent letters' and making their writing 'neat'. It seems evident by the children's growth in writing fluency and length of stories written, that the procedure helped them resolve these tensions by taking at least one variable away, that is the story content.

Through the debriefing interviews it was possible to gain an insight into the children's metacognitive awareness. Some of the children made statements that were indicative of an increase in metacognitive awareness. Of particular interest, was the finding that the target child who made the least Reading Age growth beyond the elapsed chronological time, displayed the least metacognitive awareness.

The repeated readings with the help of a more competent reader and the rehearsal of oral retelling also helped the children by providing the necessary conditions for what was evidenced as more fluent, expressive and automatic performance.

The categories that have evolved from the data collected and are included in the 'Observation and Attitude Inventory' could be a useful tool for the evaluation and assessment of weaker readers in their literacy development.

An unexpected but important outcome of the procedure was the creativity and opportunity for self expression particularly evident during the story telling and story-map steps of the procedure. These features from Telles's retelling

procedure were added to Brown and Cambourne's retelling procedure. The evidence suggests that these additional features were important and powerful aspects for supporting the development of reading and writing skills of the less able children.

It cannot be generalised that in different classrooms, with another set of children, under different circumstances, weaker readers would show the same behaviours, processes and growth that these children did. The literacy growth of weaker readers' may be influenced by a number of factors. The quality of teaching, the number of children in the class and the heterogeneous nature of the children may have some bearing on the children's learning. However, while specific behaviours of the target children cannot be generalised, the struggle they experienced, the feelings of inadequacy that they had to wrestle with in order to process print and the ability of the procedure to ease that process and help them make considerable literacy growth can definitely be generalised.

Limitations

There are a number of limitations inherent in the study:

The limitations of the study are as follows:

1. As the study was descriptive, it is not possible to generalise that the 'Retelling with the aid of a story-map procedure' was solely responsible for the literacy growth and development of the weaker readers.
2. The study sample involved eight children, three were analysed in detail. In relation to the amount of data to be analysed it was necessary to restrict the number. The richness of the data in many ways compensates for the limited number of children studied. This should enable other teachers to determine how the study could be generalised to their classroom.
3. The texts used were 'narrative' texts. It may be more difficult for the weaker readers to retell expository text. It is not possible to generalise about the ability of the children to process factual text because such texts are inherently different in structure and organisation.

4. The long term durability of the gains made by the target children has not been part of this study. The study period ended in December, 89, when the school year concluded, so it was not possible to monitor the children's progress after that date.

5. Because most of the writing assessed was done as part of a 'retelling' it is difficult to work out how much development the children have made in their own creative writing. There was some evidence to suggest that the children were transferring their knowledge of structure and literary language to their own personal writing. However, it is not possible to generalise how much of this knowledge will be transferred to the children's own writing given different audiences or purposes.

6. Some learning may have occurred through the debriefing sessions as the interviews provided the children with opportunities to reflect on the processes they were using. It could be that the interviews were part of the procedure.

Suggestions For Future Research

The results of this descriptive investigation were sufficiently promising to suggest that areas of the investigation are worthy of replication, redirection and expansion.

1. In view of the sample size, replication of this study, using a broader sample of weaker readers, from different settings could be undertaken.

2. A more detailed study of children that have the same characteristics as child two who made the least progress could be undertaken, to see if there are relationships between reading difficulty, personality factors, lack of vocabulary development and lack of metacognitive awareness.

3. This study demonstrated the difficulty experienced by the two parents who were interviewed, when trying to help with the home reading of a poorer reader. Research is needed to determine how this difficulty may affect the poorer readers struggle and self esteem and what action needs to be undertaken by schools to help in the home environment.

4. Keeping in mind that some schools in Western Australia are using Direct Instruction Programs to help weaker readers, a combined quantitative and qualitative, pre-test-post-test control group design study would be in order to determine differences in literacy progress. A study of this nature may hold greater credibility for the wider population.

Concluding Statement

This study revealed some interesting findings about the power of a natural, whole language learning strategy designed to improve the reading and writing of weaker readers. The evidence provided reflects current reading theory. The 'Retelling with the aid of a story-map procedure' provides children who are experiencing difficulty, with the opportunity to be involved in meaningful, purposeful learning. That is, it provides these weaker readers with repeated readings, support and the cooperative work they need. The scaffolding provided by the procedure gives them a clear framework for independent behaviour. The three target children made considerable literacy growth which was sufficient to warrant further investigation and research. The categories established have also shed considerable light on the aspects of reading/ language processing that poor readers need to develop and the problems they encounter as they read.

APPENDIX I

INTERVIEWS

Child 1 week 3

- Q 1. When you were retelling the story can you tell me what was going on in your mind?
- A. I was thinking about all the words I could put in, so it can make it exciting and interesting. I have to have silence and quiet to think, 'cause when you're thinking of a word it slips away and you have to think heaps again and there is no more.
- Q 2. What else was going through your mind?
- A. Mainly what words I could put in. The story to make it really exciting so people would like to read it.
- Q 2. When you were writing what was the easiest part of the story for you to write in?
- a. Mainly the first page 'cause I could think lots of it but then when I get into the second page it gets a bit hard 'cause you've done the most exciting part and it's hard to concentrate, especially with all the noise.
- Q. What was the hardest?
- A. Not much of it was hard.
- Q 3. Which part did you find most interesting?
- A. The first part and when the wolf gets hit on the head with the sheep.
- Q. What about the part when he pulled the wolf's head out of the bag.
- A. He was trying to trick the wolves because the sheep and the goat were trying to play a trick on them. So they would run away and they could eat all the porridge then they could go to sleep.
- Q. What do you think that you are learning from this lesson?
- A. Nothing, just how to spell a bit more. when you are writing you have to sound it out.
- Q. Do you remember any of the words from when you are reading the story.
- A. No, no.
- Q. What else do you reckon you've learned from this lesson.
- A. How to draw better and write neater.
- Q. Do you think you've written that neater.
- A. Yes.
- Q. Do you worry about that when you are writing?
- A. No.
- Q. You quite like writing.
- A. Yes.
- Q. But sometimes you don't go very fast what stops you.
- A. The noise and the people being stupid they distract me.
- Q. Why do you think I've asked you to draw the story map?
- A. Because it helps you remember the story.
- Q. Did you have to read the story again before you drew the pictures.
- A. Yes it reminds you of the story.

- Q. Do you like doing the story-map?
- A. Yes That's the fun part.
- Q. Why do you think I asked you to tell the story before you wrote the story.
- A. It helps you to tell all the stages in it.
- Q. Did you make any changes to make your story better?
- A. Yes I added little bits in.
- Q. What Bits?
- A. The bit about "can you sit by the fire".
- Q. Did you put those speech marks in?
- A. Yes, Oops I forgot to put the other side.
- Q. Can you tell me what words you spelt correctly? Do you think you spelt "said" correctly?
- A. No.
- Q. What about "High"?
- A. No.
- Q. What about hungry?
- A. No.
- Q. Good , yes it has an R in it but not an E.
- Q. Can you tell me your first sentence?
- A. Once upon a time there was a sheep and a goat.
- Q. Yes now you know where to put the full stop then begin your next sentence.
- A. O.K.
- Q. Can you tell me what part of the Retelling Procedure you like the best.
- A. The story map, because I like drawing.
- Q. Would you like to tell me about it.
- A. Its the three wolves here and this is the fire. The porridge is steaming here because its hot. There's the moon there because its dark. There's the fox and there's the rocks. The sheep and the goat are not in there ... we're sort of looking through their eyes.

Child 1 Week 6.

- Q. When you were retelling the story what was going through your mind?
- A. You got to think of the words in my mind. It was complicated.
- Q. What was complicated?
- A. When you're writing you're getting all mixed up with the other words and you're thinking of exciting things that are happening but you're meant to be writing the story.
- Q. When you were writing what was the easiest part of the story for you to write in?
- A. The first part , because you're nice and fresh. But when you come to the afternoon you start to get all confused.
- Q. Do you go back and read what you have written?
- A. Yes.
- Q. When do you decide to go back and read a bit?
- A. When you're lost and you're mixed up.

- Q. How far back do you go?
- A. Usually to the beginning.
- Q. What was the hardest?
- A. The end part, you're not fresh, you're droopy and tired.
- Q. If we put it away and did the ending another day would that help?
- A. Yes.
- Q. What sort of information did you need to tell the readers about the story?
- A. No.
- Q. Well you had to tell them who the characters were.
- A. Yes.
- Q. Who were the characters?
- A. The fox and the bunch of grapes.
- Q. They're not really the characters but they're part of the story. Because it's a fable what's important that you tell them.
- A. The moral.
- Q. How did you decide what part of the story to put in.
- A. I just wrote about it.
- Q. What part did you find most interesting.
- A. Nothing much.
- Q. What do you think you're learning from this lesson?
- A. Nothing , just new words but nothing else.
- Q. No, you're not learning anything.
- A. No.
- Q. Why do you think I've asked you to draw the story-map before you told the story?
- A. To help you get all the parts.
- Q. What parts did you put in to make it interesting.
- A. There's lots of things. I put in new words to make it better.
- Q. Can you tell me what words you spelt correctly?
- A. Fox.(yes).the (yes) , grapes, (yes) not once (yes) because it doesn't have a "u". Up on should be together . Time , There. (yes) how is wrong,
- Q. Read the sentence. Yes you're right. it should be " who" .
What about this word" working"
- A. It should be " Walking"
- Q. Can you read me your first sentence?
- A. Once upon a time there was a fox who was walking through the bush.
- Q. Yes you're right.
- Q. Which part of the retelling procedure did you like the best?
- A. The writing.
- Q. Why do you like the writing?
- A. It's good. When I do it I can practise to get neater. You see I go off the line.
You see I can be neater.
- Q. Has this Retelling procedure helped you with your writing.
- A. Yes. When you're writing you can sit it on the line.
- Q. What about writing the whole story?
- A. It's easy.
- Q. Do you like doing the whole retelling procedure.
- A. Yes.
- Q. And the story-map and the writing.
- A. Yes.I like doing all of it.

APPENDIX II

Child 2 Week 3.

- Q 1. When you were retelling the story can you tell me what was going on in your mind?
- A. Oh I was thinking, oh I don't know(Long Pause) I just write it down.
- Q. Hm, Hm.
- A. Hm. Hm. Well I. I just right it down.
- Q. What else?
- A. Hm. I just writ it down.
- Q 2. When you were writing what was the easiest part of the story for you to write in?
- A. Hm. Nothing.
- Q. Nothing was easy?
- A. All of it was easy.
- Q. All of it was easy? Any particular thing?
- A. Hm. one, day, sheep.
- Q. They were some of the words.
- A. Dog , and, it.
- Q. So you're just telling me the easy parts were the words?
- A. Hm.
- Q. They were the easy things were they? anything else that was easy?
- A. Hm. Nothing, oh all of it was easy, the words ,spelling, writing, the capitals, full stops.
- Q. What was the hardest?
- A. When I had to... I had to....did the hard ones, the hard words and had to spell them out.
- Q. What else? Look at your writing and see if you can see anything else that was really hard . That you may need a bit of help with.
- A. Some of the words in the story like didn't... realize, wolves. Q. Did you have trouble with the story.
- A. No. It was quite easy.. all you had to do is use this.
- Q. What's this?
- A. Noggin, that's what dad says.
- Q. What sort of things did you need to tell the people who were going to read the story? What sorts of things did you need to tell them, when you were writing, were you thinking about it?
- A. I was thinking about it and I had to read the story and I had to read it and if I didn't know the hard words I had to sound them out.
- Q. But what sort of things did you feel the people that were going to read it needed to know? You know when other people came to read the story?
- A. Hm I had to do a final copy.
- Q. You feel that you needed to do a final copy?
- A. Hm.
- Q. Couldn't they have understood the story with what you have written?
- A. Hm. ..Hm...Yea.

- Q. Is there any particular parts ...
- A. Like what?
- Q that you had to tell them?
- A. Well I had to do the numbers so you know which the like...like hm..I had to do hm hm like , like the people know like what...hm. like what number are the wolf is the people didn't know it could be four five six.
- Q. Good that's a good answer.Hm...
- A. And you have to write the... hm... hm.... the title, write your name so the people know who wrote it.You have to put the name who did the story map. You have to put the pictures.
- Q. No were not talking about the story map. How did you decide, you know the story is very long..how did you decide which parts were important?
- Q. How did you decide what part of the story to put in?
- A. Cause when we read the story I could remember the parts of the story was and I just.. hm I.. just wrote it out. My eyes tell me I read the story and then I writ it down on a piece of paper.
- Q Which part did you find most interesting.
- A. Hm....You mean which line?
- Q. No.. which part was the most interesting part of the story?
- A. This one.
- Q. Is there a particular part that you particularly like?
- A. (No answer)
- Q. What do you think we are learning from this lesson?
- A. It helps the Sharks' brains to read and write and draw. It helps to write other words, big words, middle size words.
- Q. Why do you think I've asked you to draw the story map before you told me the story?
- A. Because it's more important, The story map. It helped me to draw. to draw the pictures, to copy the pictures to the paper.
- Q. Why do you think I've asked you to tell me the story before you wrote it?
- A. I don't know.
- Q. Did it help you ? How?
- A. It helped me with lots.
- Q. Have a look at your story.
- A. It 's got big words, little words. It makes you happy.
- Q. Did you make any changes to the story to make it more interesting?
- A. Yes. Like I start with 1 and I finish with 3.
- Q. Can you tell me what words you think you spelt correctly?
- A. And, it, did, goat, of.
- Q. Can you read me your first sentence?
- A. One day the sheep and a
- Q. That's it, it stops there, that's a sentence?
- A. Hm.
- Q. Shouldn't a sentence make sense? be a whole thing that makes sense? Have a go again.
- A. One day a sheep and a goat. there
- Q. That's it, one day a sheep and a goat . does that make sense?
- A. No. One day a sheep and a goat they.it should stop at they.
- Q. So that makes sense. A sheep and a goat they.

- A. They saw a wolf's head.
- Q. So where do you think the first sentence will stop ?
- A. Here.
- Q. Yes. I think so.
- A. I'll go and get the pencil,
- Q. No leave it now. What about your last sentence? can you read it for me.
- A. (read about three sentences.)
- Q. So where do you think it will be?
- A. There.
- Q. Where . So the last sentence will be : to if it is too heavy?
- A. Here .
- Q. No. It's got to be right up here." The two other wolves said I'm going to help him if it is too heavy.
- A. Yea..
- Q. So that needs to have a capital at the beginning and a full stop at the end.

Child 2

Week 6

- Q. When you were retelling the story can you tell me what was going on in your mind?
- A. No..
- Q. Just think of what was going on in your mind.
- A. I put that down and there.
- Q. What was going on in your head?
- A. I thought... I thought..
- Q. yes what were you thinking of?
- A. Hm..These papers.
- Q. What was going in your head? What was going in your head when you were writing?
- A. Hm..Nothing.
- Q. Were you thinking of what?
- A. The story.
- Q. Hm. that's it. so you were thinking of the story .
- A. And I thought of that word and that word and all the other words as they were coming up in your mind.
- Q. There's nothing else that you can help me with so I can tell what was going on in your mind?
- A. No.
- Q. O.K. If you think about it later can you tell me. What was the easiest part of the " Fox and the Grapes " for you to write in?
- A. Hm... nothing it was all easy.
- Q. No trouble at all. Can you think of the easiest part?
- A. Oh. That's hard... a page or just one line?
- Q. Just one line. Which one?
- A. 1 2 3 4 5 6 7 go he jumped.
- Q. Why was that easy?
- A. Oh I read it to myself and then I read that and that.

- Q. Good.did the numbers have something about it that made it easier?
- A. Hm.
- Q. Could you imagine him go 1 2 3 and jumping up so in your mind you could see a picture of the fox going 1 2 3 and jumping up to the grapes.Could you? So it was easy to write this bit?
- A. Yes.
- Q. O.k so what was the hardest part?
- A. Hm. not much....
- Q. Do you think you've done a good job.
- A. Yea.. none were hard.
- Q. What sort of things did you have to write down, what sort of information did you need to tell the reader about the story? if someone was going to come and read the story what's some of the information you had to make sure you put in that story?
- A. I don"t know. Oh I would read it to them.
- Q. Would you have to tell them that there was a fox?
- A. Oh they would know that from that.
- Q. What's that?
- A. The title.
- Q. The story was very long how did you decide which parts you had to put in?
- A. Oh.. to make the story interesting?
- Q. Hm
- A. So the people would want to read it.
- Q. What do you think you're learning from this lesson?
- A. To read more to write more.
- Q. To learn stories.
- A. Yes.
- Q. Why do you think I've asked you to draw the story-map first before you told me the story?
- A. Because if we didn't do the story-map we wouldn't have think about this. So we did the story-map then we did this.
- Q. Did it help you?
- A. Yes.
- Q. How did the story-map help you?
- A. B looking at the pictures.
- Q. Yes? Could you have written it without the story-map?
- A. No I couldn't have written it without the story-map.
- Q. I think you could have.
- A. No I can't .
- Q. Why?
- A. Because it was too hard. of this was easy.
- Q. For the 1 2 3 jump. What about would you lose concentration if it was a long story, and you didn't have a story- map would you be able to concentrate enough to write the whole story?
- A. No.
- Q. Why what would happen to your brain?
- A. Oh my brain would just go off ... the whole thing
- Q. Why ...it's too..
- A. It's too long... I always think about the farm and that...

- Q. Are you getting better at writing long stories?
- A. Yes I am now.
- Q. How do you find yourself, do you find it easy to concentrate?
- A. Hm Its easy .
- Q. Did you make any changes to your story to make it more interesting?
- A. No.
- Q. Yes you did. You put in something in that story that makes it bit different than the original story.
- A. Oh that. that I put in more numbers.
- Q. You put in a man in there. Was there a man in the original story?
- A. And see and cry. and he didn't blow his top off. and he didn't go home.
- Q. O.k. can you tell me what words did you spell correctly?
- A. All of it.
- Q. Start at the beginning and I'll tell you if you're right.
- A. That one right, once. right. And I didn't do that one right.
- Q. Why what do you think is wrong with it?
- A. I forgot to put the other e.
- Q. Good girl. You would have been right. Was do you think you've got that right?
- A. Yes.
- Q. Good girl.
- A. And. he. I nearly got that right..
- Q. Yes you nearly can you tell me what's wrong.
- A. S T R O L I N G.
- Q. You're just missing the one L. Can you read me your first sentence?
- A. Once there was a fox.
- Q. That could do. Did you put in a full stop there?
- A. No.
- Q. And the last sentence?
- A. They were sour anyway.
- Q. Does that make sense?
- A. I put in a full stop.
- Q. Which part of the retelling procedure do you like the best? You know when we read the story, then we do the story-map then we retell the story then we write it out?
- A. The story-map

Child 2

9 Weeks

- Q. When you were retelling the story can you tell me what was going on in your mind?
- A. I just had to write it out. The words are quite easy 'cause you can remember what the story is about and you get some ideas. All I had to do was to lift up these little flippers and copy off them. It was quite easy. All you have to do is remember the story and get it down quick. The letters were quite easy

'cause you know when the big letters come and then you put the full stops, then I forgot to put the big letters from the start. At the start of the sentence you put a big capital and at the end of the full stop you have to put a big T or D or Y. and then we had to ... the full stops are I did quite a few of the full stops.

Q. So the rest of it is one big long sentence?

A. No I've got a full stop here.

Q. When you were writing what was the easiest part of the story for you to write in?

A. The first part.

Q. What was the hardest?

A. That page and that page.

Q. Why?

A. Because you can't remember the whole story.

Q. What sort of information did you need to tell the readers about the story? If they were to understand the story?

A. The information?

Q. Hm. Things.

A. All they have to do is read that, the story. And we come along and say that's my story. and show them the right spelling and that.

Q. How did you decide what part of the story to put in?

A. Part of the story?

Q. Which part did you think was important to put into the story?

A. Oh not much It was quite easy. all of it. I didn't have to put any of it.

Q. There were no decisions to be made, You put in everything. Yes you did that very well. Alright which part did you find most interesting to write.

A. Hm Interesting? This one and this one.

Q. No read it to me.

A. Once upon a time there was a fisherman he liked to go and fish.

Q. What do you think you're learning from this lesson?

A. It teach me how to draw and write.

Q. Do you think you're getting better in writing?

A. Yes.

Q. How do you think you're getting better?

A. So I don't have to be dumb.

Q. Look at your writing. How do you think you're getting better than what you used to do. This is what you did when we first started.

A. Oh that's yuc.

Q. Oh it's not that bad. How do you feel that that is.

A. Oh. that's more better than that.

Q. Why do you think that's better. "The story of the sheep and the goat" (Week Three Story)

A. Because I did that quickly instead of that cause this is nicer than that.

Q. In what way? In what way is it nicer?

A. It just is.

Q. Is it neater you mean?

A. Yes neater.

Q. Neater and what else, are your letters better formed?

Q. Yes.

- Q. And what about the spelling? do you think it is getting better?
- A. Yes.
- Q. Can you find a word like that one, what does that say?
- A. That.
- Q. No .Look at it carefully?
- A. They.
- Q. Right can you tell how you should spell it now?
- A. t h e a t h e y.
- Q. What about writing more.How many pages did you write here?
- A. Oh. I only writed ,one two.
- Q. And this one?
- A. Five.
- Q. That's a lot more isn't it. But the story of The Sheep and the Goat maybe a shorter story.
- A. Yes.
- Q. Not really it is quite a long story. Why do you think I've asked to draw the story-map before you told me the story?
- A. Because it is more important than anything in the world.
- Q. Oh.
- A. Cause...cause... You have to copy off it.
- Q. If you don't do that properly what happens?
- A. You get mixed up.
- Q. With the story.. and it's getting much better now. (The story-map)
- A. Yes.
- Q. Why do you think I've asked you to tell me the story before you wrote it down?
- A. Because it is ...because if you did the story first you'll get all mixed up.
- Q. No . Why did you tell me the story first before you wrote it down?
- A. Because... I don't know.
- Q. Don't know . O K .Well it's because if you tell me the story first I know that you know the story and when you come to write it out you'll know the story. O.K. So it's easier. Did you make any changes to your story to make it more interesting?
- A. No.
- Q. Nothing you didn't put anything else in? Can you tell me the words you think you've spelt correctly?
- A. I don't know. Yes. Yes.
- Q. "Once upon a time " You can spell all that correctly." There, was a poor " You spelled all these correctly. " Fisherman"? Do you think that's spelled correctly?
- A. Nothing . It's got " er "
- Q. Yes but how many fishermen was there?
- A. One.
- Q. So what's the letter that should be in there.
- A. a.
- Q. Yes. Good girl. Any other words that you think you spelled correctly?
- A. "He lived with the ...wife.
- Q. How do you spell "put"
- A. P.O.O.T.

- Q. Are you sure?
- A. Hm.
- Q. Can you read me your first sentence?
- A. Once upon a time there.
- Q. That's it. Once upon a time there. Does that make sense?
- A. Yes. You said one line.
- Q. No. I said your first sentence.
- A. Once upon a time there was a poor fisherman he lived with his wife.
- Q. Yes. Will you read me your last sentence?
- A. (Read a big part of the end) When you go back the little hut will be there.
- Q. O.K. What was the part of the retelling procedure that you liked the best?
- A. Nothing.
- Q. You didn't like any of it.
- A. Yea, I loved all of it.
- Q. Which one did you like the best?
- A. All.
- Q. What the making of the story-map?
- A. The story map and the story.

APPENDIX III

Child 3

Week 3

Q.1

- A. I was thinking about adding on things to the story.
- Q. Which part did you add on?
- A. I added the dirt road.
- Q. Were you having trouble writing it?
- A. I was having trouble doing the spelling and the writing.
- Q. Which particular words did you have trouble with?
- A. I had trouble with "put" I had trouble with P
- Q. But you got it right. Why is the spelling worrying you.
- A. Yes but I want to get all of the words right.
- Q. I had trouble with and
- Q. Just " And"
- A. I had trouble with the D .
- Q. Did you have trouble remembering the story?
- A. Yes, It was hard to remember because it was long.
- Q. It was long. But you knew how to retell me the story really well. Is it difficult writing it out?
- A. Yes because you have to write it out instead of telling it. Because you make mistakes. You start to get to like it and you get faster.
- Q. What is the biggest problem when you are writing.
- A. You make mistakes, you make mistakes with the big words and the ones like that have silent letters. Because you can't sound them out. when you can't put in the silent letter.
- Q. But you had no trouble remembering the story? Do you like it better writing a story that you already know or do you like it better when you write your own story?
- A. I like it better when I do a story and it's out of a book.
- Q. Why , like the retelling?
- A. Because you already know the story and you don't have to think of parts and you can make it a good story.
- Q. How else does it help you?
- A. It helps you 'cause you already know the story and you don't waste time.
- Q. So you can just keep writing?
- A. Uh. without stopping.
- Q. So the only things you have to worry about is what?
- A. Making the writing messy. and making mistakes on the silent letters.
- Q. Do you have any trouble with any of the letters?
- A. I have trouble with the B and D's.
- Q. What do you do?
- A. I just think of it and then when I do it I might make a b for a 'd'.
- Q. Is there anyway that we told you what you do when you have trouble with the d and the b?
- A. Yes you look on that.

Q. 2

A. Once upon a time , because I knew that. There was a goat and wolves , I knew how to spell that.

Q. Do you have a go at words.

A. Once, Going. I Don't know, I forgot now.

Q. You didn't finish it, did you?

A. No, because I was adding on to it and I was making it good.

Q. What was the hardest part ?

A. Doing the writing good.

Q. Is that what is most important to you? isn't getting the story right important to you?

A. I did it so I can get the neat writing.

Q. But aren't you worried about getting the story right?

A. Yes.

Q. Does that come easy to you?

A. Yes. (reluctant.)

Q. What sort of things do the people who are reading the story needed to know?

A. They needed to know how to write it and it has to be really neat.

Q. How did you decide what were the important things to put in?

A. Because I was remembering the story and I was remembering the story in my mind and I got it right.

Q. Which part did you find most interesting?

A. When the ... the dirt road that I put in?

Q. What do you think you're learning from this lesson?

A. How to write and how to write stories and how to write books.

Q. Do you think it has helped you during the lesson to write stories?

A. Yes.

Q. How does it help you?

A. Because I do lots of stories and I remember the stories how they're done and then the writing make me do good stories.

Q. Why do you think I've asked you to tell me the story before I asked you to do this?

A. So I know what to say.

Q. Do you think it has helped you?

A. Yes.

Q. Did you make any changes to your story to make it more interesting?

A. Yes , and walked down a dirt road. They walked to it and they saw three wolves....

Q. Do you think you can tell me what words you spelt correctly?

A. Wolves. sheep, they, put,

Q. Do you think you have spelt 'Walked' correctly?

A. No.

Q. How should the ending be?

A. e

Q. No, remember when we do these lessons , you add 'ed'.
What about porridge and smelled.

A. No I forgot to put ed.

Q. And what about porridge?

A. The ey.

- Q. Can you read me your first sentence.?
- A. Once upon a time there was a goat and a sheep.
- Q. So that's where you need to put your full stop. That's the end of your sentence.
- Q. Which part of the whole retelling procedure did you like the best?
- A. Doing the story-map.
- Q. Do you, why do you like that?
- A. Cause I like doing the story, the pictures.

Child 3

Week 6

- Q. When you were retelling the story can you tell me what was going on in your mind?
- A. Hum. Hum. (Long delay). I was thinking about.....
- Q. Do you think of the story or the words?
- A. The story.
- Q. What about the letters, do you have trouble with the writing?
- A. Yes, I have trouble with "w".
- Q. When you were writing what was the easiest part of the story for you to write in?
- A. One , the full stop.
- Q. What was the easiest thing,.. did you find.
- A. Writing.
- Q. Writing was easy was it?
- A. Yes.
- Q. Was it easy before that or was it hard?
- A. When you do your own story its hard.
- Q. Why is it hard when you do your own story?
- A. Because you have to make up words.
- Q. Right. Do you make up the words in your own mind first when you make up a story?
- A. No. When I start doing the date then I make up the story.
- Q. What was the hardest part of the story for you to write in?
- A. WalkIng.
- Q. How did you decide what part of the story to put in?
- A. He tried, one two three and he tried three more times.....
- Q. O. K. Which part did you find most interesting?
- A. The pictures
- Q. You mean doing the pictures.
- A. Yes.
- Q. Do you like fables ?
- A. Yes.
- Q. Why do you like them?
- A. Cause I like the stories.
- Q. What do you think you're learning from doing this lesson?
- A. To write, to write better and neater.

- Q. Why do you think I've asked you to draw the story-map before telling the story?
- A. So I can copy the story-map from the pictures.
- Q. Why do you think I've asked you to tell me the the story before you write it?
- A. Because
- Q. Did you make any changes to your story to make it more interesting?
- A. I done....he forgot about the grapes and he walked away to another hill.
- Q. Yes that's good .Can you tell me what words did you spell correctly? Grapes, did you spell that correctly?
- A. I think I did.....stopped, I spelt that correctly.
- Q. Yes. You nearly did you just need another 'P'. But He couldn't. Did you spell that correctly?
- A. No it should have two " os".
- Q. What about 'find' Did you get that correct?
- A. No I should have an 'E'.
- Q. No, you've got that right. Which is your first sentence,
- A. The fox and the grapes.
- Q. Is that your first sentence?
- A. No. Once there was a fox was walking an orchard when he was looking from a hill.
- Q. So you reckon you should stop here.
- A. Yes.
- Q. Did you stop there .
- A. No.
- Q. Which part of the retelling procedure did you like the best?
- A. Doing the pictures.
- Q. The pictures and what else?
- A. And I like the writing too.
- Q. And you like the writing too. Do you like the writing more than he pictures or the pictures more?
- A. I like the pictures.
- Q. You don't mind the writing, your hands don't get sore?
- A. No.

Child 3

Week 9

- Q. When you were retelling the story can you tell me what was going on in your mind?
- A. Writing the story. and....everything in the story.
- Q. Right.
- A. Doing it good.
- Q. Do you think you've done it well.
- A. Yes.
- Q. When you were writing what was the easiest part of the story for you to write in?
- A. (Long pause.) Doing the writing.

- Q. What was the hardest?
A. Doing it neat.
Q. Are you getting neater?
A. Starting to ..in that I was neat.
Q. What do you think you're learning from doing this lesson?
A. (Long pause)
Q. Are you learning a lot about writing?
A. Yes.
Q. Why do you think you're getting better?
A. Cause I'm doing lots of writing and getting it neat.
Q. Which part was the most interesting? Which part did you like the best?
A. Pause.
Q. Did you like the beginning, the middle or the end?
A. The beginning.
Q. Has that story got a good ending?
A. Yes.
Q. What was the ending?
A. When they lived in the hut.
Q. Did you make any changes to your story to make it more interesting ?
A. Yes. I put in (long pause , scan through his story.) A nice little house.
Q. Can you tell me what words you spelt correctly?
A. Little, I have to put in the e.
Q. What about from.
A. No.
Q. No you've got it right. What about fish, yes you got it right. What about home.yes you got it correct. What about "what"?
A. Yes,
Q. What about 'said'
A. Yes.
Q. No .Can you read me your first sentence?
A. Once upon a time there was a magic fish.
Q. Yes and you put in a full stop and began your sentence with a capital.
Q. Can you read me your second sentence.
A. It was floating in the water.
Q. And you put a full stop there but did you put a capital in the beginning?
A. No.
Q. Can you read me your last sentence.
A. And you will have a nice little house.
Q. I think you have to go back a little more. " Go home and you will have a nice little house." Which part of the retelling procedure did you like the best?
A. The picture.
Q. You still like doing the pictures the best. And what about the writing?
A. Yes .
Q. Do you like doing the writing still?
A. Yes.

APPENDIX IV

Interview with the mother of Child 2 before administering the

"Retelling with the aid of a story-map"

- T. Tell me something about her interest in books before she started school?
- M. Her interest would be in animal books, just mainly pictures.. but no... she didn't have a great interest in books. We would read to her I would say at least a book a week and she was quite happy to take the passive role but she never showed any inclination to lean over your shoulder and say I know that word or..no none whatsoever.
- T. Does she like having a story read?
- M. Yes she likes listening to a story.
- T. Do you have lots of books at home?
- M. Well I read a lot , I'm the sort of person that has a book by the bedside lamp and always read a couple of pages at night. My husband doesn't actually read novels but he reads journals to do with work so she still sees him read.
- T. What about their own books ?
- M. They have more books than you can poke a stick at there must be forty to fifty books.
- T. Has there always been even before pre-primary?
- M. My family is a book family and my sister is called the book aunty because she always brings them books and we always buy books. There has always been books around for them to just pick and read and put down as they like.
- T. Did she ever pick up a book and just tell a story like her sister did ?
- M. No she never did that.
- T. I wonder why?
- M. I don't know, it's to do with imagination I think her sister is the sort of child who would play the game in her head and act it out but she never played imaginary games or anything like that. She was more happy to go off with her father and be a farm girl.
- T. She does enjoy you cuddling together and reading a book?
- M. She comes home and reads to me, does her chores and does the compulsory reading and after tea we have some activity with the children e.g. reading, playing a game, her dad has been doing some maths with her. We have a tin with plastic numbers and makes it fun for her to give him the answer to the problem.
- T. At pre-primary, what was the general feeling then as far as her development in literacy?
- M. I didn't feel she was adventurous with her reading more prepared to take the passive role, for you to read it to her, she wasn't interested in sounding out the words?

- T. She could not perceive it to be important.
- M. The whole thing I found, in pre-primary and play-group, the inside activities were well and good but she could not wait till outside activity time and play on the monkey-bar but not cutting little bits of paper, she just hated doing little things like that.
- T. Was there any mention then from P.P.T. about any thing?
- M. No the last thing the P.P.T. said to me was "This child is going to have problems next year."
- T. Why?
- M. She had a lot of trouble grabbing hold of colours e.g, we would say to her this is yellow and then ask her what is that colour and she would say red or some thing she couldn't remember.
- T. When did she know the difference?
- M. In grade one she was able to say what colour you had on.
- T. We have had her eyes checked and everything's fine?
- M. Yes, a little bit of laterality but there is not a problem. But they say she does not have a three deep perception. She seems to be very immature in judging her against the other children as they play together, she was interested in play activities were fine but school work sheI think she gave the P.P.T, a hard time, they probably didn't get on all that well, because she was not forth coming or perhaps the teacher perceived she was not really trying.
- T. As hard as she looks like she's capable of.
- M. Yes you think they're not trying but now you know she has this problem of drawing information back out that's what it has been all along but the PPT never knew that to be the problem. The PPT did not perceive that to be the problem. I think she just thought she was being difficult, where as she really didn't know or really she couldn't do it.
- T. Yes there's a fine line to be drawn here between teacher's expectation and what can a child really do.
- M. Well I was really shocked to think that this had gone on all this time but it wasn't till the last day of the last term that anything was said. Then the next year "Oh no it will be alright "
- T. This is for when?
- M. Grade one. All of grade one it will be alright but it obviously wasn't alright. But you see if you don't have any experience in that field, you can't.
- T. It is difficult , all of year one you have to give them a chance. Then in the next year it takes at least to first term before you know something is wrong, this is not working , what's happening. Then while you're working on it, it's nearly half of the year. But we know that it isn't anything drastic. We can see now that she's learning.
- M. Yes. I do listen to other women, I've been to some SPELD things and listen to people and think no ,this isn't her. This really isn't her , she's not a hard case .This is not us. There maybe a slight problem here but there's nothing that we can't overcome. She's not one of those children who are going to be in diabolical trouble.
- T. With some children you can pick it if they have real problems. But it's the children that you can't quite pick where the problem is . We try a whole lot of different approaches, lots of whole language meaningful activities and plan to give them confidence but it doesn't always work. With her I found one of

her main problems when we read together songs, poems or language experience that she couldn't keep up with where we were at. It seemed to have had something to do with her eye movements.

M. Yes it has something to do with the eye movement . I always thought that she wasn't concentrating. She'd say "Oh look what's happening in the picture". She forgets that she's supposed to be reading.

T. As I was telling you about this researcher, Marie Clay, she believes that this is quite difficult to do, this transition from where a child is allowed to look at all the page, the pictures, then when s he starts reading, she has to move the eyes from left to right all the time and keep the eyes focussing on the print. However if they really want to learn they overcome these problems..... In year one what were her reading and writing habits?

M. Writing was just appalling ,really awful and reading was just a nightmare , it was an absolute nightmare. She would take about a half an hour to read a page and I was probably partially to blame because I would not give her the word. I would not say for instance "and" I would just say no that's wrong read it again. I shouldn't have I should have just said no it's "and". I was aggravated and I aggravated the situation by doing that. Yes it was absolutely dreadful. Towards the end of the year she started to pick up and she started to recognise the words and away we went sort of thing.

T. Any particular areas that she had trouble with, like memorising words. Is it working out the letters or recognising whole words?

M. It seemed to be the small words she had the most trouble with like " of , it, the, and." She would always say " and" for "the" but she could always get "surprise "right. I suppose it is because it is a larger word it sticks with their memory but the smaller the word the more trouble. And "it" and "at" and "no" and "on".

T. This seems to be a direction problem. She is confused .

M. Until she channels that, that this is the way to do it, And she is getting better at that. She doesn't do that very much at all. In fact rarely. Too rarely to mention. So she's learning how she has to do these things.

T. And she needs to pay attention to detail. Quite often she doesn't pay attention to detail. She's very good at guessing.

M. We tell her you're just guessing, just because it begins with " th" it's there not they.

T. And the problem is she doesn't go back to correct it if it doesn't make sense. If it made sense it wouldn't matter.

M. I think her comprehension is better now than what it was say a term ago. At the end of the page I'll throw in a question say what do you think is happening to see if she's comprehending what she's reading and I think she's more comprehensive now of what's going on .

T. What about her attitude towards school. Does she like coming to school?

M. She has always loved coming to school. I have had that child she was so ill. She was distraught. " I've got to go."

T. She's hardly ever missed a day. What about her attitude to learning. Is she aware of learning . Is she aware of herself learning.

M. She is now. Just recently. And I would say it's all that positive feed-back from you and Sue.On Friday when she came home with this thing for her composition and a sticker for her maths and everything she was beside

herself. And all of a sudden I think the light's gone on. She's saying I can do this. and I'm not too bad in it after all. Instead of I don't know .I never felt she felt she couldn't do it . but she obviously has felt this sort of "I'm hopeless" thought that she must have had.

T. Poor little kid. What have we done to them at such a young age. Is she scared to do it because she's got to get it right?

M. I often wonder about that. Sometimes when I say Ohhhh. Is she that scared of me? Is it mothers and their first daughters?

T. Well, one of the conditions for learning is that the child is given the opportunity to have a go and take risks. Is it that we expect too much from our first child?

M. Or is it because if you have other children . The older one gets pushed aside because you've got this little one you've got to be caring for. I don't recall now . Did I push her aside to look after the baby?

T. We've done the best we can. We've got to look ahead now . Now in year two, does she like reading to you at home?

M. She likes reading to her Dad. She prefers to read to her dad and I let her do that. So I make sure everything is done and when her dad comes in everything is ready.

T. She doesn't try to avoid it?

M. I wouldn't say she tries to avoid it. She conveniently sometimes forgets. Weekends are diabolical. I've got the whole weekend. Then it's Sunday night. No, I wouldn't say she tries to avoid it.

T. What about writing?

M. I often tell her to go and write her dad a story, she will do it, because she knows her dad will see it.

T. This fidgeting.

M. Oh. it's much better now.

T. Has it always been?

M. Yes she has always fidgeted around, she's a jumpy kid. I said to her dad the other day, she was reading to him and her sister was mucking around and he said " if you're going to sit here you're going to have to sit still". And I thought to myself ,gosh I can remember sitting here this time last year and thinking if she doesn't sit still I'm going to kill her. but you see now it must have something to do with her getting older because she just doesn't do it any more. not that we've noticed.

T. Does she like retelling stories? How does she manage that?

M. She's better at that now. She would never even bother before . "Oh you read it to me again and I'll tell you ".

T. Remember earlier in the year we asked you to try this out.

M. She's much better at it now. She doesn't avoid it as much now. But she used to just say." Oh it's about the three bears and this girl and she ate all the porridge and they caught her and that's that" That would be it. But now if you asked her to do that you would get a little more detail. A bit more of the edging while before you only got the basics.

T. She likes doing it? Does she retell films of anything like that?

M. Yes, yes.

T. I feel that would be good for her concentration. She would have to stop and think. We hope that this retelling will be good for the children.

- M. See, my children do not watch any T.V. They just don't come in till the last moment. They just play.
- T. What do they play?
- M. They play with their barbie dolls. And that's another thing. The other day she picked out something out of the museum sheets, something on dinosaurs, and she coloured the whole thing in. And it was good, it was in the lines, there were reeds and she coloured them all in.
- T. That's good because at the beginning of year two she couldn't colour in or draw , she couldn't be bothered to draw sensible pictures.
- M. No, it was " How come we don't play so much in year two. When is it play time."
- T. Well I'm glad she is drawing at home because in our retelling procedure the children will be making a story-map and I'll show you what they're doing now and how it will all look like at the end.
- M. She made her sister something the other day. She brought home a popstick and she asked for some wool, some glue, her scissors and some material and she made her sister a little person out of this material with the legs and the arms and I thought "Wow!"
- T. And her writing about her dad was beautiful. She wrote it all out so well in her final copy.
- M. Is there any research on whether she wouldn't have been better off not to start school till she's a bit more mature?
- T. The Pre-primary teacher would have known.....She loves books. But during silent reading she doesn't read silently. Does she read herself to sleep?
- M. No she doesn't lie in bed and read. She has a bed-lamp, she wanted the "Twits" and " Charlotte's Web ".She wants the book we let her have it. But no she doesn't read I don't know why, maybe she's too tired . Everything is there for her when she's ready. She pays attention to what is going on around her though. I think it's just getting it all together at the same time, in the same space.

Interview with the mother of Child Two after administering

The Retelling Procedure with the aid of a story-map.

- T. At the end of the retelling procedure, I get them to re-read the text for me. I can tell if she is reading for meaning, that is reading sentences , the right intonation, and she is.
- M. Using inflection of the voice.
- T. Yes. This is the last retelling that she has done. She has been right through it and finished the story. She has written five pages. She does understand sentences she actually did start at the beginning putting in sentences then after that she's lost it. It's too much concentration.
- M. Yes.

- T. When I asked the children they all said that it was easy to begin and then they lose concentration. They say the classroom is too noisy, they can't concentrate.
- M. But you can see that from the previous work. She's got a good start especially at one I was looking at here. She had a good start then it peters off and gets messy. That shows in here .
(Looking through the stories.)
- T. Something that she does is that she doesn't read what she has actually written. She just reads what it ought to be not what she has written.
- M. She reads what she thinks she ought to have written.
- T. Yes. What are your feelings about this, has there been any changes, anything at all that you would like to comment on?
- M. Well, by looking at this, there is a sl.. there is an improvement in perhaps her concentration span. to be able to write this. Has she done this on her own?
- T. Yes, everything is done on their own. They all write though. It is very quite in the class when they are all re-writing the story.
- M. I still feel there's lots that's still wrong but considering how it started out at the beginning of the year there's been a massive improvement.
- T. Yes.
- M. Lots of things she doesn't do any more she doesn't wriggle around so much. She seems to have a bit better concentration span. The reading is definitely improved especially this term, and other things are still coming along and they'll just be slowly I suppose. I don't know how all this is going to tie up with next year. because I guess it's a lot more serious next year. so...
- T. Hm. She still finds it very hard work reading. It is a real effort. She could read it , but it is real hard work for her. If it is that figure ground problem that she has that is making it so hard, the other two children didn't have as much trouble as she has. It isn't that she doesn't know the words. It is a long story but she knows the words, she knows the story inside out. It is just hard work to go through all that. There was no enjoyment really in reading it. When she was practising reading she had very good expression. But when we did the tape she wouldn't do it. I think maybe she's a little anxious.
- M. I find her sometimes are better than others for her to read. I don't bother after seven o'clock if something has happened and somehow or other she misses out it's just not worth my while, because she's had it. She's absolutely physically exhausted by seven o'clock. I find now that she will take books out that she likes and copies pages out of them . does little pictures under them. She never used to do anything like that before. She will go and write little stories by herself. She'd rather be doing the drawing.
- T. But that's O K she is getting much better in her drawings now. If I show you their story-maps . .. this is what they're doing now.
- M. Yes her drawings are getting really good. Now she has discovered that she likes drawing and that she's not bad at it. We've had a run on drawings.
- T. Well do you think that has anything to do with doing the "Retelling ".
- M. Absolutely, absolutely.
- T. Because all of the children said they love doing the story-map the best. That's very time consuming. If we're going to do it we have to be able to justify the reasons for it. See it takes well and truly about three quarters of

an hour. but I still feel that it's time well spent because they can start being more creative like that's their own creativeness.

M. Well if they do this now, and it takes them three quarters of an hour this is a grounding in their mind for what needs to be done.

T. And teaches them the whole story, the sequencing. the need for an ending.

M. Absolutely. I find this term especially that there's improvement. I feel that there is improvement. In her own behaviour as well but lots of other things as well I feel the reading has improved more than any other three terms.

APPENDIX V

Children's writing in order:

Child 1, Child 2, Child 3

- **Week Three written retelling**
- **Week Six written retelling**
- **Week Nine written retelling**
- **Pre retelling personal writing**
- **Post retelling personal writing**

3-11-89

The Sheep and the goat

Once upon a time
 there was a sheep
 and a goat. They went
 for a walk and the sheep
 and the goat stopped
 they saw a wolf's head.
 The goat picked it up
 and put it in the sack

The Sheep And The Goat

Once upon a time there was a sheep and a goat that went for a walk and the sheep and the goat stopped they saw a wolf's head. The goat picked it up and put it in the sack. The sheep saw a fire. The sheep said I can smell porridge I can too said the goat. They walked and walked so they came to a fire and wanted to run away but the wolves' had already seen them. The goat said "hy wolves, can we sit by the fire?" The goat and the sheep were hungry. The goat said to the sheep "Get me a wolf's head sheep got the head out of the sack.

121 words 70 conventional spelling
 51 non-conventional spelling

57.8% of words spelled in conventional spelling

Evaluation:

- Logical sequence of incomplete story.
- Lack of cohesion - but the wolves say them - (Where did the wolves come from?)
- Uses some punctuation and capitals.
- Attempt at using speech marks.
- Some errors are from incorrect speech, e.g. 'wored and wored' for 'walked and walked'.
- Spelling errors phonetically sound.

2 The sheep saw a fire.
 The sheep said I can
 smell porridge I can too
 said the goat they
 walked and walked
 so they came to a
 fire and wanted to run
 away but the wolves
 had already seen them.
 The goat said "hy wolves
 can we sit by the
 fire"

3 The goat and the sheep
 were hungry. The goat
 said to the sheep "get
 me a wolf's head sheep
 got the head out of
 the sack."

The Fox And The Grapes

Once upon a time there was a fox who was walking through the bush. The fox saw a grape vine. He looked up and what did he see? a bunch of luscious purple grapes. He crawled down. He jumped but he didn't get high enough. "The grapes might quench my thirst " thought the fox. "If I can get them. It is too hard I can't get them. I will try and try. It is no use, I have tried to climb up and jump I think I will leave the grapes for another animal. The grapes are most probably sour.

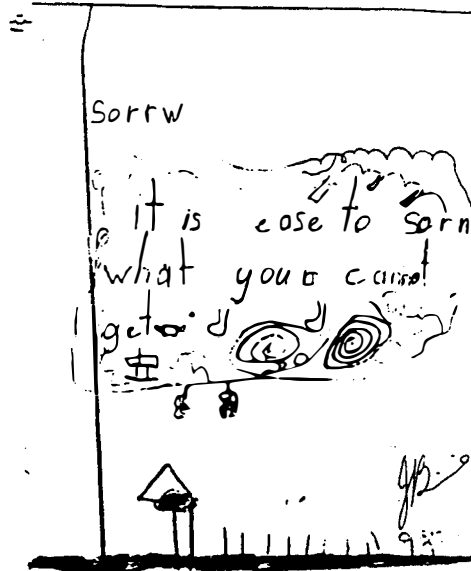
It is easy to scorn what you cannot get.

114 words 74 conventional spelling 40 non-conventional spelling

64.9% of words spelled in conventional spelling.

Evaluation:

- Text is cohesive e.g. fox who was walking through the bush. It is no use.
- Meaning clear.
- All stages of genre met.
- Good use of full stops but not capitals.
- Spelling approximations are logical.
- Literary language remembered and quoted, e.g. 'luscious purple grapes'.



21-11-89

Retelling

The fox and the grapes. Once up on a t x t x time there was a fox how was working troyw the B x bush. he x the fox sor a grapes vin he looked up

and what L x did he sea hear sor a bunch of luss frpl grapes. he crawlch clare. he jumped put he di nt get hie enat the grapes mit qips mly, sot that the fox

if I can get then. t x It is to herd a cant get them t will try and try it is no use I hav tryed to clin an jump I think I will ler the grapes for orga onur omle the grapes are not poy

The Magic Fish

The Magic fish
15-2-89

Once upon a time
there was a fish
and he had a greedy
wife. One day
the man caught a
magic fish. I will give
you 4 wishes. What
you - each every fish?

It did but I let
it go. You are a
stupid man. Go and tell
I want a pretty house. Why?
Don't worry.
Oh fish in the sea
come for the to me
my wife begs a wish
from the magic fish. What
is it. My wife wants
a new house. Go home and

3

your wife has a new
house. When will be
happy. How will she
I want a castle. Why?
just do it. How fish
can I wish to me. My
wife wants a castle.
Go home and there
is a castle. I want
to be queen of the

4

Land on the
wife wants to be queen
of the land

Once upon a time there was a fisherman and he had a greedy wife. One day the man caught a magic fish "I will give you 4 wishes" Why didn't you catch any fish? "I did but I let it go" You are a stupid man. Go and tell I want a pretty house" " Why" "Don't worry".

"Oh fish in the sea, come listen to me my wife begs a wish from the magic fish" "What is it?

"My wife wants a new house".

"Go home and your wife has a new house".

"We will be happy now". "We'll see"

"I want a castle"

Why

Just do it.

Oh fish, come listen to me, my wife wants a castle. Go home and there is a castle.

"I want to be Queen of the land. Oh please my wife wants to be queen of the land.(incomplete)

148 words 104 conventional spelling

44 non-conventional spelling

70.3% of words spelled in conventional spelling.

Evaluation:

- Good sense of narrative.
- Punctuation used effectively, especially speech marks.
- Improvement in spelling.
- Some breakdown in maintenance of tense.
- Remembered and quoted refrain.
- Text holds well together, although incomplete.

Pre Retelling Writing

19-8 89
 How the frilled neck lizard
 is frilled
 Waddy alizd went for a walk
 and he had got around his neck a
 wood around his neck. He
 can't get it off. Then skin
 grow over the wood and
 this is why the lizard is now
 called the frilled neck lizard.
 It is still in Australia.

"How The Frilled Neck Lizard Got
 Its Frill"

One day a lizard went for a walk. He had got a round piece of wood around his neck. He couldn't get it off. Then skin grew over the wood and this is why the lizard is now called the frilled neck lizard. It is still in Australia. It still lives in the desert. It is camouflaged. The sand is yellow and so is the Frilled Neck Lizard. Once there was a drought the frilled neck lizard survived the drought it rained again. The desert is not a good place to live because there is not much water.

Total words

106

63 conventional spelling

43 non-conventional spelling

59.4% of words spelled in conventional spelling.

It is still in the desert.
 It is camouflaged. The sand
 is yellow so is the the
 Frilled Neck Lizard.
 Once there was a drought the
 frilled neck lizard survived
 the drought it rained again. The
 desert is not a good place to
 live because there is not much water.
 It is more sand than water.
 It is the frilled neck lizard.

Evaluation:

- All stages of genre are met, however the whole story needs elaboration.
- Adds unrelated detail after completion of narrative.
- Spelling approximations are logical.
- Use of punctuation and capitals.
- Correct use of capital for Australia.

Post Retelling Writing

12-12-89
The Giant who lost his sword
Once upon a time
there was a giant and
his name was byrdol
One day the giant threw
a sword at a fox it missed
it cut a vine a net
dropped on the giant. The
giant ripped the net
"I want my sword, I need it to kill a fox."
"I will climb a tree and find it."
"I found it."
"I will go and get a fox. I got a fox, good now
we can have fox for tea. Yes we can, I will get
fox most of the time."

"The Giant Who Lost His Sword"

Once upon a time there was a giant and his name was loverdol. One day the giant threw a sword at a fox. It missed it cut a vine. A net dropped on the giant. The giant ripped the net. "I want my sword, I need it to kill a fox." "I will climb a tree and find it." "I found it." "I will go and get a fox. I got a fox, good now we can have fox for tea. Yes we can, I will get fox most of the time."

| | |
|-------------|---|
| Total words | 98 |
| | 82 conventional spelling |
| | 16 non-conventional spelling |
| | 83.6% of words spelled in conventional spelling |

22
"I will climb a tree and find it." "I will find it." "I will go and get a fox." "I got a fox, good now we can have fox for tea. Yes we can." "I will get fox most of the time."

Evaluation:

- All stages of narrative genre are met, however it would benefit from elaboration of ideas.
- Logical development of ideas.
- Good experimentation with speech marks.
- Loss of cohesiveness due to change of tense and direct speech.
- Improvement in presentation and printing and spelling.
- Good imaginative and entertaining text.

Written Retellings

Child 2

Week Three

The Sheep And The Goat

The Sheep and The goat
3-11-89
One day a sheep and a goat they and saw a wovs head they put it in a sack. They smelled porridge so they was getting cold and it got and they is to get closer and when they got they they they didn't realise it was 3 wolves and it was the fascinating thing

That afr hrd from and. they saw the sheep and the goat on their boss lot sad. The 3 wovs said wlr my party I will let you wlr wood. said the sheep and the sap the 3 wovs was sked and I said I am going to clot wovs of he went but he bint cum dak

the 2 other wovs se. he was going to hel. him to if is to have

One day a sheep and a goat they and saw a wolf's head. They put it in a sack. They smelled porridge so they was getting cold and it got and they to get closer and when they got there (they) didn't realise it was 3 wolves and it was the fascinating thing that ever heard from animals, they saw the sheep and the goat. On their first look the 3 wolves said " I will let you ---woods said the sheep opened the sap. The three wolves was scared and I said " I am going to collect wood. Off he went but he didn't come back. The other two wolves said " We're going to help him if is too heavy.

124 words 66 conventional spelling 58 non-conventional spelling

53.2% of words spelled with conventional spelling

Evaluation:

- Logical sequence of an incomplete narrative retelling.
- Direct acknowledgement of audience e.g. "It was the fascinating thing that ever heard from animals."
- Cohesion breaks down at times e.g. reference needs development "They was getting cold and it got there to get closer"
- Breakdown in sentence structure "One day a sheep and a goat they and saw.."

The Fox And The grapes

24-11-89

Retelling

The fox and the

grapes

Once there was a fox
 he was strolling in the
 orchard and he ^{saw} the
 grapes. he couldn't stop
 looking at them
 and he tried but he

Once there was a fox he was strolling in the orchard and he saw the grapes. He couldn't stop looking at them and he tried but he couldn't and he said 1 2 3 4 5 6 7 go. He jumped and tried again and again and he cry and cry and he stopped crying and a man saw him cry and he was happy again and the man said " If you go don't home I wil blow my top off". And the man went home and he thought to himself " I will get another one and the fox tried . No matter what he did he couldn't . So he had to give up and that was that. He said these grapes were sour anyway.

It is easy to scorn what you can't get.

136 words 93 conventional spelling
 43 non-conventional spelling

68.4% of words spelled with conventional spelling.

Evaluation

- logical development of ideas.
- Omission of words crucial to meaning of text.
- inconsistency of verb tense. e.g. and he cry and cry.
- correct punctuation of first sentence.
- added to content, from her own experiences, to make it more interesting.
- poor reference causes breakdown of logical coherence.
- reasonable phonic alternatives for spelling.
- distinct improvement in printing and sentence structure from text 1.

could and he said
 1234567 go he jump
 and tried a gen
 and a gen and he
 cry and cry and
 he stoped cry
 and a man seer
 hem. cry and he
 was happe a gen

and the man seid
 if you dont go
 home I will dt
 my top of and
 the man went
 home and he
 thert to him
 sell p I will
 get l. unathr.

one and the
 fox trig on matr
 wot he did
 he cobnt
 so he have
 to giv up and
 that was fat.
 he seid this grapes
 wer sawr ene way.

"It is easy to scorn
 what you can't get"

15-12-89

The Magic Fish

Once upon a time there
 was a poor fisherman he
 lived with his wife.
 one day the fisherman
 went to fish he felt
 a big fish the fish
 said let me go I am
 a prince really so the
 fisherman put the fish

back and he went home
 and told his wife and
 (said to his wife)
 and

haven't you got anything today
 yes but he said he
 was a prince really so I
 put it back in told the
 fish tomorrow I want a
 bigger house so the
 next day he went back

to the sea listen to me

I wish the magic fish

what does she want now

She went to the castle go home

and your wife has a

castle so I let

the fish say what does

she want now she wants

to be queen of the land

go home your wife is

the queen of the land they

Cont.

The Magic Fish

Once upon a time there was a poor fisherman
 he lived with his wife. One day the fisherman
 went to fish. He felt a big fish. The fish said
 "Let me go, I am a prince really". So the
 fisherman put the fish back and he went home
 and told his wife and "Haven't you caught
 anything today?"

"Yes, but he said he was a prince really so I
 put it back in."

"Tell the fish tomorrow I want a beautiful
 home". So the next day he went back to the sea
 "Listen to me, I wish the magic fish" "What
 does she want now" "She wants a castle" "Go
 home and your wife has a castle". "Go back
 and tell the fish. ___ said what does she want
 now?" "She wants to be queen of the land".
 They were happy for three weeks and she said
 "I want to be queen of the stars and moon and
 sun. Go back to the fish and tell him all that."
 So he went back to the fish. "Listen to me fish,
 my wife sent here to the ___" "What does
 she want?" "To be queen of the stars and the
 moon and the sun."

"No, when you go home the little house will be
 there."

212 words 154 conventional spelling

58 non-conventional spelling

72.6% of words spelled with conventional
 spelling.

Evaluation:

- Complete story with all correct sequence.
- Only one instance of omission of words:
 "she said". (p.2)
- Added "The" unnecessarily on page 5.
- has memorised some of the refrain.
- reversal of 'b' and 'd' and 'let' for 'tell'.
- Still some problems with cohesion\
 reference related to use of direct speech
- All stages of genre met.
- fluency in printing.

was happy for three
weeks. and she said
I want to be
one of the stars
and moon and sun
so he took to the
fish and tell
him all that
so he went back
to the fish and
me fish my wife sent

her to the beg
wet dish she want
now she wants to be
one of the stars and
the moon and sun
no when you go home
the little house will be
there.

Child 2

Pre Retelling Writing

Platypus.

Once upon a time there was a platypus. He had fur and the platypus grew it. The platypus had babies and she brought her babies in the river at night because they are animals of the night. They sleep in their holes in the day. At night they go hunting in the river for food.

Total words 56
31 conventional spelling
25 non-conventional spelling
55.3% of words spelled in conventional spelling

Evaluation:

- Logical development of ideas for expository genre.
- Inappropriate introduction for genre.
- Cohesion breaks down at times. e.g. are that animal.
- Confusion in meaning "and in the night they sleep in their holes in the day at night..."
- Overuse of "and".

platypus
Once upon a time there was a platypus. He had fur and the platypus grew it and the platypus had babies and she brings her babies in the night because they are that animal and in the night they sleep in their holes in the day at night they go hunting in the river for food.

Child 2

Post Retelling Writing

The Christmas Fairy And The Very Special Dragon

13-12-89
The christmas fairy
and the very special Dragon

Once upon a time there was
a fairy she had a pet. It was a
scaly Dragon and two big
nostrils and a big tail.
It had a big tooth sharper
than a pencil. The fairy can't stand
him any longer he has to go.

The children cried the
fairy said I will love
the Dragon hear the
Dragon was pleased you
have to get all the
presents in the world
when the children
came she gave the
Dragon some food
and when the children
came back they said

Once upon a time there was a fairy she had a pet. He was a scaly dragon and two big nostrils and a big tail. It had big teeth sharper than a pencil. The fairy couldn't stand him any longer. He has to go. The children cried. The fairy said "I will leave the dragon here." The dragon was pleased. You have to get all the presents in the world when the shopping on. She gave the dragon some food and when the children came back they.....

Total words 95
66 conventional
29 non-conventional
69.5% of words spelled in
conventional spelling.

Evaluation:

- Successful narrative genre.
- Uses appropriate beginning for genre.
- Text holds well as a whole.
- Language is well selected.
- Good description of dragon.
- Could have elaborated more on complication and the resolution.
- Consistent use of past tense.
- Developing sense of sentences and punctuation.
- Lack of cohesion at the beginning of complication.
- Lack of cohesion after "the dragon was pleased". Who said 'You have to get all the presents in the world.'
- Cohesion breaks down with direct speech.
- Use of conjunctions for logical cohesion needs development.

Child 2

Post Retelling Writing

The Christmas With The Golden Orange Tree.

Once upon a time there was a golden orange tree and when Dad says grow oranges. They obey him and he picks them. The gold orange tree said I am sick of growing the oranges and one day the old woman said "Why are you making yourself sick?" Why don't you sell it and get the money and spend it on food so you don't get rich. So the man did he sold the oranges.

Total words 82
 61 conventional spelling
 21 non-conventional spelling
 74.4% of words spelled in conventional spelling.

Evaluation:

- Good beginning for narrative.
- Some good ideas but they need further development.
- Use of literary language. e.g. "They obey him." and "The old woman"
- Good imagination but a little confused.
- Fluent printing.
- Good spelling.
- Uses full stops and capitals appropriately some of the time.
- Still problems with cohesion/reference - logical sequencing - e.g. who said what to whom.

12-12-89
 The christmas with the
 ori. golden orange tree
 once upon a time there was
 a golden orange tree and
 when Dad says grow
 oranges. They obey him and
 he picks them and The
 gold orange tree said I am
 sick of growing the orange
 and But one day a
 old woman said why are
 you making your self
 rich why don't you
 sell it and get
 money and spend it on
 food on it so you
 don't get rich so
 the man did he sold
 the oranges.

3-11-89
 The sheep and
 the Goat
 Once a long time
 there was a Goat and
 3 wolves and a Sheep
 They were born a brother
 and They found a wolf's
 head and they put
 it in their sack they
 walked on and they
 found a wolf's
 head and they said
 "you can sit with us
 and we are going to eat
 you and the wolves
 said "What's in the sack."
 A wolf's head". Let
 me see. "No pull it out".
 They walked on and they
 found a wolf's head
 and they said "you can
 sit with us and we are
 going to eat you and the
 wolves said "What's in
 the sack." A wolf's head".
 Let me see. "No pull it
 out".

The Sheep And The Goat

Once upon a time there was a goat and 3 wolves and a sheep. They walked down a dirt road and they found a wolf's head and they put it in their sack. They walked and they smelled porridge. They walked to it, they saw 3 wolves and they said "you can sit with us and we are going to eat you and the wolves said "What's in the sack. " A wolf's head". Let me see. "No pull it out".

85 words 39 conventional spelling
46 non conventional spelling

45.9% of words spelled with conventional spelling.

Evaluation:

- Reversals of "a" and "b".
- Spellings are reasonable phonic alternatives.
- Incorrect use of full stops, some capitals.
- Printing is irregular, disfluent.
- Written language used from original text. e.g. "They walked on".
- Problems with logical conjunctions.
- Cohesion breaks down with direct speech.

27-11-89
 Retelling
 The Fox and the Grapes
 Once there was
 a fox was walking
 from a orchard when
 he was looking for
 a hill and he saw
 a grape tree he ran
 down the hill when

he stopped the
 grapes were too high up
 he said were they
 he looked but
 but he couldn't find
 The grapes just
 then he found
 the grapes and
 took a run and jump
 but he couldn't

it he took one
 two three and
 he tried three more
 times then he had
 to stop and he
 walked away
 sadly and thought
 the grapes were
 sour then he forgot
 about the grapes and

It is easy to scorn
 what you cannot get

The Fox And The Grapes

Once there was a fox, was walking through an orchard when he was looking for a hill and he saw a grape tree, he ran down the hill when he stopped. The grapes were too high up. He said where are they he looked everywhere but he couldn't find the grapes. Just then he found the grapes and took a run and jumped but he couldn't make it. He took a one, two, three and he tried three more times, then had to stop and he walked away sadly and thought the grapes were sour. Then he forgot about the grapes and walked and said.

It is easy to scorn what you cannot get.

119 words 72 conventional spelling
 47 non-conventional spelling

60.5% of words spelled with conventional spelling.

- Evaluation:
- Coherent text.
 - All stages of fable genre met.
 - Logical sequence.
 - Includes relevant detail in retelling.
 - Use of capitals is inappropriate.
 - High frequency words spelled correctly.
 e.g. one, two three, they, was, once, tree, stop.

The Magic Fish.

Once upon a time there was a magic fish and it was floating in the water and it was caught by a fisherman. It said "Put me down" he said "I am magic". So he put him back. He went home and his wife was mad because he didn't catch any fish and he said "I did catch a fish and his wife was mad at him, because he didn't ask for anything. "Go to the fish and say that I want a nice house and he said I don't have to go back. His wife said go back and he did he said "Oh fish in the water come to me my wife wants a nice little house,. Go home and you will have a nice little. (incomplete)

131 words 84 conventional spelling
47 non-conventional spelling

64.1% of words spelled with conventional spelling.

Evaluation:

- Text in logical sequence.
- Good sense of narrative.
- Text holds well together, although incomplete.
- Past tense used effectively.
- Appropriate use of 3rd person point of view throughout the text.
- Apparent fluency in printing.
- No punctuation or capitals.
- Spelling mostly reasonable phonic alternatives.
- Increased use of logical conjunctions.

15-12-80
The Magic fish
Once a time
there was a magic
fish and it was
floating in the
water and it was
caught by a fish
man. it said put
me down. he said
I am magic. so he
put him down.
he went home and
his wife was
mad because he
didn't catch any
fish and he said
I did catch a fish
and his wife was
mad at him. so
he said go to the
fish and say that
I want a nice house
and he said I don't
have to go back.
His wife said go
back and he did.
He said "Oh fish
in the water come
to me. My wife
wants a nice little
house. Go home
and you will have
a nice little house.
From the magic
fish my wife
went to the house
and she said go
home go home
and you will have
a nice little house.

Child 3

Pre Retelling Writing

12-9-89
SEP 1989
a car t a monster in the garden
gadin thessumost in the garden
th gadin and it eating
our food but when his mother came out the monster wasn't there
so his mother said yes he was dreaming but he wasn't
dreaming but he was true
it was here

- 1) A car a monster in the garden. This monster in the garden and it eating our food but when his mother came out the monster wasn't there so his mother said your dreaming but he wans't dreaming it was true it was here.

Total words 43
20 conventional spelling
23 non-conventional spelling
45.6% of words spelled in conventional spelling

Evaluation:

- Confused sense of story.
- Breakdown in reference, e.g. when his mother.
- Poor spelling approximations.

Gameleon Orchestra

10-8-89 Gamelan Orchestra
On Thursday we went to the wet area
wet area was it people playing instruments
plaine ist miki Angklung
And they playing and then who playing drums
And we played the Angklung. We had to hold them in the left hand and we shake them with the right hand
And they playing music the music...

- 2) On Thursday we went to the wet area we saw people playing instruments. Angklung and playing and they were playing drums. And we played the Angklung. We had to hold them in the left hand and we shake them with the right hand. And they playing music the music...

Total words 61
48 conventional spelling
13 non-conventional spelling
78.7% of words spelled in conventional spelling

Evaluation:

- Effective recount genre.
- Poor presentation of work.
- Problems with the printing of "and".
- Reasonable spelling.

12-12-89

The Magik wick
 Once there was
 a magik wick
 She had lot of books
 about magik and
 lots of power. She had
 a talking wick K-
 ing stick and a broom
 with a switch on the
 side and the switch
 makes different sounds
 to scare people.
 One day she fell in
 a creek and she fell
 in the creek and she
 was messing around
 with her magic
 broom blowing
 and she was wrote
 on the broom
 and it fell in a big
 place and it fell off
 with out her
 and an airport
 was next to
 her she fell into
 the airport was
 it there? It disa-
 ppeared into thin air
 She walked away
 and she fell in a trap
 and in a puff of smoke she
 vanished

Child 3

Post Retelling Writing

The Magic Witch

Once there was a magic witch. She had lots of books about magic and lots of power. She had a talking walking stick and a broom with a switch on the side and the switch makes different sounds to scare people.

One day she fell in a creek and she fell in the creek because she was messing around. Her magic broom blew up and she was naughty on the broom and it turned into a big plane and flew off with out her and an airport was next to her. She ran to the airport. Was it there? It disappeared into thin air. She walked away and she fell in a trap and in a puff of smoke she vanished.

Total words 125

61 conventional spelling

64 non-conventional spelling

48.8% of words spelled in
conventional spelling.

Evaluation:

- Strong sense of entertainment for the reader.
- Good use of detail and sensory images.
- Good use of literary language, "disappeared into thin air" "In a puff of smoke she vanished"
- Has given the audience a good sense of completion.
- Well advanced sense of narrative.
- Cohesion is good.

The Little Porridge Pot

1 2
11-12-89
The Little Porridge
pot
Once a upon time
ther was a kind little
girl and she live
in a smoh lilt house.
She was a
kind and sense
can go in to the bush
to pick some berries?

2
her mother said yes go
me. Then she set
off. She had to go
far when she met
an old woman
and said I'm
at for for and
hangre and the at
go want to have
somthing to eat. Can I
give you something?

Once upon a time there was a kind little girl and she lived in a small little house. She was poor and she said "can I go to the bush to pick some berries?"

Her mother said yes go. Then she set off she hadn't gone far when she met an old women and said. I know that you're poor and hungry and that you want to have something to eat. I will give you something. It was a pot and she said what does the pot do, you can't eat a pot? It makes porridge. How does it make porridge? You have to say "Cook little pot" and it will be full. "Enough little pot and it will be empty and do you get it? "Yes I do".

So she took it home, she showed her mother and her mother was pleased and she couldn't wait to eat it. She said cook little pot and it was full and they ate as much as they could eat.

She said the magic words. "enough little pot" and one day she was outside playing and her mother had some of the porridge. She forgot the magic words, it went on the table and down the floor and out the door and on the street and in gardens and on the

Evaluation:

- A complete well structured story.
- Includes all relevant details in retelling.
- Sentence structures are not just "talk written down".
- Uses capital and full stops.

"The Little Porridge Pot"

1
It was a pot and she
Sese wot das a pot
baga kan tea a pot
it is a magik pot
it mak porridge
how das it mak porridge
es go haf to say
kno cook little pot
and it will do
foll Enough
little a and it will

2
it was fol
and the a at
as ~~the~~ the east na
could of she
said the magik
wds Enough
little got
and One bag
he was a + sid
glad a h b hre
what her magik Sam

4 John
he em te brand
you you get it
Yes! do so
she took it home
she shed hre
mathe and
hre mathe was
pot and she
account wat
to eat it she sed
cook little pot and

6
of The porridge
she forgot the
magik w
nds it wet on
the fall for
are don't know
and about the
don't know the
is not and
it had 50 adins
and on le 1 nows

APPENDIX VI

Debriefing Protocol

1. When you were retelling the story can you tell me what was going on in your mind?
 2. When you were writing what was the easiest part of the story for you to write in? What was the hardest?
 3. What sort of information did you need to tell the readers about the story?
 4. How did you decide what part of the story to put in?
 5. Which part did you find most interesting?
 6. What do you think you're learning from this lesson?
 7. Why do you think I've asked you to draw the story map before you told me the story?
 8. Why do you think I've asked you to tell me the story before you wrote it?
 9. Did you make any changes to your story to make it more interesting?
 10. Can you tell me what words you think you've spelt correctly?
 11. Can you read me your first sentence? Your last sentence?
 12. Which part of the "Retelling Procedure" did you like the best?
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APPENDIX VII

LANGUAGE AND ATTITUDE OBSERVATION INVENTORY

1.0 Development in language Processing

- 1.1 Ease of processing language**
- 1.2 Strategies for gaining meaning**
- 1.3 Creativity and self expression**

2.0 Development of Understanding of Text

- 2.1 Intertextuality**
- 2.2 Applying conventions and knowledge of written language**
- 2.3 Literary language**

3.0 Development of Positive Attitude Towards Reading And Writing

- 3.1 On task behaviour**
- 3.2 Enjoyment of activity**
- 3.3 Feelings of Success**
- 3.4 Communicative Confidence**

4.0 Metacognitive Awareness

- 4.1 Metacognitive awareness, risk taking and responsibility for own learning.**

APPENDIX VII

DEFINITION OF CATEGORIES

1.0 Development In Language Processing.

1.1 Ease of Processing Language.

This section noted the facility with which children learned new skills or strategies and practised developing strategies.

Collaborative learning, repeated readings, the supportive learning environment and clarifying of understanding through discussion, were noted as helping to ease the processing of language. For example, children in pairs, practised their reading, then learned to read the text effectively on their own. The incentive to draw an accurate story map drove the children to a thorough understanding of story.

1.2 Strategies for gaining meaning.

This section noted the processing of print, either orally or written, by the children, that was built upon the expectation that what they were doing was going to make sense. For example it was noted, when children were observed to be using strategies that enabled them to decode print they were orally reading by using their prediction and confirmation strategies to make sense of what was read, by using syntactic and semantic cues rather than decoding by only using graphophonic cues.

1.3 Creativity and self expression.

This section noted the children's behaviours when they displayed creativity and were confident in their attempts to express themselves. This included characterisation in the child's oral retelling that was evidence of creative interpretation of the text.

2.0 Development Of Understanding Of Text

2.1 Intertextuality

This category was coded by noting the number of times within the data collection period, that is in weeks 3, 6 and 9, that each of the targeted children composed text that was based on either text genre, text structure and content from the retellings or previous retellings in new compositions.

2.2 Applying conventions and knowledge of written language

This section was used to describe the apparent growth in development of the knowledge and conventions of written language shown by the children. However it was not possible to generalise that it was the procedure alone that had provided facility in this development. Knowledge of the children's understanding of written language is evidenced by the children's written retellings and their writing.

2.3 Literary Language.

This section noted phrases and words used by the children which provide evidence of developing language complexity. For example the use of more complex sentences such as, " and in a puff of smoke she vanished into thin air " (child 3, post retelling story, see appendix V).

3.0 Development of positive Attitudes Towards Reading And Writing

3.1 On Task Behaviour.

This category describes those instances where children's ability to stay on task was provided by the 'Retelling with the aid of a story-map procedure'. This was especially noted during writing time. For example, longer concentration span was evidenced when the children were producing a greater quantity of writing. It is to be noted this did not always mean better quality writing.

3.2 Enjoyment in activity.

This section recorded the instances where the children were observed to enjoy what they were doing or explicitly stated that they enjoyed doing the retelling.

3.3 Feelings of success.

This section was concerned with the way the children displayed satisfaction with "a job well done". For example, statements of having 'for once' completed the whole story, or having written " six pages" when they normally only write a few sentences. The number of pages may not have always been evidence of developing ability, however children did perceive this as a measure of success.

3.4 Communicative Confidence.

This section covered the instances when children were able to communicate effectively whilst discussing part of the procedure with either their partners or with the teacher during the debriefing sessions. For example, at the beginning of the experimental period, during discussions on what the partners were to include in the story-map, the teachers were constantly drawn to solve problems of communication. As the children became more competent communicators, the teachers were not called upon as often.

4.0 Metacognitive Awareness.

4.1 Metacognitive awareness , Risk Taking and Responsibility For Own Learning.

Meta-cognitive awareness refers to the number of times the child made statements, or the teacher observed the children reflecting on their own processing to help them construct meaning or complete a task.

By probing questions during the interviews the researcher tried to find out if the procedure encouraged the children to reflect and report on the processes they have used and what they have learnt from it. For example the child says " I know the story so it was easier to write it down."

This section also covered those instances when children were viewed to take responsibility for their own learning. For example while oral reading of familiar text, the children did not rely on the teacher's comments for confirmation and approval. The children knew if the story was read correctly because it made sense. The children could confirm or reject their own reading of the text.

Risk taking also covers all those instances when the child had 'a go' at working out something he or she was not sure of. For example, they were prepared to take risks with the spelling of unknown words.

APPENDIX VIII

Retelling with the aid of a story-map procedure

1. Teacher reads you the title.
2. Predict what the story is about by writing at least two sentences.
3. Write as many words as you can about the story.
4. Share your predictions with each other.
5. Teacher reads the story.
6. Confirm or reject your predictions.
7. In partners, read the story together.
8. Retell the story to each other.
9. Make up a story map of the story.
10. Practise retelling your story to each other using your story map.
11. Now join another pair, and retell the story to each other.
12. Write out the story as if you'd like someone who hasn't read it before to hear it.
13. Come back to your group of 4 and read your story to each other.
14. Tell each other the parts you liked the best. Tell each other the parts you wished you had in your story.

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