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**Department of Educational Studies**

**Investigating Reading Comprehension Strategies and Learning  
Styles with Eight Year Old Children**

**by**

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for the degree of Doctor of Education**

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## **Abstract**

This study describes the design, implementation and evaluation of a class reading intervention programme comprising of a non-fiction and a fiction component. In order to attempt to heighten the quality of teaching and learning in the area of reading comprehension, an innovative approach was used to design the programme. This approach combined the principles of comprehension strategy instruction (Richek et al., 2002; Robb, 2000), whole language learning theory techniques (Goodman, 1976; Smith, 1978 and Cambourne, 1988) and Honey and Mumford's (1986, 1992) learning style theory. The investigation was conducted from September 2002 to early April 2003 in a primary school in the West of Scotland. A case study approach that involved the use of both qualitative and quantitative data was employed. Although all children in the class and those in a neighbouring class were exposed to the programme only a selected group of 6 boys and 6 girls represented the case.

The principal aim of this enquiry was to provide an illuminative account of the case study children's responses to the programme in relation to strategy choice and learning style(s). The individual and corporate nature of the learning process was of much interest. A variety of research instruments was employed to collect the data (one-to-one conversations with children, participative observations, group interviews and a questionnaire), with a time series evaluation technique also being used to enhance the credibility of the findings. The qualitative data was analysed using a form of content analysis that gave consideration to both deductive (predetermined categories) and inductive (emergent categories) research techniques. The quantitative data was analysed numerically. In accordance with the findings of the comprehension element of this study (i.e. the strategies employed), the individual nature of the learning process was reflected. However, in accordance with the findings of the learning style(s) element of this study, a more collective preference for activities consistent with the activist style of learning was shown. The implications of these findings in relation to teaching and learning are acknowledged and addressed.

As the findings associated with the case study approach are considered to be 'qualitative estimates' or as Bassegy (1999) states 'fuzzy generalisations,' the purpose of this small scale study was not to initiate an 'educational overhaul' at either a national or local authority level. The findings of this study are instead concerned with both enhancing the current 'cumulative body' of research on reading comprehension strategies and learning styles and inspiring further research in these two fields.

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## **Chapter 1 - Introduction and Terms of Reference**

### ***1.1 Introduction***

*'Creatures are not born with desires unless satisfaction for those desires exists. A baby feels hunger: well there is such a thing as food. A duckling wants to swim: well, there is such a thing as water.'* (Lewis, 1997)

With regard to this quotation and in relation to the purpose of **The Research Thesis**, an appropriate phrase to extend Lewis's thinking on the theme of 'need satisfaction' would be: *'A researcher wants to gain deeper understanding: well, there is such a thing as Investigative Enquiry.'* As a teacher/researcher, a need to heighten my own understanding and awareness of pedagogical practices and their consequent effect on children as learners, was essentially the key factor influencing this study; a study based on the reading curriculum within Scottish Primary Education. In order to provide readers with an outline of this study entitled, 'Investigating Reading Comprehension Strategies and Learning Styles with Eight Year Old Children,' this introductory chapter has been divided into the following sections: The Professional Significance of the Research Enquiry; The Research Purpose; Aims and Research Questions; Definition of Key Themes - Reading Comprehension, Strategies and Learning Styles; Brief Background on the School and Class Involved; Ethical Standards; Methods of Enquiry; Difficulties Encountered; Audience and Overview of Chapters. This proposed structure aims to provide a logical and succinct account of the enquiry as a whole.

### **1.2 The Professional Significance of the Research Enquiry**

According to McGuinness & McGuinness (1998), reading is the single most important aspect of learning undertaken by children during their school years. This high regard given to the central significance of reading with regard to other aspects of school learning is not unique, since many educationalists are of a similar opinion (e.g. Maria, 1990; Carbo et al., 1986; Clay, 1993). The ability to read and to understand what has been read (i.e. reading comprehension) is not only of enormous benefit to each child's learning within the structured learning environment of the school setting, but also a

necessity if children are to experience success and gain pleasure from a wide range of daily life tasks (e.g. reading for pleasure, installing a simple games package into a computer, following instructions in a recipe). Despite being a prerequisite for various forms of learning, recent research has, nevertheless, identified reading comprehension, particularly at the inferential level, as being a highly complex process which some children, unfortunately, experience much difficulty in mastering (Bergman, 1992; Pearson & Fielding, 1991; Maria, 1990). Acknowledging, therefore, the importance of reading achievement to each child's educational, social and emotional development, combined with the difficulties experienced by some pupils in mastering this fundamental skill, provides educators with a challenge; a challenge to provide educational reading programmes which attempt to optimise each individual's learning potential within this area.

With regard to the difficulties experienced by some pupils in reading comprehension activities, the recent focus on raising standards of performance in Scottish schools has identified two additional factors which may influence pupil success in learning within this particular curriculum area. These two factors are the geographical location of schools - their socio-economic location (S.O.E.I.D., 1998) and gender learning differences (G.C.C., 2001). For educators, these two factors must obviously be given much consideration in order to ensure that all pupils, irrespective of their social background and gender, are provided with learning opportunities to ensure/enhance individual comprehension of text. Since my background in teaching at the time of the enquiry was within a school situated within an area portraying classic signs of social deprivation (e.g. high unemployment, high uptake of free school meals), and which had in the two years prior to this study, struggled to secure pupil reading performance in accordance with nationally devised targets, individual pupil success in reading comprehension was obviously of much personal and professional concern. Acknowledging also from the research literature the role of motivation and its consequent association with reading engagement/development, devising a reading

intervention programme that would be both educationally fulfilling and motivationally stimulating for the children was thus an additional concern. Considering the various research studies conducted over the past twenty years in relation to the field of learning styles (i.e. the ways in which individual's learn and process information) which suggest that careful use of learning styles information can improve pupil attitudes towards learning (Biggs, 1985) and lead to an improvement in school performance (Entwistle & Kozeke, 1985), exploring this field further was, therefore, of interest. Certainly, the improvement in both attitudes towards and performance in learning seems to be of much significance to the education sector in the present climate, where effective learning and teaching is seen as the key to school improvement (S.C.C.C. 1996). Furthermore, with regard to the concept of individuality in the learning process Lawrence (1996), Donaldson (1987) and Fielding (1994) propound that school instruction can be advantageous to some learners and ill-suited to others. In relation to the acquisition of proficient reading skills for example, Lawrence (1996) suggests bias towards learners he classifies as being introverted and intuitive. In order for schools to be able to address the individual needs of their learners, a learning environment that acknowledges and makes provision for the adoption of various learning and teaching approaches has, therefore, been deemed to be important (S.O.E.I.D., 1996; S.C.C.C., 1996 and Lawrence, 1996).

Further support for the inclusion of a learning style theory within the reading programme proposed for this particular study was also reinforced, through my discovery of the literacy programme, entitled, 'Reading with Style,' (Carbo et al., 1986); a programme employed in American schools. Although this programme (i.e. identifying a learner's most preferred style and then matching reading task to style) was deemed unsuitable for use within this study (i.e. see Chapter 2 for a fuller explanation); a study concerned with using a learning style theory as an 'exploration of pedagogy,' (Coffield et al., 2004, p.134), Carbo's initiative (Carbo et al., 1986) did nevertheless, highlight the relevance of combining these two fields i.e. reading comprehension with learning styles. In accordance with the most recent researched advice of Coffield et al. (2004), the

intention of the learning style element of this study was, thus, not to accept uncritically, the beliefs and practices underpinning a particular learning style model (e.g. Carbo & Dunn & Dunn's programme), but was to explore a selected theory, its beliefs and controversies through systematic research.

In sum, this classroom-based research opportunity was deemed to be of benefit in enhancing my own personal research skills, which according to Matheson (SCRE, 2001) is essential if teaching is to become a research based profession, and also in enabling me to explore teaching resources and strategies which I was not currently familiar but which could prove to be advantageous to pupil learning (e.g. heightened motivation, increased on-task performance). Furthermore, as a result of conducting such an in-depth investigation, I aspired to have a more credible voice to contribute to research in the fields of reading comprehension strategies and learning styles.

### **1.3 Purpose**

The purpose of this thesis was two fold. Firstly, it was to enhance my pedagogical knowledge and practice in the field of reading comprehension. Secondly, it was to elicit from the children their views on the reading intervention.

#### *Aims of Research Enquiry*

- To design and implement a class reading comprehension programme which would combine the principles of comprehension strategy instruction with whole language learning theory techniques and, Honey and Mumford's (1986, 1992) learning style theory.
- To evaluate the class reading programme in relation to strategy use and learning style by using the case study children's personal views as a measure.



## **1.4 Research Questions**

### ***Comprehension Focus***

**1a. What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?**

**1b. What strategies do the case study children express a preference for during the intervention programme, and what do their personal views of the taught strategies (throughout) suggest about their learning likes and dislikes?**

### ***Learning Style Focus***

**2a. What types of learning activities do the case study children express a preference for at the pre-intervention phase?**

**2b. What types of learning activities do the case study children choose from the elective task element of the intervention, and what if anything do their choices and their reasons for their choices, suggest about their preferred learning style?**

## **1.5 Definition of Key Themes**

*Reading Comprehension* = a child's ability to read and understand the written word. The cognitive process of reading as a meaning acquisition process being of key significance (Pressley, 2002; Robb, 2000 etc.).

*Reading Strategies* = Cognitive tools which for the individual child are particularly helpful for the successful completion of reading activities. A strategy as recognised in this study is distinctly different from a skill (See Chapter 2 for a fuller account of these differences). Two non-fiction strategies and four fiction strategies were directly taught to the children within the reading intervention programme. The two non-fiction

strategies were 'K-W-L' ('What I Know,' 'What I want to Know' and 'What I have Learned') and 'T-D-MI' ('Topic-Detail-Main Idea'). The four fiction strategies taught were 'Read and Retell,' 'Skinny Book,' 'Using Content Clues' and 'Predict and Support.' The decision to teach such a wide range of strategies was based on the researched advice of Lipson & Wixson (1991), who postulate that intervention programmes which focus on the teaching of multiple strategies are more beneficial to pupil motivation and comprehension ability than ones which have a single strategy focus. In Chapter 3 a more detailed explanation of the strategies selected and the difference in the number of strategies implemented in each component (i.e. non-fiction and fiction) is provided, with Chapter 5 highlighting the reasons for selecting the six strategies.

*Learning Styles* = The ways in which individuals learn and process information. Within this study Honey and Mumford's (1986, 1992) four style theory was used to devise the reading elective tasks implemented in both the non-fiction and fiction components of the intervention. Chapter 2 provides a fuller explanation of this theory with chapter three describing the approach employed.

### **1.6 Brief Background on the School and Class Involved**

The school in which the research took place was situated within the West of Scotland. At the time of the enquiry the school's roll comprised of 266 pupils of whom 64% were in receipt of free school meals and footwear/clothing grants. Ten classes, four of which were composite, were in operation in the school. Twelve (6 boys and 6 girls) P4 children (i.e. 8 year olds) comprised the case representing the findings of this study with two classes, however, being exposed to the reading intervention programme. These two classes included my own P4 class and my colleague's P3/P4 class.

The pupil composition of the class involving the case study children presented quite a

challenge which had to be considered at the planning and design stage of the study. This class contained two children, both boys, who had extreme difficulty in the area of social development. One of these boys had just arrived into the class in the session of this study from a behavioural unit and thus required much teaching input in order to aid his integration within mainstream schooling. The other child as a result of a background in children's homes and foster care also required much one to one teacher support and encouragement. This particular child's problems were indeed so great that he had been referred for specialist schooling, schooling that could deal more appropriately with his behavioural needs.

Another challenge I faced was the range of pupil ability levels within the two classes exposed to the reading intervention programme. Some children for example, were working at the appropriate level nationally prescribed for pupils at their stage, whilst others were working at a lower academic level. Taking into consideration therefore, both the behavioural and educational ability needs of the two classes, much thought, reflection and consequently time, was required to devise both the non-fiction and fiction components of the intervention programme; a programme that would, for example, be capable of addressing the research focus of this enquiry and which at the same time aimed to be educationally and motivationally stimulating for the children.

### **1.7 Ethical Standards**

Consent and some funding for this study were granted by the Local Education Authority. Thus Cohen & Manion's (1994) concern to receive official permission to undertake research in the target community was addressed within this study. The school's senior management team, the twelve P4 pupils involved and their parents welcomed the enquiry enthusiastically. Consistent with the principles of anonymity (Cohen & Manion, 1994) the children were informed that an alphabetical coding system would be used in the published account of the findings to represent confidentially each child (i.e. the children's personal comments and the teacher's interactive observation accounts).

Furthermore, a personal decision to refrain from mentioning the name of the school was also made to enhance the overall anonymity of the research enquiry.

### **1.8 Methods of Enquiry**

A case-study approach concerned with the collation of both qualitative (the children's personal views) and quantitative (fiction questionnaire, elective task criteria and selection) data was used in this study. In relation to its quantitative data, a numerical record of the children's responses was used, with a form of content analysis consistent with the advice of Lankshear & Knobel (2004), being employed to address its qualitative data (i.e. deductive and inductive categories and codings). The purpose of incorporating such a wide range of data sources was to enhance both the internal validity and the external credibility of the research findings (triangulation). The study was conducted from mid September 2002 to early April 2003.

### **1.9 Difficulties Encountered**

One of the most significant difficulties encountered within this enquiry was the lack of comparative research studies combining Honey and Mumford's (1986 and 1992) learning style criteria with a reading comprehension approach. This factor, therefore, highlighted both the uniqueness of this study and its consequent challenge. As a teacher/researcher fully committed, nevertheless, to this selected area of enquiry I approached this challenge with enthusiasm and perseverance.

### **1.10 Audience**

The content of this thesis may appeal to pre-service and serving primary school teachers and possibly secondary school teachers who have an interest in the language arts. In addition, researchers concerned with the fields of either reading comprehension or learning styles may also be attracted to the findings of this study.

## **1.11 Overview of Chapters**

Chapter 2 of this thesis provides an account of the various literature sources consulted to aid the construction of the reading intervention programme devised and implemented (i.e. its non-fiction and fiction components). This chapter provides a comprehensive account of the various theories associated with the two key themes (i.e. reading comprehension strategies and learning styles) of this study.

Chapter 3 provides an in-depth account of this study in terms of its research methodology. Justification for the case study approach, the instruments devised and implemented and the analysis procedures adopted are outlined in this section.

Chapter 4 is essentially the body of this thesis. This chapter provides a detailed analysis of the findings. Further to providing an analysis of the four research questions posed, this section also provides a review of the methodology.

The outcomes of this study in relation to its research focus are given in Chapter 5; the final chapter of the thesis. This chapter entitled 'Conclusions and Implications,' may be of particular interest to educationalists requiring a succinct account of this study to establish its relevance or otherwise to their own area of interest. Considering the small sample of children represented in this study (6 boys and 6 girls), specific recommendations have not been included (i.e. too premature to generalise the conclusions into specific recommendations). Instead, the implications related in accordance with this study are presented; implications which interested parties may, in subsequent studies in the fields of reading comprehension and learning styles, wish to consider.

## **Chapter 2 - Informing Literature**

### *2.1 Introduction*

This chapter examines through the literature, the main themes and issues that are relevant to the research. Acknowledging that this study centred on the design, implementation and evaluation (i.e. the children's personal views) of a class reading intervention programme that combined the principles of direct strategy instruction (e.g. Maria, 1990; Robb, 2000 and Richek et al., 2002), with whole language learning theory techniques (e.g. Goodman, 1976; Smith, 1978 and Cambourne, 1988), and that included reading elective activities consistent with Honey and Mumford's (1986, 1992) learning style theory, a decision to structure this chapter into the following four sections has been reached: **'Reading Policy and Practice within Scottish Primary Education;'** **'Reading Comprehension: A Classroom Programme;'** **' Learning Styles'** and **'The Complexity of the Learning Process.'** The chapter ends with a **'Conclusion Section,'** the intention of this final section being to identify the main issues addressed in each of the four themes and also to provide a lead in to the next chapter.

The first theme of this chapter, **'Reading Policy and Practice within Scottish Primary Education'** contains a brief overview of the 5-14 Reading Programme (1991) currently implemented in Scottish Schools. Reference is given to current national assessment arrangements and to their postulated role in raising educational standards. The recent prioritisation given to the implementation of formative assessment techniques is, consequently, addressed in this section, with further support for the 'child self evaluation' methods adopted for use in this study being given.

The second theme of this chapter, **'Reading Comprehension - A Classroom Programme'** provides some background on the teaching of reading comprehension. An overview of whole language learning and the teaching of direct instructional strategies is addressed in this section. The need for teachers to combine best practice from both of these theories is identified and illustrated as being of benefit to pupil learning.

Reference is given to the concept of motivation and its effect on an individual's reading engagement/enjoyment. The comprehension strategy aspect of the reading intervention programme and the learning environment created (i.e. contextualised, enabled the children to work in a variety of ways such as alone, in a group, with a partner) were based on the information contained within this section. In addition, acknowledgement of the most up to date literature on literacy theories is also provided.

**Learning Styles**, the third theme of the chapter provides an overview of this concept. Despite the paucity of constructive validation research in this field (Coffield et al., 2004; Moran, 1991; Sewall, 1986; Ferrell, 1983), the current call for teachers to use learning style theories to enhance their pedagogical practice (Coffield et al., 2004, p.134) is acknowledged and addressed. Justification for the adoption and adaptation of Honey and Mumford's (1986, 1992) learning style theory for the reading elective task element of this study is given.

The last theme of the chapter entitled '**The Complexity of Learning**' provides a very brief account of some of the most influential learning theories postulated over the last century. The inclusion of this section is to highlight, through reference to the various philosophies propounded by the theorists, the difficulties faced by the teaching profession in their attempts to provide optimum learning situations for all pupils; a complexity this study acknowledges, but which, nevertheless, is interested in exploring.

## ***2.2 Reading Policy and Practice within Scottish Primary Education***

### ***2.2.1 Reading and the 5-14 Curriculum Programme***

In Scotland language is identified as being a key curricular area and as such receives a minimum time allocation of fifteen percent of a school's timetable. Considering the importance of a child's development of language many schools do, however, appoint a proportion (if not all) of their twenty percent flexibility time to teaching/learning in this area. The document entitled 'English Language 5-14: National Guidelines (1991),'

introduced into Scottish education in the early nineties provides a framework for policy development, planning, teaching/learning, assessment and reporting in this curriculum area. Despite this document's non-statutory nature its educational practices proposed are, nevertheless, almost universally implemented by schools (Ellis & Friel, 2003).

Reading is identified as being one of four language attainment outcomes contained within the 5-14 Language document, the other three attainment outcomes being Listening, Talking and Writing. With particular reference to reading, six strands are identified that give acknowledgement of pupil exposure to literature texts of both fiction and non-fiction genres. In order to assist and monitor pupil progression through each of the six strands, five levels of attainment (A - E) for the primary sector are provided. Essentially the levels are intended to provide a framework for determining the current educational performance of pupils in order to plan coherently, forthcoming teaching/learning. Unfortunately, as will be discussed in the next sections on Assessment and National Testing, the value of ascertaining an individual's reading performance level using this format alone is questionable (Bryce, 2003; Munro, 2003).

### *2.2.2 Assessment*

With the introduction of the 5-14 Curriculum and Assessment Programme, assessment within primary education has become a much more prominent aspect of teaching and learning (Bryce, 2003, p.709). One of the most noticeable features of the current assessment practice is the existence of published criteria by which judgements are made with regard to a pupil's performance. Although Bryce (2003) draws our attention to the laudable philosophical contributions and justifications for assessment practice as outlined in the document 'Assessment 5-14' (S.O.E.D., 1991), he does, nevertheless, note some main difficulties faced by teachers in their implementation of such assessment. These include the time demands faced by teachers to both implement such prescribed assessment formats and to report on pupil progress, as well as the difficulties faced by teachers to assign grade levels to individual pupils:



**‘Grades or levels are not easily or sharply defined entities.....The 5-14 documents offer curriculum guidelines; they do not present assessment blueprints.’ (Bryce, 2003, p.717)**

**During the research phase of this enquiry the educational climate imposed by the government was one which favoured the adoption of both summative (i.e. overall summaries of achievement such as national test scores and annual pupil reports), and formative (‘on the spot’ classroom assessments used to diagnose/redress learner difficulties) assessment practices (Black & Wiliam, 1998; Munro, 2003 and G.E.S.S., 2003). Unlike previous years, where politically, a greater emphasis had been placed on the raising of standards through national test scores, (Black & Wiliam, 1998, p.7), educational policy was now beginning to recognise and endorse both the value and use of formative assessment techniques in helping to check pupil’s attainments and in raising academic achievement (Black & Wiliam, 1998 p.14 and p.19). Although the 5-14 Guidelines have always acknowledged the value of a teacher’s classroom assessment practice, this stronger ‘political’ emphasis given to formative assessment has, however, now been of much benefit to the teaching profession. It has for example, given teachers a clearer understanding of the researched benefits (Black & Wiliam, 1998) of such practice (i.e. increasing pupil self-esteem, heightening motivation, more effective with low achieving pupils) and provided them with a workable knowledge of how to implement a variety of techniques in the classroom (G.E.S.S., 2003; Black & Wiliam, 1998). Consequently, local authority ‘In-Service Training’ on formative assessment techniques prior to this study, provided me with a renewed interest in this area, and a thirst to implement some of the techniques being suggested. Consistent with the concerns of my personal development in this area, (i.e. my in-school ‘Continuous Professional Development’ programme), the evaluation procedures adopted for use in this research enquiry (one to one conversations, interviews, interactive observations and recorded information) were, therefore, intended to provide myself and the case study children with an opportunity to share ownership of**

the processes and procedures involved in teaching, learning and assessment. In addition to the greater insight to be gained from my attempts to conduct such a systematic 'in-class' approach on formative assessment (i.e. a fuller account of the children's learning needs reflected by their personal views of the programme), the benefit of this 'assessment' aspect of my research study, in relation to assisting future whole school initiatives in this area, was also acknowledged and supported by the school's management team. Furthermore, as a result of such classroom implementation, my personal working knowledge and understanding of formative assessment practice in conjunction with the reported research highlighted by Black and Wiliam (1998) was also hoped to be enhanced.

At the time of reporting on the study, current assessment and testing procedures in Scottish Primary Education were, however, again subject to change (Munro, 2003). In conjunction with the promotion of formative assessment practices the introduction of 'Personal Learning Plans' and 'Annual Progress Plans' for individual pupils were being forecasted, as well as a revision of the current national testing arrangements (e.g. on line delivery and change of name to national assessment). Although these assessment reforms would appear to give much consideration to the learning needs of the children, their implications with regard to the organisation of teaching materials, curriculum demands and teacher time will, however, need to be reviewed in future years to determine their effect on pupil learning, classroom teaching/organisation, assessment and reporting.

### *2.2.3 National Testing*

Testing at a national level in the key areas of Reading, Writing and Mathematics was introduced in Scotland in the early 1990s as an integral part of the government's assessment procedures. Unlike the initial testing procedures which focused primarily on pupils in P4, P7 and S2, testing procedures since 1993, until the time of this research enquiry, were open to pupils at all stages of the primary school when the classroom

teacher's own assessment indicated that the child had largely achieved the attainment targets at one level and was ready to move from that level to the next. According to the grade levels suggested, Level B is defined as being attainable by most children in P4 (i.e. age range of pupils in my study), Level D by most children in P7 and Level E by most children in S2. Level A was initially more loosely defined in terms of children in the course of P1- P3, however as a result of concern with international comparisons (HMI, 1998), this level is now viewed as being attainable by P2. Level C is supposed to cater for those children between the stages of P4 and P6. With particular reference to national testing of reading, children at present have to achieve an identified base line score in two test papers (fiction paper and non-fiction paper) in order to obtain the grade level being tested.

Defining individual pupil achievement in relation to nationally agreed levels was intended to promote the teaching profession's understanding of this concept and thus enhance consistency in level use. For teachers having confirmatory evidence of each pupil's levels of attainment is an effective and efficient monitoring and reporting tool. The ability to use pupil attainment levels to plan and implement differentiated programmes of work and to consequently, report such progress to a wide audience for a variety of purposes (e.g. transfer of pupils both within and outwith their present educational sector, reports to psychologists and social workers) is obviously advantageous, if a national level is actually obtainable. The reality, in ensuring the reliability of each pupil's attainment in accordance with 'teacher assigned' 5-14 levels has, however, proven to be an incredibly difficult method of monitoring pupil performance (Munro, 2003, p.750).

The 'open' system of testing (Munro, 2003, p.754) that operated in Scotland up until 2003 was one that allowed teachers to select, administer and mark their own pupils work. Test papers were selected from a catalogue containing grade level material of varying difficulties (i.e. within one particular level some papers were intrinsically more

difficult (ibid.)). A teacher at one stage of the primary school for example, having access to test paper selection may deliberately choose an easier paper for pupils at a particular grade level and may teach towards the test. Teaching towards the test may, therefore, result in a high proportion of pupils in that class achieving either the proposed level for that particular stage or even a higher level. On the other hand, a teacher in the same school, but who is of a different educational philosophy (i.e. does not teach towards the test, randomly selects testing material), may note on marking pupil test papers, that pupils are not obtaining the desired level appointed to that stage. As a result of such teacher difference, in their approach to testing, much discrepancy in recorded pupil levels in any one school may result. Considering the total number of primary schools in Scotland widespread difference in attainment levels was therefore possible. In addition, experience from inspectors has also pointed to scepticism among secondary schools about primary teachers' judgements in reported assessment levels: an aspect identified by HMI needing to be addressed to improve future assessment practice (Munro, 2003, p.750). Although the new national assessment procedures aim to enhance the reliability of a child's assessed grade level by compiling test papers that include individual items that have been based on a national representative sample of pupils (i.e. Assessment of Achievement Programme items); the reality of such prescribed practice is yet to be seen. Acknowledging the pressure placed upon teachers to enable pupils to achieve the suggested grade level for their stage either through the administration or grading of test material, Bryce's (2003, p.720) reference to the benefits gained from a system of assessment that focuses primarily on classroom assessment would, therefore, appear to be of much educational significance: '....classroom assessment should be left to formative assessment, at the teacher's discretion and devising.'

Considering the scepticism surrounding pupil test levels (Munro, 2003, p.750), solely relying on such information to plan a differentiated reading programme for classroom implementation would, as has been shown, be educationally non-beneficial. With regard to this study, formative assessment techniques were therefore used at the

pre-intervention phase of this enquiry to aid my planning and implementation of the intervention programme. A fuller account of this pre-intervention assessment (i.e. the comprehension strategies selected for implementation) in terms of the resources selected for use, the analysis procedures adopted and its intended purpose are provided in Chapter 3.

#### *2.2.4 Reading Practice in Scottish Primary Schools*

According to Ellis and Friel (2003), currently over 97% of primary schools use commercial resources such as reading schemes and phonics programmes to teach reading. According to these authors reading activities in Scottish primary schools tend to focus on differentiated reading groups with differentiation being based on the level of text difficulty and the rate of progress which children move through the scheme rather than on the level of instruction given. Whole class reading activities do exist, although they are generally employed at the infant stage of the primary school (i.e. 5 to 7 year olds) and include phonics teaching and pupils listening to and discussing 'Big Book' type stories (Ellis & Friel, 2003). Using topic work to provide a context for teaching 'Reading for Information' is acknowledged by Ellis and Friel (2003), as being of benefit to pupil learning as is the use of novels to extend or to replace the reading scheme.

Flexibility in the use of prescribed schemes is currently being acknowledged by local educational authorities and schools as being a more educationally valid approach to motivating pupils and developing their reading; one resource is now regarded as being insufficient to teach a range of different children with a variety of different needs and learning styles. However, within our current educational climate which has placed a greater demand on teachers to provide evidence of coverage and progression, an immoderate use of reading schemes to the detriment of other methods/approaches which may not be so easily assessed by teachers in terms of 'recorded' pupil performance has resulted (Ellis & Friel, 2003). When classroom reading activities centre solely on a

reading scheme, opportunities to contextualise learning is omitted (Cambourne, 2002, p. 35). Effective reading activities need to be valued by the children in the class, their educational needs, concerns and interests are all extremely important factors contributing to learning. Not only are the child's motivational needs important, but also those of the teacher. For teachers, teaching a reading scheme year in and year out can be extremely tedious resulting in a mechanical teaching of reading.

Furthermore, acknowledging the current prioritisation being given to formative assessment and its implementation within our educational system, developing alternative class reading programmes that are more specifically tailored to the needs of the children would appear to be a welcome opportunity for teachers, schools and their associated educational authorities to address this area. Considering therefore, the needs and interests of pupils and teachers and also the current emphasis on formative assessment, the next two sections of this chapter provide an outline of the structure used in this study to devise the class intervention programme; a structure based on the direct instruction of reading comprehension strategies (Richek et al., 2002; Robb, 2000 & Maria, 1990) inclusive of whole language theory techniques (Goodman, 1976; Smith, 1978 and Cambourne, 1988) and that provided, the children with an opportunity to choose tasks (elective reading tasks) that were based on Honey and Mumford's (1986, 1992) learning style theory. This structure may be of interest to other teachers who are perhaps considering an alternative approach to the teaching of reading comprehension. In Chapter 4 a fuller account of the children's personal response to the reading intervention programme implemented within this study is given.

## **2.3 Reading Comprehension : A Classroom Programme**

### **2.3.1 Reading Comprehension Strategies - Definition and Background**

#### ***Definition: What is a Strategy?***

Most authorities agree with the definition given by Paris (1978) that a strategy is an intentional, deliberate self-selection of a means to an end. The idea of intentionally is what makes a strategy different from a skill. Strategies are not automatic; the goal in teaching a strategy is to have the strategy internalised so that it will become automatic. In relation to the distinct difference between strategies and skills, Nisbet & Shucksmith (1986) provide some further clarification; they propose that strategies are superior in level to skills. According to these authors, skills can be taught and learned within the context of specific curriculum areas or situations (e.g. using a library index card to locate a book, using a dictionary to identify the meaning of a word) and are therefore more specific or 'reflexive' in nature. A strategy on the other hand involves selecting, co-ordinating and applying skills to address a desired goal, and as a result of this goal/purpose orientation, a strategy is required to be more flexible than a skill (Nisbet & Schucksmith, 1986). In sum, in order to apply a strategy it is necessary to have mastered a range of skills, be aware of a range of relevant strategies and be able to choose appropriately from such skills and strategies.

#### ***Background***

Until the late 1970s, pupils were seldom taught cognitive strategies that could assist their text comprehension e.g. in an observational study which examined instructional interactions in reading and social studies with ten year old pupils (Durkin, 1978), it was noted that out of 4,469 minutes of reading instruction only 20 minutes were spent in comprehension instruction by the teacher; the preponderance of time during reading periods was spent by teachers administering and checking written work. In a similar study on elementary classrooms (Duffy et al. 1980), a lack of comprehension instruction by teachers was also noted. According to Devine (1986), one of the reasons why there was so little attention paid to comprehension instruction during the sixties and seventies

was the prevailing view that if children were taught word recognition, comprehension would follow automatically. Comprehension was considered to be a product of the reading process. When children did not understand what they read, their failure was attributed to lack of intelligence rather than lack of instruction. This is not however the view of current reading theorists, who emphasise reading as a meaning acquisition process (Pressley, 2002; Robb, 2000; Richek et al., 2002; Cambourne, 1988).

The studies of Durkin (1978) and Duffy et al. (1980), which highlighted teacher emphasis on assessing rather than teaching comprehension, occurred at a time when interest in the process rather than the product of reading comprehension was to once again become an object of much research interest; an interest concerned with the role of the teacher in helping children to become competent comprehenders. Over the past twenty years there has, therefore, been a surge of research enquiries devoted to discovering how to teach comprehension strategies directly. As a result of this interest and the consequent number of studies conducted within this field, the teaching of specific strategies has in general been shown to improve pupils' reading comprehension (Anderson & Roit, 1993; Block, 1993; Deshler and Schumaker, 1993; Miller, 1985; Palincsar & Brown, 1984). Moreover, these studies suggest that pupils can be taught to use strategies and that strategy use increases pupils' awareness of their own performance as they read (Garner, 1987; Pressley et al., 1992).

### *2.3.2 A Research Perspective on Direct Strategy Instruction - Implications for Education*

Strategies aimed at enhancing pupil understanding of text have been based on studies of proficient and less proficient readers. Prior to identification of useful strategies which proficient readers use spontaneously, initial assessments of what children understand to be the purpose of reading have indicated that less proficient readers believe reading to be primarily concerned with decoding rather than understanding the written word (Paris and Myers, 1981; Wixson et al., 1984; Baker & Brown, 1984). With regard to the



decoding view expressed by less proficient readers, Garner & Kraus (1981), suggest that either educators or/and the type of reading resources employed may be contributory factors in relation to pupil response. They propose for example, that perhaps teacher emphasis on correctness of response at the individual word level or the implementation of a reading programme which has been identified for use with poorer readers and which places more emphasis on decoding of text rather than meaning, may have influenced pupil perspective with regard reading purpose. Therefore acknowledging, the influential role which either the teacher or the educational resource may have on each pupil's learning perspective (irrespective of the curriculum area being taught) highlights the need for much teacher reflection and evaluation prior to, during and succeeding teaching/learning sessions. Acknowledging this study's concern to plan a programme that would give consideration to the children's reading comprehension needs (i.e. the children's pre-intervention use of comprehension strategies provided a basis for the strategies selected to be implemented), and that would provide the children with ample opportunity to personally respond to the reading programme (one-to-one conversations, interviews, interactive observations), it was hoped that the children in this study would come to regard the reading process as being an enjoyable and beneficial learning tool and not just a drilled activity concerned with getting the words right.

With regard to those who are aware that reading should focus on meaning, research by Forrest & Waller (1979), suggests that such readers may not understand that reading tasks have different purposes and that strategies have to be adjusted to fit these various purposes. A similar conclusion regarding the inability of less proficient readers to select appropriate strategies to fit various reading purposes has also been indicated by Smith (1967), Anderson et al. (1985) and Wixson et al. (1984). According to Anderson et al., (1985) proficient readers are more flexible in their approach; they recognise the different purposes for reading and the need for different strategies appropriate to these different purposes. Belief that strategies adopted by proficient

readers could be taught directly within educational reading programmes to the benefit of all learners, led researchers to attempt to identify appropriate strategies. As a result of the vast number of studies within this field, a wide range of strategies believed to be important to pupil comprehension of text have been identified e.g. Raphael and Pearson (1982) and Raphael and McKinney (1983) reported positive effects of metacognitive training on children's question/answering strategies; Reis and Spekman (1983) were successful in training less proficient readers in the use of comprehension monitoring strategies; Palincsar & Brown's (1984) reciprocal teaching approach has assisted pupils of various ages and abilities with their comprehension of text through direct teaching in the four cognitive strategies of summarization, question generation, clarification and prediction; Gajria and Salvia (1992) in their study of summarisation strategy instruction on text comprehension of students with learning disabilities found that such instruction significantly increased students reading comprehension of expository texts and that this strategy was maintained and used by the students in various learning situations. Fukkink and De Globber (1998) reported on the improvement in students' ability to derive word meaning from written context as a result of direct instruction. Interestingly, in a follow up study by these authors, that involved no direct instruction in word meanings, primary school aged children showed particular difficulty in formulating a word definition decontextualised from the original text. The age range of pupils and their ability to derive meaning from text is further supported by Werner and Kaplan (1952) who noted that older students were able to formulate decontextualised, conventional word definitions, whereas the definitions of younger students (where no instruction was provided) often seemed a simple restatement of just a condensation of the context. Furthermore, Fitzgerald and Spiegel (1983) have reported an enhancement in children's comprehension of stories by direct instruction on narrative structure and Baumann (1988) has investigated the effectiveness of teaching main idea comprehension. Direct teaching in the construction of mental images representing the content of texts has also been reported to increase children's memory and understanding (Pressley, 1976). In addition to direct strategy instruction it

is important, nevertheless, to acknowledge the three central interrelated factors that affect reading; the reader, the text and the context (Lipson and Wixson, 1991). In relation to this multi-factoral effect, Kozminsky and Kozminsky (2001) in their study attempted to establish the relationship between general knowledge, skills in applying reading strategies and, consequently, reading comprehension. As a result of the four ability levels of students within their study: academic; semi-academic; vocational and those with learning disabilities and in relation to the four strategy framework adopted (i.e. Palincsar & Brown's) they noted that particular strategies were of more benefit to particular student groups i.e. the students with learning disabilities gained most from clarification; the vocational students from both clarification and self questioning; the same being true for the semi-academic group, with an increased contribution equality of summarisation and prediction; and for the academics, there was a uniform contribution of all four strategies to their reading comprehension. In sum their results support the view that different students may benefit from differential instructional interventions geared to their specific educational needs.

Considering that this research study was uniquely different to any other previously conducted (i.e. the reading strategies identified for inclusion were to based on the children's learning needs), an awareness of such research literature, was, nevertheless deemed significant for two reasons. The first reason was to illustrate a concern noted by Maria (1990), with regard to direct strategy instruction, and that is knowing which strategy/strategies to teach. The second reason was to provide myself with a greater awareness of the outcome of such studies. In the analysis of my findings for example, I would need to try and link some of my 'fresh findings' to those currently postulated, thus having the results of these studies at hand would be of extreme benefit to myself whilst involved in this process. Maria's (1990) concern in relation to knowing which strategy to teach essentially provided the stimulus for the first research question of this enquiry: **'What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?'** Thus, unlike other studies in this field

which at the outset identify a strategy/strategies for their main research purpose, this study aimed to 'research' the children's current use and awareness of reading comprehension strategies, prior to the identification of strategies suitable for inclusion. This research question was consistent with the advice of educational learning theorists such as Ausubel (Illeris, 2002), Vygotsky (ibid.), supporters of whole language learning theory approaches (e.g. Goodman, 1976; Smith and Cambourne, 1988) and constructivists (e.g. Dewey 1938), who promote the need to address what the learner already knows, prior to identifying what has to be learned. This research study was therefore concerned with devising a programme of reading that would both build upon and extend the children's knowledge and awareness of strategy use.

Despite the reported benefits of direct strategy instruction in aiding the comprehension proficiency of pupils, arguments against this learning approach have, nevertheless, been raised (e.g. Cambourne, 1988). These arguments have in general, centred on the belief that it is a skilling and drilling process whereby children are taught to mindlessly apply skills in artificial situations. Direct instruction can of course be skilling and drilling if skills and not strategies are the educational focus. However, when the emphasis is on strategy instruction the teaching/learning focus should be on providing pupils with a repertoire of strategies to meet the various reading purposes they have been prescribed thereby emphasising the pupils' need to discriminate.

According to Duffy & Roehler (1987), teaching/learning sessions within a direct strategy approach should involve: describing to learners specific situations in which a strategy might be needed; teacher modelling on how to select and use a specific strategy for a particular purpose and teacher modelling on how one thinks when using the strategy. In sum, direct strategy instruction is based on providing enough sustained, focused practice to enable learners to use strategies flexibly and effectively.

### *2.3.3 A Brief Overview of Whole Language Learning*

Whole language learning is an educational learning theory based on the principles of a child-centred learning philosophy. According to this theory, language is regarded to be a single unitary process with objection being expressed to fragmenting it into its four frequently recognised categories of reading, writing, talking and listening. Reading according to supporters of this learning theory (e.g. Goodman, 1976; Smith, 1978; Cambourne, 1988) is viewed as a process that occurs naturally in a literate society. Consequently, these supporters believe that human competence in oral and written language grows as language is used for real purposes - without formal drill, intensive corrective feedback or direct instruction. Pupils are encouraged to learn to read by reading whole pieces of enjoyable literature; the text focus being on authentic and meaningful texts and not prescribed reading schemes/programmes. Brown & Cambourne (1987) in their attempt to enhance learner comprehension of text and to provide teachers with a literacy device which adheres to the principles of whole language promote, nevertheless, the implementation of a 'teaching strategy' known as 'Read and Retell.' Unlike the artificial learning environments believed to be used to teach unfamiliar strategies directly (i.e. teaching environments and procedures recognised by whole language supporters as being inappropriate to learners and their educational needs), 'Read and Retell' is acknowledged to be a natural learning technique; one which children are familiar with and one which occurs naturally in the classroom environment. Brown & Cambourne (1987), for example, propose that the function and form of 'telling about' is a feature of most people's repertoires, and as such is not a new form of behaviour which has to be learned. In accordance with their evaluation of this 'learning procedure' pupil motivation and educational growth are attributed to factors such as learner familiarity with use, the provision for learning in the four forms of language and the collaborative nature of the planned reading activities. The developmental potential proposed by Brown & Cambourne (1987) regarding 'Read & Retell' in relation to the children's reading, writing, talking and listening skills across the curriculum is also acknowledged. In their evaluation studies for example, Brown

& Cambourne (1987) noted not only a growth in the children's reading and their knowledge of text forms through the teaching of 'Read & Retell,' but also a similar growth in the children's use of such textual forms and conventions in other writing tasks. Furthermore, these authors also propose that tuition in the use of 'Read & Retell' enables a child-centred learning environment to flourish since children both individually and in collaboration with their peers construct their own meaning of the world around them. The importance of the teacher's role should not, however, be denied within this child-centred learning environment because what teachers do to help children develop positive self-concepts as learners is regarded by Brown & Cambourne (1987) to be of more importance than the actual methods employed. In support of the teacher's role, Cambourne (1988), asserts that teachers are responsible for supplying demonstrations, and for providing the climate of expectation. Pupils on the other hand, are responsible for becoming immersed in such a teaching/learning environment, and in making their own decisions with regard to identifying the most useful aspect of the teacher-led demonstration from which to engage (i.e. focusing on the teaching that addresses their own individual learning needs). Cambourne (1988), consequently, claims that by taking the learning responsibility away from pupils (i.e. by teachers pre-determining which aspects pupils should learn) leads to complications in the learning process. Furthermore, with regard to his disbelief in teaching a sequence of predetermined steps, he comments:

'It is naive to think, for example, that all learners will need a demonstration on the same day at the same time of how full stops are used.' (ibid., p.63).

In relation to pupil learning, this statement sounds logical and highly relevant to the notion that individuals do and will extract their own cognitive interpretations from teaching demonstrations. However, adopting the entire principles of whole language learning would, nevertheless, require much consideration at a whole school level (i.e. challenging individual teacher's teaching philosophies, achieving a

whole school consensus to adopt such a programme, fostering parental support, financing resources, changing classroom/school layouts). In addition, there would also be a difficulty in addressing the needs of all pupils for whom a balanced programme (i.e. direct strategy instruction combined with whole language theory) may prove more beneficial (Pressley, 2002).

Furthermore, acknowledging the current emphasis on national testing and target setting within the present Scottish educational system, assessment as specifically proposed by whole language learning would also be an area where objection at various levels could materialise (i.e. Head Teachers concerned with reaching set targets may discourage teaching staff from adopting this approach; Local Educational Authorities with their own agendas and philosophical beliefs may also block a school's desire to implement this theory in its entirety; Policy may forbid its practice).

With regard to whole language learning and their child centred view on the acquisition of reading strategies, Rosenshine & Stevens (1984) raise some concerns i.e. this approach could be extremely limiting to the educational progress of young children, in particular children from impoverished literacy backgrounds and low aptitude children who may experience much difficulty in trying to figure out effective strategies by themselves. With reference to the research of Stahl and Miller (1989), positive whole-language effects are much less likely with weaker students, at risk of low socio-economic status, than with more advantaged students. Pressley (2002), in acknowledgement of subsequent studies on the effects of whole language with at risk students, provides further support of such doubts (Jeynes & Littell, 2000; Juel and Minden-Cupp, 2000). Thus with reference to this study and the socio-economic status of the pupils, a reading programme primarily based on the principles of whole language learning would appear to be educationally ineffective.

Within a whole language approach Cambourne (1988), acknowledges the teacher's role

as being that of a facilitator, demonstrator, active participant and provider of a stimulating and purposeful learning environment. Acknowledging the varied role of the classroom teacher as specified by the whole language approach and its association with current understanding of effective teaching and learning (S.C.C.C., 1996 & S.O.E.I.D., 1996), this particular study therefore intends to identify some of the aspects of direct strategy instruction and combine them with whole language learning in order to devise an educationally stimulating reading programme for children at the primary four stage. As a result of such a course of action it is hoped that the children in this enquiry will come to regard the reading process as being both motivationally and educationally fulfilling to their individual learning needs.

This view in relation to enhancing pupil literacy development through a language programme which combines direct strategy instruction with whole language learning has further been supported by Spiegel (1992). Spiegel (1992, p. 44), consequently, expresses a need for educators 'to blend the best of both viewpoints.' In addition to Spiegel's (1992) view, other voices of compromise from both perspectives have been heard. Strickland and Cullinan (1990), for example, suggest that a whole language and integrated arts approach should be adopted but 'with some direct instruction' (p. 433); Heymsfeld (1989), argues for a combined approach in which aspects of traditional instruction are used to fill what she perceives as the 'hole in whole language' and Mosenthal (1989), suggests that literacy educators should focus on how traditional and whole language perspectives can complement each other rather than examine how they are incompatible. Furthermore, current neuroscientific findings (Hall, 2005) also imply that effective teaching in the area of language should include a focus on both 'parts' and 'wholes.' In accordance with this neuroscientific belief, Genessee (Hall, 2005, p.22) states:

'Instructional approaches that advocate teaching parts and not wholes or wholes and not parts are misguided, because the brain naturally links local neural activity to circuits



that are related to different experiential domains.....Relating the mechanics of spelling to students' meaningful use of written language to express themselves during diary writing for example, provides motivational incentives for learning to read and write.'

#### *2.3.4 An Effective Reading Comprehension Programme*

##### *Combining Direct Strategy Instruction with Whole Language Learning*

According to Fielding and Pearson (1994) an effective reading comprehension programme should include the following four components: large amounts of time for actual text reading; teacher-directed instruction in comprehension strategies; opportunities for peer and collaborative learning and occasions for students to talk to a teacher and one another about their responses to reading. These authors suggest that a programme including each of these components should provide pupils with the intrinsic motivation for learning. Although the term whole language is not specifically addressed within this four component framework, examination of some of the terms and phrases used (i.e. actual text reading, occasions to ...talk ...about responses) combined with a fuller examination of Fielding and Pearson's (1994) work does, nevertheless, reflect support for certain aspects of a whole language philosophy. These aspects include: the provision of a contextualised learning environment which offers pupils a wide range of text types (fiction, non-fiction, myths and legends, poetry etc) and which respects individual pupil choice, the allocation of time for pupils to practise comprehension strategies while reading everyday texts - not just specially constructed materials or short workbook pages, the role of the teacher as demonstrator and coach and the emphasis on formative assessment techniques from either the teacher, another individual or from a group of children as opposed to those of purely a summative form.

It is certainly of much interest to this enquiry that some of the limitations identified by researchers who support direct strategy instruction (e.g. difficulties encountered by

pupils' abilities to transfer strategies taught to various learning situations and the need for more pupil dialogue in reported evaluations of the specified intervention programme) could be explored in a much more systematic manner within an educational reading programme based on a structure such as Fielding and Pearson (1994).

Furthermore, research has also indicated that intervention programmes which focus on the teaching of multiple strategies (Lipson & Wixson, 1991) are more beneficial to pupil motivation and comprehension ability than ones which have a single strategy focus. As a result of the advice of Lipson and Wixson (1991), a decision to include within this reading intervention programme a variety of reading comprehension strategies was reached.

In addition to such literature sources (Cambourne, 1988; Fielding and Pearson, 1994; Lipson & Wixson, 1991; Spiegel, 1992; Pressley, 2002 etc.), which provide support for the reading intervention approach to be used within this study (i.e. combining direct strategy instruction with whole language learning theory techniques), the research findings of educationalists such as Robb (2000) and Richek et al., (2002) did, nevertheless, help to inspire and address the second reading comprehension research question of this study: **'What strategies do the case study children express a preference for during the intervention programme, and what do their personal views of the taught strategies (throughout) suggest about their learning likes and dislikes?'** Robb (2000) and Richek et al. (2002) identify, from their own classroom practice and from their use of 'time-tested' approaches, instructional strategies which they believe to be of benefit to students. They acknowledge the important role of strategies suitable for use with particular age groups and those deemed appropriate for addressing specific educational purposes in conjunction with type of text (fiction, non-fiction, poetry, drama scripts etc.). Although, as previously stated, the strategies selected for use within this study were to be based on the children's response to the first research question (i.e. a baseline measurement), and as a result were unique to this study, the support offered through the work of Robb (2000) and Richek et al., (2002)

must nevertheless be recognised. Consideration of these authors' work, for example, both prior to and succeeding the results collected from the first research question, was extremely beneficial in both raising my awareness of strategies which I was not familiar with at the time, and in my selection of those strategies which I professionally deemed appropriate to the learning needs of the children in this study (i.e. the children's response to question 1). In Chapter 3 a brief explanation of the strategies employed in this study is given with Chapter 4 providing a justification for their selection.

Recognising that personal motivation holds the key to engagement in the learning process and that this concept would, consequently, either lead to the children enjoying/not enjoying a particular strategy, the need to consider this aspect too was heightened. The accrued data would obviously need to be analysed and discussed in relation to research on the theme of 'Reading and Motivation.' The final part of this section therefore addresses this aspect.

### *2.3.5 Reading and Motivation*

Guthrie and Wigfield (2000), through reference to various research enquiries in the field of reading, provide a succinct overview on engaged reading and its association with learning. Central to their discussion is the concept of motivation and its contribution to reading engagement. Factors such as a conducive learning environment combined with the implementation of a variety of instructional processes are identified as having an important role in facilitating an individual's reading engagement and motivation.

With particular reference to the concept of engaged reading and acknowledging the various research studies in this area (e.g. Au, 1997; Turner, 1995; Csikszentmihalyi, 1991; Cambourne, 1995; Guthrie et al., 1996), Guthrie and Wigfield (2000) highlight, through the diversity of research opinion, the complexity of this concept. The different aspects of engagement which researchers have chosen to investigate is noted to account for such variation of view. Some studies for example have chosen to focus on particular

aspects of motivational engagement such as the reader's self confidence and command of reading (Au, 1997 and Turner, 1995), whilst others have chosen to focus on a multitude of merging qualities such as the reader's personal goal, their strategic approach to comprehend text and their social interaction (Cambourne, 1995 and Guthrie et al., 1996). Among such diverse depictions, nevertheless, Guthrie and Wigfield (2000) have identified one point of agreement and that is, individuals read a word or comprehend a text not only because they can do it, but because they are motivated to do it. In relation to strategy instruction, Paris, Lipson and Wixson (1994) contend that strategy use requires both skill and will. Students may learn the strategies, but they will only use the strategies when they are motivated. Considering that the use of strategies requires considerable cognitive effort, it is understandable that students will exert their effort only if they believe that they have the ability to learn and their effort is useful. In sum, research findings have clearly supported the close relation between cognitive and motivational factors as well as the effects of motivational factors on student's reading comprehension (Borkowski, 1992; Guthrie et al., 1996; Licht, 1993; Shell, Colvin & Bruning, 1995; van Kraayehoord & Schneider, 1999).

Engaged reading is identified as being associated with reading achievement (Cipielewski and Stanovich, 1992). According to Guthrie and Wigfield's (2000) analysis of research in this field (i.e. Stanovich, 1986; Guthrie et al., 1999) motivation is the key to engagement in reading and its consequent effect (i.e. positive) on reading achievement. With reference to motivation literature, two main goal orientations that individuals have for learning are identified - individuals with a learning goal orientation and those with a performance orientation, the former being suggested by researchers as having most influence in fostering long-term engagement. Other important motivation factors such as intrinsic, extrinsic, self-efficacy and social are also identified as contributing to engagement and hence success in reading. In relation to this classroom based study, it is of interest to note, that individuals who have high intrinsic motivation, a learning goal orientation and high self-efficacy are acknowledged to be particularly

high achievers. Changes in motivation in middle childhood and early adolescence are also acknowledged (Eccles et al, 1998). With particular reference to the middle childhood years (age range of children in this study), it has been shown that children's competence beliefs, values and intrinsic motivation for learning decline (ibid.). Two main explanations are given to account for such changes. One focuses on children's increasing capacity to understand their own performance (i.e. some children may regard themselves as less capable than other children thus motivation is reduced), and the other is associated with the effects of instructional practices (i.e. some instructional practices foster motivation and some do not).

With regard to the classroom context and its effect on student outcome, synthesised research (Skinner et al., 1990; Deci et al., 1991 and Pintrich et al., 1993) would suggest that mediated engagement has the most influential role on this effect. Although Guthrie and Wigfield (2000), provide a comprehensive teaching model comprising of ten instructional processes (i.e. learning and knowledge goals; real-world interactions; autonomy support; interesting texts; strategy instruction; praise and rewards; evaluation; teacher involvement and coherence of instructional practices), which aims to aid teaching and, consequently, learner development in reading, engagement as a mediating process is, nonetheless, further highlighted by the authors as being of extreme importance e.g. it is noted that desired teaching outcomes such as 'text comprehension ability,' 'knowledge acquisition from text,' and 'sustainable reading practices,' do not automatically result in response to instruction. According to Guthrie and Wigfield (2000), it is only when engagement is sustained that positive learning outcomes materialise.

### *2.3.6 Literature Update - Acknowledging Current Literature on Literacy Theories*

Prior to concluding this section on the teaching of reading, a need to acknowledge current theories based on the theme of 'literacy' was deemed necessary; this is

consistent with the advice of Larson & Marsh (2005, p. 25) who, in relation to literacy practices, postulate a need for educators to maintain regular professional reading (i.e. to heighten awareness of new research and/or emerging practices). The purpose of this section, therefore, is to give consideration to four of the most recent literacy theories being promoted: literacy as a social practice, critical literacy, literacy and new technologies and literacy and sociocultural-historical theory, noting their relevance to teaching in the twenty first century. Although this particular study, with its focus on reading comprehension, chose to combine direct strategy instruction with whole language learning theory, the choice of these two theories as opposed to those currently being promoted does not however, discredit or devalue the potential of addressing such current advice or indeed, reject the theoretical position underpinning this study. At the time of this enquiry (i.e. 2002) for example, my personal understanding of how to construct a meaningful pedagogy for reading comprehension in the primary classroom was inspired by both the theoretical and practical advice offered through the literature. As a result of such a literature review, combining whole language with direct strategy instruction was, consequently, deemed to be of much educational value to the language context of my study (i.e. reading comprehension), and to the development needs of both myself (i.e. pedagogically) and the children in my class. Since conducting my enquiry, however, research on literacy has obviously developed. In addition to such research updates on literacy theories, literature sources providing more practical classroom advice related to such theories and which are particularly tailored to the primary school have emerged (e.g. Kist, 2005; Marsh & Millard, 2006; Larson & Marsh, 2005; Gee, 2004). As a result of such current sources, with their advice to assist and aid teachers in their day to day classroom practice (ibid.), reference to either one, or indeed a merger of all four of these recent literacy theories, is now much more feasible i.e. in relation to 'actual' classroom implementation. The remainder of this section will, therefore, briefly highlight some of the key principles of each of these four theories, acknowledging their 'present time' value for classroom teaching and learning.

**'Literacy as a social practice,' is a theory concerned with gaining a deeper understanding of everyday life, including classroom life, in order to develop relevant and purposeful contexts for literacy learning (Larson & Marsh, 2005, p. 18). In accordance with this theory, Street (1995) contends that a definition of literacy should be based on an ideological model as opposed to an autonomous one. Autonomous models of literacy for example, are in accordance with Street's (1995) perception, based on a reductionist definition of literacy i.e. literacy is noted to be a unified set of neutral skills that can be applied equally across all contexts (ibid.). On the other hand, an ideological view of literacy notes literacy to be a set of social practices that are historically situated, highly dependent on shared cultural understandings and inextricably connected to power relations in any setting (Street, 1995, Irvine and Larson, 2001; Gee, 1996). Literacy is therefore noted to be intimately linked to contexts of use or what people do with literacy in formal and informal settings, both within and out with school (Larson & Marsh; 2005). According to Kress (2003), literacy is not just reading and writing, but is a multimodal social practice with specific affordances in different contexts. A concern of supporters of this theory (i.e. literacy as a social practice) is the limited opportunities provided for pupils to construct and analyse texts that utilise a range of modes that are more reflective of the rich textual activities that they are more regularly involved in in their everyday lives. According to Edelsky (1991), teachers need to move beyond literacy exercises to authentic practices connected to broader social and cultural practices, commencing with the practices of their pupils and local communities i.e. pupils need to be a part of constructing the purposes of the activities they are required to complete. In accordance with this theory, pupils could be involved, for example, in identifying a local/global issue, prior to using literacy to affect change (i.e. letter writing, organising campaigns, advertising), or through their involvement in educational visits/field trips their knowledge and use of multimodal textual practices could be developed through videoconferencing, e-mails, cards, letters (Larson & Marsh, 2005).**

**'Critical literacy' provides a framework for action, that uses literacies to activate social and political transformations (Comber & Simpson, 2001). According to Comber (2003, p. 276), critical literacy involves a number of key principles and repertoires for practice: engaging with local realities; researching and analysing language-power relationships, practices and effects; mobilising students' knowledge and practices; (re) designing texts with political and social intent and real world use; subverting taken-for-granted 'school' texts; focusing on students' use of local cultural texts and examining how power is exercised and by whom. Through the research studies conducted by Comber et al., (2001) on critical literacy, children have, for example, become involved in environmental issues within their own neighbourhoods. In addition to local initiatives, Kraidy (1999) also acknowledges that critical literacy can be extended to involve the analysis of globalized concerns as they relate to local contexts i.e. 'glocalization.' Using a classroom teacher's experience of critical literacy (Larson & Marsh, 2005), issues from the children's social lives were for example, used to illustrate the practice employed. A 'Learning Wall,' filled with a variety of artefacts (newspaper clippings, transcripts of conversations, Internet printouts etc.), covering a wide range of issues such as gender, the environment, the media and power and control was developed for this purpose (i.e. referred to as an audit trail). Over the course of the school year, the teacher periodically revisited these issues; an intentional action to encourage the children to regard the curriculum as a living reality, rather than a series of prescribed lessons that were beyond the control of the children. In accordance with Comber (2003), this is a major feature of critical literacy theory i.e. the extent to which it recognises the value of building on children's own linguistic and literary repertoires in the classroom rather than using authoritative texts (Comber, 2003). Furthermore, in relation to critical literacy, Comber (In Larson & Marsh, 2005, p. 63) states:**

**'From my perspective, a critical literacy orientation to curriculum improves the chances that classroom work will be educative...Students start to examine things in depth. A healthy scepticism is introduced at the same time as fostering children's curiosity. Over**



time, young people can assemble a repertoire of analytical and representational resources that they take beyond the school into everyday life.'

'Literacy and new technologies' is a theoretical framework concerned with developing children's literacy skills in relation to our current media age (e.g. computers, mobile phones, DVDs, television, console games). Considering our present technological age, Kress (2003) does nevertheless express concern in relation to the print-based texts traditionally favoured by schools as opposed to the multimodal nature of texts which children now encounter outside of school. In conjunction with such a concern, he contends that teachers need to understand key concepts of multimodality for learners to have an opportunity to develop skills in relation to the design, production and analysis of such texts. Acknowledging such differences with regard to the multimodality nature of literacy today, Knobel & Lankshear, (2003 & 2004) and Marsh (2003) similarly express concern with such lack of recognition given by schools to build on children's 'at home' competence of digital technologies in the classroom. In accordance with such a perspective, Knobel & Lankshear (ibid.) and Marsh (ibid.) fear that such a gap between a child's in and out-of school ICT experiences could be so great that disengagement may result. According to Knobel & Lankshear (In Larson & Marsh, 2005), there is, therefore, a need for a transformation of curricula and pedagogy to develop 'techno-literacy,' rather than merely using technology to replicate traditional practices (e.g. using the computer to word process, using Power Point or web pages to (re)tell narratives, using the computer to complete a cloze procedure exercise). In relation to the type of curricula and pedagogical development promoted by Knobel & Lankshear (ibid.), Schrage (1998; 2000) and Bigum (2002), further comment that 'techno-literacy' activities that enhance relationships between people and relationships between people and organisations are needed. Burnett et al. (2004, p.16), note e-mail partnerships to be helpful in dissolving the walls of the classroom and in providing new purposes and audiences for children's writing and for developing multimodal texts (i.e. using cartoons, clip art and photographs from the web). Other examples, highlighted by

Lankshear & Knoble (2004) in relation to planning a 'techno-literacy' pedagogy that gives consideration to their four principles of learning (e.g. efficacious, integrated, productive appropriation and extension and critical) would include: developing pupils' awareness of the educational use and relevance of devices such as iPods and mobile phones in addition to their recreational and social communication functions i.e. using an iPod as a hard disk and voice recorder and using a mobile phone with a built in camera to 'report in' from the field, interview and artefact data, and taking photographs which could then be transferred onto the computer for various presentational purposes. Although, the use of video games to develop literacy practices (i.e. problem solving, communication skills, narrative structure) is currently being promoted (e.g. Gee; 2003; Berger, 2000), Kirriemuir & McFarlane (2004) in their recent review of literature on games and learning do, nevertheless, challenge such research claims i.e. not empirically based. Thus further research in this area (i.e. impact of computer games on literacy) is recommended (Larson & Marsh, 2005, p.79).

'Sociocultural-historical learning theory' defines the child as an active member of a constantly changing community of learners in which knowledge constructs and is constructed by larger cultural systems/communities (Cole, 1996; Lee & Smagorinsky, 2000 and Rogoff, 2003). This theory presents a culturally focused analysis of participation in everyday life, in both formal and informal settings. Rogoff (2003), an internationally known scholar whose research forms the foundations of sociocultural-historical theory, identifies three mutually constituted planes for clarifying the role of participation in multiple communities as postulated by this framework. These three planes are apprenticeship, guided participation and participatory appropriation. Apprenticeship is for example, noted to be the plane of community activity in which parents/guardians/teachers/schools organise and implement children's activities by differentiating the tasks and by modelling expert performance during joint participation in the activity. Guided participation, on the other hand, refers to the interpersonal processes occurring in everyday activity. Guided participation

co-ordinates the adult's attempt to familiarise the children with the task, to provide links between the children's current knowledge and the knowledge to be appropriated, and to structure the activity so as to assist children in their identification of a variety of possibilities that can help with their decision making, with their roles collaboratively adjusted so that learning becomes challenging but attainable (i.e. consistent with Vygosty's zone of proximal development, see final section of this chapter for further clarification of this concept). Participatory appropriation corresponds to personal processes in which the individual changes through participation in an activity and shows how that participation prepares the individual for further similar activities. Certainly, Rogoff (2003) emphasises the routine nature of participation in culturally organised activities to highlight the observable changes in a community of learners. With particular regard to the context of the classroom, guided participation is noted to be the key for applying a literacy theory based on a socio-cultural perspective. In accordance with Rogoff's (2003) perspective, classroom activities consistent with this theory could include: using daily teacher/pupil dialogue journals to build social relationships and to scaffold writing techniques (i.e. teacher writes individually to pupils and pupils write back); sharing lunch/breaks with pupils to gain a deeper awareness of their interests and concerns; using texts with an authentic purpose as a meaningful context in which to scaffold literacy skills; the promotion of peer interaction as a scaffold for revision; teacher as model and teaching literacy conventions in the context of real text. Although, no mention is given by Rogoff (2003) to the similarity of this theory to the position held by Cambourne (1988) in relation to whole language theory (i.e. emphasis on social learning, teacher as model and scaffolder, the use of authentic texts), it is of much interest to note that much of the literacy philosophy propounded by Rogoff (2003) is, nevertheless, consistent with Cambourne's (1988). Considering such similarity between sociocultural-historical theory and whole language, it would, therefore, appear that despite this study's focus on paper texts as opposed to multimodal ones, it has, however, reflected some of the principles of current research. In relation to the theme of language/literacy theories and their consequent similarities, readers of this text will have

no doubt identified some of the key similarities between each of the four addressed (i.e. literacy as a social practice, critical literacy, literacy and new technologies and sociocultural-historical theory). Certainly, Larson & Marsh (2005, p.129) in their critique of all four of these current models note that they do not operate in a vacuum, but have many overlapping features e.g. all four models emphasise the sociocultural contexts in which literacy operates, all four position the learner as an active agent in the construction of meaning; all theories point to a complex notion of text as a multimodal, ideological tool. With regard to such overlap, and in relation to providing literacy programmes consistent with the educational needs of our present day society, the advice of Larson and Marsh (ibid., p.129) for teachers is that they should be involved in a constant interplay between various theoretical models in their classroom practice. Teachers concerned with providing literacy programmes capable of addressing the multimodal nature of our present society may find these recent theories of much interest.

### *2.3.7 Summary*

Considering the age range of the children (i.e. 8 year olds) involved in the study and the location of the school (situated in an area portraying characteristics of social deprivation), research findings regarding both age related motivational decline (Guthrie & Wigfield, 2000) and socio-economic background and its effect on pupil performance (Pressley, 2002) are obviously of much concern. In accordance with research for example, children from impoverished literacy backgrounds and low aptitude children may experience much difficulty in trying to figure out effective strategies for themselves; direct strategy instruction has, however, been shown to be educationally beneficial to these children. Acknowledging Guthrie and Wigfield's (2000) concern regarding instructional programmes and their effect on a learner's motivation, this study through pupil feedback would, consequently, include provision for monitoring this aspect. A brief exploration of current literature on literacy theories has been provided, with the relevance of these theories to teaching in the twenty first century being acknowledged. The selection of strategies from the wide range on offer was the most

difficult hurdle faced by myself at the planning stage. However, after careful observation and pupil/teacher intervention in the reading sessions prior to the research intervention, strategies were selected by myself; strategies that my ‘professional judgement’ (E.D.O.W.A.,1997, p.43) deemed to be of educational value and interest to eight year old children (Robb, 2000; Richek et al., 2002; G.N.S.S. 2001). The children’s response to the research question: **‘What strategies do the case study children express a preference for during the intervention, and what do their personal views of the taught strategies suggest about their learning likes and dislikes?’** would, however, in this study, be the judge of my professional assertions.

## **2.4 Learning Styles**

### *2.4.1 Learning Styles - General Overview*

Valuing differences in learners and the ways in which they learn and process information - an individual’s preferred learning style has over the past twenty years attracted much researchable interest in a variety of fields e.g. education, business, higher education, medical professions (Boyatzis & Kolb, 1991). With particular reference to pupils between the ages of 13 and 18 years, there is some evidence to suggest that careful use of learning styles information with this age group can improve pupil attitudes towards learning (Biggs, 1985) and lead to an improvement in school performance (Entwistle & Kozeke, 1985). The improvement of both attitudes towards and performance in learning seems to be of much significance to the education sector in the present climate, where effective learning and teaching is being seen as the key to school improvement (S.C.C.C., 1996).

In order to support further the concept of individuality in the learning process, Lawrence (1996), Donaldson (1987) and Fielding (1994) have suggested that school instruction can be advantageous to some learners and ill-suited to others. Lawrence (1996), propounds that standard instruction practices particularly in acquiring proficient reading skills are biased towards specific types of learners; learners he classifies as being

introverted and intuitive. Thus Lawrence's concern provides further support for the reading elective task element employed in this enquiry i.e. one that gives recognition to the individual and their preferred mode of learning. In order for schools to be able to address the individual needs of their learners, a learning environment that acknowledges and makes provision for the adoption of various learning and teaching approaches has been deemed to be important (S.O.E.I.D., 1996; S.C.C.C., 1996; Lawrence, 1996). Coffield et al., (2004, p.126) also support the need for education to respond to the different learning styles of students and highlight the limitations for professional growth and institutional change when practitioners, influenced by critics, refuse to explore this field for themselves. With reference to an individual's preferred learning mode the Scottish Consultative on the Curriculum states:

'If we never have an opportunity to use our preferred styles of learning, we tend not to learn effectively, and younger children can be seriously disadvantaged in this respect. It is also believed however, that we need to learn to be able to use our less preferred styles of learning to be effective learners.' (1996, p.11).

In order to heighten pupil motivation and to address the learning needs of the children in a more individualised manner, including the principles of a learning styles theory within the devised reading programme was thus, of much pedagogical and personal interest.

Although Carbo et al., (1986) have devised a programme called 'Reading with Style,' which incorporates an adapted version of Dunn & Dunn's learning style model (ibid.), the use of this programme within this study was rejected for two main reasons. Firstly, the procedures and resources required for effective implementation of such a programme would have had major implications for the whole school in terms of finance and resource organisation. The Dunn and Dunn (ibid.) model for example, prescribes not only techniques for imparting information, but also the design of learning environments, including furniture, lighting, temperature, food, drink and sound.

Secondly, after critical review of Carbo's model I was also rather concerned with its principle of identifying, from a range of questions/hypothetical situations, a learning style for each child (i.e. visual auditory, kinaesthetic or tactile), and then matching learners to reading tasks consistent with such styles. Considering, the scepticism surrounding the validity and reliability of learning style instruments (e.g. Coffield et al., 2004; Moran, 1991; Sewall, 1986; Ferrell, 1983), such matching of style to task would appear to be both ethically and educationally restrictive to learners. This study instead, desired to use the principles of a learning style model in a more original/exploratory, ethical and educationally motivating way i.e. this study desired to provide the children, at specified times in the programme, with an opportunity to choose reading tasks that were consistent with a learning style model (i.e. elective reading tasks). The intended research purpose of this elective task component was to explore, from the children's comments in relation to their choices, the relationship (if any) between their selected choice(s) and their preferred style of learning.

Acknowledging the importance of providing the learner with an opportunity to learn both in and out with their preferred style, consequently, influenced the design of the elective task element in each of the two genre based components of the reading intervention. In the non-fiction reading component for example, the choice of learning style in any one task was limited to two; a decision based on the advice of The Scottish Consultative on the Curriculum (1996), Grasha (1984), Vermunt (1998), Apter (2001) and Gregorc (1984), who highlight the need for individuals to be exposed to learning styles other than their most preferred. This limitation of choice was intended to provide the children with 'some' practice in the use of all four styles, giving them an opportunity to work in ones which they may not have chosen if a complete choice was given, but which, nevertheless, they may find to be enjoyable, thus possibly expanding their learning style preference(s). In the fiction reading component, however, the choice in any one elective task was extended to include all four styles, thus pupils were provided with an opportunity to opt for their most preferred on each occasion if desired.

The findings emerging from the review of the relevant literature with regard to exposing learners to learning styles outwith their own preferred, in order to promote effective learning (The Scottish Consultative on the Curriculum, 1996, p.11, Grasha (1984), Vermunt (1986) etc.), provided the stimulus for the second research question concerned with the theme of learning styles : **‘What types of learning activities do the case study children chose from the elective task element of the intervention and what, if anything, does this suggest about their preferred learning style(s)?’** This question was, for example, concerned with exploring and comparing the types of responses given by the children in relation to an individual’s ‘compromised’ style as opposed to the most preferred style. Similar to the first reading comprehension research question which was concerned with identifying, prior to the intervention, a baseline of the children’s learning ‘needs’ (i.e. what they already knew), the first research question for the theme of learning styles: **‘What types of learning activities do the case study children express a preference for at the pre-intervention phase?’** was concerned with gauging a base line of the children’s learning ‘interests.’ The advice of Fielding (1994) with regard to the flexible nature of ‘learning styles,’ provided the stimulus for this question. Fielding (1994, p. 403), suggests that: ‘Learning styles are flexible structures, not immutable personality traits.’ In addition, and with particular reference to Honey and Mumford’s (1992) learning style theory (the theory adopted/adapted for use in this enquiry), such a notion of the flexible nature of learning styles is also proposed. Thus, this first research question, desired to explore such ‘flexibility,’ particularly in relation to the analysis phase e.g. would the children’s elective task choices remain the same throughout the pre-intervention and post intervention phases, or would variables such as personal preferences and environmental stimuli be reflected in their ‘intervention’ choices (i.e. justifications)? Acknowledging that the use of Honey and Mumford’s (1992) learning style theory within this study was uniquely different to any other in this field (i.e. its contextualised nature, the activities planned and implemented, the age of the children involved), it is, consequently, important to note the ‘uniqueness’ of the intervention practices adopted for use in this study, as opposed to the concern of other



research studies/findings in this area. In the field of learning styles, the majority of published research studies have been conducted in higher education establishments and have instead been more concerned with the identification of students' most dominant learning style(s) and providing tasks to match (e.g. Kolb, 1984; Moore & Sellers, 1982, Fox 1984, Newstead, 1992 and Willcoxson & Prosser, 1996), rather than a 'contextualised,' (castles theme and fiction novel) exploration of learning styles in relation to both limited (non-fiction component) and unlimited (fiction component) style choices, as it was the concern of this study.

With regard to this enquiry and to the advice given by the Scottish Consultative Council on the Curriculum (1996) which promotes the use of theories and models on learning styles in schools, it is important, nevertheless, to note this body's lack of clarity in relation to assisting teachers in their selection/adoption of a particular theory. This is particularly noted when they suggest that reference to at least one model can provide teachers with a powerful tool to help them to examine and develop their practice. The use of the word one suggesting that further research, by this body, on the various models and theories of learning is required to be conducted, if educational establishments are to be expected to effectively apply a particular learning style theory/framework for the purpose of addressing a specific educational concern. The neglect of such credible evidence (i.e. justification for a particular theory), combined with a lack of practical teaching resources (e.g. teacher's notes, curricular lesson plans), could account for the present lack of published research on learning styles in both Scotland and the United Kingdom in comparison to the United States (Fielding, 1994; Veronica & Lawrence, 1997). This scarcity of research information on models and theories of learning by curriculum developers together with Fielding's proposal for further work to be conducted in an area which he argues is both: 'a student entitlement and an institutional necessity' (Fielding, 1994, p.393) strengthens the need to investigate further, the relationship between pupil preference for learning and learning style theories.

Interestingly, the recent advice postulated by Coffield et al., (2004, p.134) with regard to using learning styles as an 'exploration of pedagogy,' was the position taken within this study e.g. in relation to the field of learning styles and to the concept of pedagogy, Coffield et al., (2004, p.129) are concerned by the way in which the actual complexity of these two terms (learning styles and pedagogy) are being overlooked by the teaching profession. According to Coffield et al. (ibid.), teachers are currently using learning styles unproblematically without giving adequate consideration to the evidential basis for their claims. Coffield et al's., (2004) concern is that teachers have been using learning styles as either a form of diagnostic assessment or as way of differentiating students in conjunction with what educational bodies acknowledge to be 'best practice,' without pedagogically exploring for themselves theories, beliefs, policies and controversies i.e. their research in this field suggests that learning styles are currently being used for 'teaching' purposes as opposed to an enhancement of pedagogy. In the concluding section of this theme, justification for the pedagogical application of Honey and Mumford's (1986, 1992) model, within this study is provided.

#### *2.4.2 Honey & Mumford - Building on Kolb's (1984) Theory*

Using the principles of Kolb's (1984) experiential learning theory, and in particular, his four stage learning cycle, Honey & Mumford (1986, 1992) have established their own managerially-oriented learning style model complete with assessment instrument i.e. a Learning Style Questionnaire. Although their Learning Style Questionnaire is reported to have a high test-re test reliability (Allinson & Hayes, 1988; Sims et al., 1989; Honey and Mumford, 1986; Veronica & Lawrence, 1997), this particular enquiry was not, however, concerned with ascertaining pupil learning style in association with produced tests and inventories. Instead this enquiry was concerned with selecting a comprehensive theory that would be suitable for classroom implementation purposes; a theory that contained applicable criteria that could be used to devise the elective reading tasks. Considering, therefore, the comprehensive nature of Honey & Mumford's (1986,

1992) four style criteria in relation to the primary classroom environment (Appendix 1), and in particular the similarity in terminology used by these theorists to that documented by Scottish education authorities when referring to learning style categories (i.e. reflector and active), a decision to adopt the principles of their model was reached. In addition, and consistent with the advice of Apter (2001), Grasha (1984) etc., another factor prompting the use of Honey and Mumford's (1992) theory within this study, was the reference given by these authors promoting learner proficiency in all four styles and not only an individual's most preferred i.e. an interest addressed through the second research question: **'What types of learning activities do the case study children chose from the elective task element of the intervention and what, if anything does this suggest about their preferred learning style(s)?'** Furthermore, having used Honey and Mumford's (1986, 1992) theory in a previous research study (i.e. at Masters level), my confidence in using this theory was heightened. According to Honey and Mumford (1992, p.1), a learning style is defined as being 'a description of the attitudes and behaviour which determine an individual's preferred way of learning.' In accordance with Coffield et al's., (2004, p.10) 'learning style family descriptor,' it is a model based on flexibly stable learning preferences. The four learning styles are described as those of '*activists*,' '*reflectors*,' '*theorists*' and '*pragmatists*.' In brief, an '*activist*' preferred learning style is described as showing keenness for role play exercises and teamwork, a '*reflector*' preferred learning style is showing commitment to painstaking research, a '*theorist*' preferred learning style is associated with an enjoyment for fact finding, analysis and synthesis and a '*pragmatist*' preferred learning style as showing keenness for planning practical solutions to problems.

Considering the exploratory nature of the use of Honey & Mumford's (1986, 1992) learning style theory within this enquiry, criticism in relation to the labelling aspect of theories (Murray-Harvey 1994) was overcome. Instead of the case study children being labelled '*activists*,' '*pragmatists*,' '*reflectors*' or '*theorists*,' it was the reading elective tasks provided that would be categorised in accordance with the

specified criteria for each style. Although the research question: **‘What types of learning activities do the case study children express a preference for at the pre-intervention phase?’** may have initially been misinterpreted by readers, and particularly by both critics and supporters of learning style theories, as being concerned with identifying and then matching the learners to specific style based tasks, this section has, however, explicitly portrayed that this was not the case. This initial pre-intervention concern was, as previously mentioned, to enhance the analysis and discussion section of this thesis (Chapter 4) (i.e. identifying variables that could have influenced the children’s choices).

## **2.5 The Complexity of the Learning Process**

### *2.5.1 Overview*

Considering this study’s concern to design, implement and evaluate a reading intervention programme based on three key theories ( i.e. direct strategy instruction, whole language learning and Honey and Mumford’s learning style model), the purpose of this section is to acknowledge, through reference to some of the most documented learning theories, the complexity of the learning process and the consequent challenge presented by this study. This section reinforces that **‘teaching for effective learning,’** can not, as Coffield et al., (2004, p.129) propose, be based on a value free acceptance of what in educational terms may be deemed to be **‘best practice.’** Instead, the need for teachers within their own classrooms to become much more involved in exploring theories, principles, practices, policies, controversies and beliefs is reflected.

Illeris (2002), in his attempt to address the growing interest about what actually constitutes human learning (i.e. what it means to learn something and the most suitable approach for meeting each individual’s need), suggests that it is an integrated process consisting of two connected part processes which mutually influence each other i.e. firstly, the interaction process between the learner and his/her environment and secondly, the internal psychological acquisition and elaborative process which leads to

a learning result (ibid., p.16). In accordance with his understanding of learning, Illeris (2002, p.17), postulates that all learning includes three simultaneous and integrated dimensions: a cognitive content dimension, an emotional, psycho dynamic, attitudinal and motivational dimension and a social and societal dimension. Although Illeris (2002, p. 145) contends that all learning includes these dimensions to some degree, he does, nevertheless, note that the weighting can be rather unbalanced in some contexts (i.e. in many places they will overlap). Unlike the theories of Piaget, whose theory of learning focused on the cognitive dimension, Vygotsky who in opposition to the Piagetian approach combined cognitive understanding with a societal perspective, but which nevertheless, omitted the emotional dimension and the Frankfurt School who combined the emotional and social societal dimensions, but which in large neglected the cognitive dimension, Illeris's (2002) perspective, therefore, attempts to integrate all three learning dimensions into one complete theory. Although Wenger's (1998) conception of learning would appear to be similar to Illeris's (2002), he does, nevertheless, give priority to the social context, whereby Illeris (2002) discusses the dimensions in relation to each other.

Illeris (2002), does not dismiss the contribution and value of learning theorists such as Piaget, Vygotsky, Marx, Freud, Nissen, Ausubel, Dewey's etc., however, through careful analysis of their work, he justifies the plausibility of his theory with its consequent concern for the person as a whole i.e. cognitively, affectively and socially. In relation to the evaluation phase of this particular study (i.e. the children's personal views on the intervention), Illeris's (2002) perception is of interest e.g. although the reading comprehension and learning style elements of this study, similar to Vygotsky's philosophy focused on learning from a cognitive and a social dimension (See Chapter 3 for a fuller explanation), the children's views on the programme (i.e. emotional), would, nevertheless, provide an opportunity for this study to explore all three dimensions identified by Illeris (2002).

Acknowledging the similarity of this study in conjunction with Vygotsky's cognitive

and social learning philosophy, further similarities in relation to Vygotsky's theory are also apparent. Vygotsky for example, proposed that in most settings adults and children should work together to enable each child to progress to an advanced but achievable level. For Vygotsky, the role of education was to provide children with experiences that are within their respective 'Zones of Proximal Development' - activities that challenge children, but which, with sensitive adult guidance, they can accomplish. In accordance with Vygotsky's principle the role of the teacher is to keep each child's learning tasks either centred on, or focused slightly above their individual 'Zone of Proximal Development.' Acknowledging that this study was concerned with gauging, at the pre-intervention phase, the children's knowledge and use of comprehension strategies prior to the selection of strategies for implementation purposes, its concern to address Vygotsky's 'Zone of Proximal Development' is reflected. Nevertheless, as Illeris (2002, p.54) highlights, applying Vygotsky's learning concepts, can unfortunately, lead to teaching which is predominantly teacher-directed, resulting in the nearest zone of proximal development being conceived of in the perspective of academic systematism e.g. the next chapter in the textbook. In this study careful monitoring of the children's on-task performance and the provision of teacher assistance as and if required, was the action taken to help to redress the applicability of this particular criticism.

Although this study recognises its similarity with Vygotsky's perspective, it is interesting to note that the theories of Ausubel, Dewey and Piaget are also reflective of the practices considered and implemented e.g. according to Ausubel (Illeris, 2002, p.31): 'The most important single factor influencing learning is what the learner already knows.' For effective teaching and learning it is, therefore, important that teachers are interested in what pupils already know, rather than placing a greater focus on what is to be learned. In accordance with the unique and individual nature of learning and the consequent variation between learners after similar teaching, Ausubel's

perspective is thus extremely plausible. Although all of the case study children in this enquiry would, for example, be exposed to the same teaching, each individual's opinion of the programme would, nevertheless, be the evaluative measure used to ascertain their learning in terms of development and preference.

The whole language techniques favoured and implemented in the design of this study were consistent with the principles of Dewey's (1938) constructivist theory; a theory which propounds that each person constructs his or her own comprehension of the surrounding world through learning and knowledge - an approach which dismisses learning as a filling process in which someone, a teacher, for example, transfers knowledge and skills to others. In brief, Cambourne (2002, p.36) has identified three core theoretical and overlapping prepositions of this approach: What is learned cannot be separated from the context in which it is learned; the purposes or goals that the learner brings to the learning situation are central to what is learned and knowledge and meaning are socially constructed through the processes of negotiation, evaluation and transformation. In terms of teaching environments, constructivists promote the use of collaborative and social work modes in order to test one's own understanding through listening to and reflecting on the understanding of others. For constructivists, teaching and learning requires to be explicit, systematic, mindful and contextualised.

Considering the reading intervention used within this study in terms of its design, implementation and evaluation, a similarity with Dewey's constructivist principles is therefore noted.

According to Piaget's theory, learning is regarded to be a process of equilibration i.e. the individual strives to maintain a steady equilibrium in his or her interactions with the surrounding world by means of a continuing adaptation. It is a theory based on two key principles - assimilation and accommodation. In assimilative learning, the learner adapts and incorporates impressions from his or her surroundings as an extension and differentiation of previously established cognitive structures. The learning products are

typically knowledge, skills and experiential opportunities; learning comparable with school learning. Accommodation implies an extension or a transcendence of the readiness already developed at the assimilative phase and is thus characterised as transcendent learning. In accommodative learning, previously established cognitive structures are altered through dissociation and reconstruction, thus individuals change and adapt the learning to suit their individual needs. The accommodative processes are based on learning which is sensitised, personal and creative. The accommodative processes can either be a quick or lengthy depending on the learner and his or her understanding of the concept(s) being taught. According to Piaget, each learner's individual differences accounts for the diversity of accommodations (Illeris, 2002, p.30). Although accommodation is the form of learning which advances the individual's development, Illeris (2002) does, however, highlight that it should not be given precedence over assimilation, since both are required to aid learning. With regard to this study, particularly the aspect concerned with the direct teaching of comprehension strategies it could be surmised that it is centred on Piaget's assimilative principle. However, noting that this study was concerned with the children's views of the programme; a programme comprising of a variety of strategies, the accommodative principle as described by Piaget is also of interest e.g. would any of the children in the feedback sessions (interviews, interactive observations) create their own personal strategy as a result of the multitude taught?

In each of the learning theories addressed in this section (i.e. Vygotsky's, Piaget's, Dewey's, Ausubel's), individual variation would, as Riding and Rayner (1998, p.8), suggest, appear to be their most noticeable similarity, yet their most problematic implication. Although for example, it can be helpful to have general rules about behaviours that can apply to whole populations (e.g. how people learn), such noted individual differences would, however, appear to reduce each theories overall educational potential and applicability (ibid.). In order to redress such a negative view of theories, Riding and Rayner (1998) suggest that the challenge must be to identify the



'dimensions of variation' (p.8). In this reading intervention study the challenge was to explore each child's individual responses prior to the accumulation of all of the case study children's responses; an approach which reflects this study's concern for learners as individuals and learners as part of a cumulative body.

### *2.5.2 Summary*

This section has highlighted, by using examples from some of the key theories in existence, the variation of opinion with regard to the learning process. Although this study is concerned with the design, implementation and evaluation of a class reading intervention which is predominantly based on language theories (direct instruction and whole language), and Honey and Mumford's (1986, 1992) learning style model, the similarities between the various learning theories, particularly in relation to individual variation is of interest. The analysis section of this thesis (i.e. Chapter 4) will provide an opportunity for this study to explore further, the complexity of the learning process and the consequent challenge of this study.

## **2.6 Conclusion**

As a classroom teacher who values and understands the importance of 'reading for understanding', a comprehension programme that would attempt to accommodate for the learning needs of the children was deemed necessary i.e. a programme based on the principles of direct strategy instruction and whole language learning. Acknowledging, the importance of motivation on a child's engagement of reading and the reported link between learning styles and pupil motivation, a decision to include such a theory within the reading intervention programme was reached. The inclusion of Honey and Mumford's (1986, 1992) model, within the teacher devised reading programme resulted, therefore, in the uniqueness of this study as opposed to others in the fields of learning styles and reading comprehension. Acknowledgement is given to the complexity of the learning process and to the wide range of educational theories, beliefs, controversies and policies that have been and still are in circulation. Thus this study in relation to the

associated research literature does not deny the complexity of its research concerns but instead looks upon them in Coffield et al's., (2004, p.134) term as an 'exploration of pedagogy.' Chapter 4 will provide an opportunity for this study to explore in greater depth the pedagogical outcomes and implications suggested by its research findings.

Considering the current prioritisation being given to formative assessment practice the next chapter will provide more information on the various research techniques used to stimulate pupil participation and contribution in this assessment mode.

## **Chapter 3 - Methodology**

### *3.1 Overview*

The findings of this study focus on the evaluation (i.e. the children's personal views) of a teacher devised (i.e. myself) reading intervention programme (non-fiction and fiction) comprising of a comprehension strategy approach and a learning style element. In relation to the design of this programme, the strategies selected and the classroom environment created, were based on the principles of direct strategy instruction and whole language learning theory techniques, with the reading elective tasks provided being based on Honey and Mumford's (1986, 1992) learning style criteria.

A case study approach which relied on the collation of both qualitative (the children's personal views) and quantitative (elective task selection, elective task criteria, questionnaire responses) data was used in this enquiry. In addition to the various research approaches employed (observational field notes, group interviews etc.) during the intervention phase to monitor the children's responses, pre-intervention tests were also administered. The intention of these pre-intervention tests was to enhance the educational quality of the programme's design (i.e. build upon and develop the children's learning) and to substantiate the reported intervention findings. The study was conducted from September 2002 to early April 2003 and involved 6 boys and 6 girls at the P4 stage (i.e. 8 year olds).

In order to provide a justification for both the intervention programme designed for use and the methodological concerns regarding the evaluation process (i.e. the approach used, the tactics and instruments adopted, the analysis procedures applied), a decision to structure this chapter into three themes has been reached. These themes are: **'The Classroom Context;'** **'A Purposeful Case Study'** and **'The Research Instruments and Analysis.'** A section entitled **'Concluding Remarks'** will provide closure for this chapter.

The first theme of this chapter, **'The School and Classroom Context'** provides an overview of the study in terms of the children involved and its time scale. Some background on the school's proposed language/reading programme for children at the Primary 4 stage prior to the intervention is given. The focus of this section is, however, on the design and implementation of the reading intervention programme used within this enquiry.

Within **'A Purposeful Case Study,'** a more detailed account of this enquiry in terms of its purpose and its aims is provided. The research questions which form the focus of this study are outlined in this section. Justification for the case study approach and the various factors needed to be considered when using this method are also addressed.

In the concluding section, **'The Research Instruments and Analysis,'** the various research instruments employed in this enquiry are identified, with justification for their use provided. Acknowledging the complex nature of analysing the data accrued within this study, this chapter will attempt, nevertheless, to provide a comprehensive outline of the steps and procedures involved.

## **3.2 The School and Classroom Context**

### ***3.2.1 Setting the Scene***

#### ***The School***

Being located in an area of social deprivation, language teaching was, consequently, of much concern to the classroom teachers' and the school's senior management team. In accordance with existing research literature, there is a correlation between socio-economic background and an individual's learning achievement, with children from poorer socio-economic backgrounds considered to be at a disadvantage (Mortimore and Whitty, 2000). In addition to the 15% of 'flexibility curriculum time' allocated to language, the school had also, at the time of this enquiry, assigned the school's 'senior teacher' with specific duties related specifically to this curriculum area.

Consistent with these duties, the school operated a scheme funding library books to the value of £100 per class, the supervision of a 'buddy system' (i.e. paired reading between infants/middle/upper), the organisation, in co-operation with other teaching staff, of world book day activities (dressing up as a book character, designing bookmarks etc.), the introduction of poetry competitions and the organisation of regular library visits, both to the local library and from the library (i.e. librarians coming into the school). An initiative to involve more parental/guardian support was also in the early stages of development, with two of the infant classes (i.e. P1 and P1/2), being used for this piloting purpose (with a rota of parents to support the children's language development during structured play activities). Through the promotion of such literacy strategies, the school attempted to promote language learning as an enjoyable and beneficial activity.

### *The Class*

At the time of this enquiry the class comprised of 24 children. In terms of language ability, half of the children in the class had obtained a level deemed appropriate for their stage of development (i.e. 5-14 Level A), whilst the remaining 12 children were still working towards this particular level. The reading materials devised for the purpose of this enquiry and the teaching input were therefore reflective of such pupil learning diversity.

With regard to the children's social development, this too was an area of great variation. Some children were for example, very sociable, others were shy, some were extremely caring and considerate, whilst the behaviour of a few children presented quite a challenge. The class contained two boys who had extreme difficulty in the area of social development. One of these boys had just arrived into the class in the session of this study from a behavioural unit and thus required much teaching input in order to aid his integration within mainstream schooling. The other child, as a result of a background in children's homes and foster care, also required much one to one teacher support and encouragement. This particular child's problems were indeed so great that he had been

referred later on in the school session for specialist schooling, schooling that could deal more appropriately with his behavioural needs.

In terms of both the children's language and social development, and the consequent variation, the task of devising and implementing the proposed intervention therefore presented a challenge; a challenge which did, nonetheless, motivate me as the teacher/researcher.

### *The Case Study Children*

A case study approach which relied on the collation of both quantitative (fiction questionnaire, elective task criteria and selection) and qualitative (the children's personal views) data was used in this research enquiry. The study was conducted from mid September 2002 to early April 2003 and involved children at the P4 stage (8 year olds). Although the class comprised of 24 pupils, half of the class (6 boys and 6 girls = 12 children) represented the case; the other half were involved in an expressive arts venture being conducted in the school at the same time.

At the time of the research enquiry, extra funding from the local authority had been appointed for use in the expressive arts area of the curriculum. As a result of such funding, a decision was made by the school's senior management team to involve 12 pupils from the case study class in this initiative. Considering that it was my intention at the outset of this study to select only 12 children for the present study through a maximum variation form of sampling, the expressive arts venture was therefore gladly welcomed. This venture enabled me to firstly select half of the class members for the purpose of my study (i.e. those with the greatest difference in response to the two pre-intervention tests), and then to assign the remainder of the class to the art based initiative. Certainly, this action of appointing children to either my research study or to the art venture, helped to overcome any feelings of being left out if the research study had been the sole initiative conducted at the time. The remainder of this section

provides a short description on each of the twelve children involved in the study. This information aims to portray the real life nature of this classroom based enquiry, and to attempt to bring to life the children who were involved.

Child A was a confident and popular child, who was fair and just in his own actions and expected likewise from his peers. He was a most communicative and articulate boy who enjoyed being the spokesperson in group/paired tasks. He was always enthusiastic to complete programmes of work and rarely needed to consult me for additional support.

Child B was an extremely well-mannered and polite boy. He was very popular with peers and tried hard to encourage children in the class whose social skills needed development. Although he never offered to lead group discussions, the respect he gained from peers usually led to him being unanimously nominated. He was a highly motivated and conscientious worker.

Child C was a very quiet and shy boy who always tried hard to complete his programme of work. He did, nevertheless, find mastering new concepts extremely difficult and when introduced to new materials/learning initiatives his confidence was low. As a result, Child C usually required additional teacher support to assist his learning. He enjoyed working in paired activities with close friends.

Child D was a humorous boy, popular with his peers. He enjoyed working in a wide variety of learning situations - alone, with a partner and in a group. He was always keen to complete programmes of work and grasped new concepts and skills easily, rarely requiring further teaching input. A boy who was highly motivated in all aspects of the school curriculum. Indeed, he was just as comfortable on the football pitch as he was during silent reading times.

Child E was a most sensitive little boy who was frequent to outbursts of tears. He was a child who needed a lot of teacher/adult support in school in order to address his emotional needs. In written tasks in particular, he lacked personal motivation to complete. In paired/group discussions and collaborative practical tasks, he had very little self-discipline, lacking focus and requiring much teacher encouragement. Interestingly, however, during the two terms he was involved in the research study, there was a noted increase in his motivation (i.e. by his mum, myself and the classroom assistant). The direct strategy instruction for example, had really captured his attention and as a result, more commitment to tasks implemented during this period was shown.

Child F was an extremely quite and withdrawn child. He preferred to discuss his personal events with me on a one to one basis as opposed to during class 'oral news' time. Although he always tried his best to complete all aspects of his work, he did, nevertheless, require much one to one teaching. Reading was the area of the curriculum that he experienced most difficulty i.e. prior to the intervention child's comprehension was extremely poor. Although, Child F still struggled during the intervention with some aspects of reading for understanding, the collaborative nature of the tasks (i.e. peer support) and the 'contextualised' nature of the environment, did, nevertheless, see him becoming more involved with his peers.

Child G was, academically, a remarkably gifted child who thrived on the challenge of problem solving. Despite her intelligence, she was, nevertheless, an extremely quiet, modest and caring child, who would readily assist fellow pupils who were experiencing difficulty with their work. She was a very popular child, both in the class and throughout the school.

Child H was always fully committed to fulfilling the requirements of her work. The written content and presentation of her work (i.e. handwriting), however, did not always reflect, her actual educational potential. She struggled with spelling and punctuation



conventions. Nevertheless, orally she was exceptional at explaining her reasons for adopting/rejecting various procedures in her attempts to complete activities.

Child I was an extremely polite, caring, considerate, helpful and patient girl who was always enthusiastic to complete her work (i.e. to a very high standard). She was a child who really enjoyed group/paired tasks and through her employment of logical reasoning techniques, she would provide highly comprehensive justifications for her thoughts/actions. She enjoyed extending classroom projects at home, and during the fiction component of the intervention, she produced a novel of her own choice using two classroom taught strategies.

Child J was a most helpful and considerate girl who was very popular with her peers and with other adults in the school. She had a very close network of friends (four other girls), and would play amicably with them. During 'Circle Time' discussions (i.e. the personal and social development programme used in the school), her ability to suggest some most practical and suitable solutions to deal with a wide range of pupil/school issues (e.g. how to be a good friend, what to do if you are being bullied), was commendable.

Child K was a confident, outgoing and bubbly child, who thrived on chat. She was always keen to complete all programmes of work, although she did need much one to one teacher support in order to complete tasks to the best of her ability. She really enjoyed activities that required a lot of social contact, however, in group discussions, she required much teacher or peer encouragement to remain focused on the task at hand, she preferred just to chat!

Child L was a very quiet child who always tried her best to complete all prescribed tasks. Really enjoyed working on personal projects and would regularly ask for supplementary work to enhance her learning.

### ***3.2.2 The Reading Programme***

As a result of the school's concern with raising levels of achievement in reading (i.e. in accordance with nationally agreed targets), combined with my desire as the classroom teacher to heighten pupil motivation to learning in this curriculum area, a plan to devise and implement an alternative reading programme with this selected stage of children (P4) in term 2 and 3 of session 2002 - 2003 was proposed. After presenting the school's Head Teacher with the proposed reading framework and having received permission to deviate from the school's existing P4 reading structure, approval to enable the neighbouring P3/P4 class to become involved in this new programme was also granted. Up until this enquiry, for example, the language programme proposed by the school for pupils at the Primary 3, Primary 4 and Primary 5 stage comprised of five one hour sessions of language based activities per week: three concerned with reading, one with writing and one with punctuation. Consistent with the reading strand of the school's programme, Ginn 360, was in the main, the resource prescribed for use in the majority of the three weekly reading sessions i.e. out of the four school terms, three terms were assigned to Ginn 360 (term 1, term 2 and term 4), with the remaining term (term 3) being given over to either a novel study or a poetry component. Considering the influence of the Ginn programme on the reading comprehension of the children prior to this study it is, therefore, in relation to the design of the intervention and its consequent analysis, interesting to note the comprehension focus of the Ginn scheme. Consequently, in accordance with the comprehension element of the Ginn scheme and the, associated 'Ginn' levels of the children in the class (Levels 6-9), six activities are identified (Ginn 360, 1995, p 30). These activities include: cloze procedure, sequencing, questions and answers, true/false, following instructions and categorising. Although these types of comprehension exercises were to be included in some of the reading elective tasks (i.e. learning style element), the comprehension approach propounded by the Ginn 360 scheme was, nevertheless, quite different from the comprehension element adopted for use in this study e.g. instead of using reading tasks as a 'consolidating' learning process (i.e. the Ginn approach), the

intervention programme was much more concerned with developing and enhancing the children's thought processes (children devising their own questions, children writing from memory their own script to coincide with text etc.). In addition to this difference in comprehension approach with regard to the Ginn 360 scheme and the intervention, there was also a difference in relation to the social learning approach of the reading activities provided in each i.e. in the Ginn 360 scheme, the reading activities contained within the children's workbooks, reading skill's book and worksheets placed an emphasis on 'work alone' type independent learning tasks (Ginn 360, 1995, p.28), whereas in the intervention programme a greater opportunity for interactive and oral based learning (pupil-teacher, pupil-pupils) was given.

Acknowledging both local authority and 'in school' curriculum guidelines, a decision to devise a reading intervention programme that comprised of a contextualised non-fiction reading component consistent with the P4 environmental studies programme on Castles (Appendix 2) in term 2 (i.e. Oct. - Dec.) and, a novel based fiction component (Appendix 3) in term 3 (Jan. - Mar.) was reached. Thus, a programme comprising of a non-fiction and fiction component, and which combined the principles of comprehension strategy instruction, whole language learning theory techniques and Honey and Mumford's (1986, 1992) learning style theory (i.e. reading elective tasks) was devised.

The researched findings of Wixson & Lipson (1991) regarding the beneficial nature (i.e. improved comprehension ability, heightened pupil motivation) of intervention programmes which focus on the teaching of multiple strategies as opposed to ones which have a single strategy focus, influenced the design of the programme used within this study i.e. the programme devised for use in this study comprised of a total of six strategies, two in the non-fiction and four in the fiction. The difference in the number of strategies taught in each of the two genre based components being based on the length of each term (i.e. the fiction term was longer) and, the consequent class

commitments scheduled for each one (i.e. in the non-fiction term a class assembly was scheduled and various Christmas based activities and festivities). Nevertheless, what the programme did ensure was that a minimum of four teaching sessions would be allocated to each one of the strategies taught.

Acknowledging also the difficulties highlighted by Maria (1990) with regard to knowing which strategies to teach, the initial research concern of this enquiry, 'What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?', was, consequently, concerned with addressing this problem. Thus, after the one to one conversations I had planned with the children regarding their strategy use in the non-fiction and fiction pre-intervention tests, my intention was to select strategies for inclusion within the programme i.e. strategies which my researched observations and my understanding of the advice propounded by the various literature/research sources in this area (e.g. Richek et al., 2002, Robb, 2000) deemed to be of relevance to: the educational needs of the children; their age range and motivational levels, and the literacy context being studied (i.e. strategies more suitable to non-fiction and those more suitable to fiction texts). In Chapter 4 an in-depth justification for the selection of the strategies used within this study is provided. The intention of this section, nonetheless, is to: highlight the whole language theory principles adopted and applied within the reading comprehension element of the programme; acknowledge the planning and implementation of the reading elective tasks based on Honey and Mumford's (1986, 1992) learning style theory and to identify and explain briefly the key comprehension features of each of the six strategies implemented.

With regard to the whole language learning theory principles used within this study, much consideration to the advice propounded by Cambourne (1988) was given e.g. a wide range of social learning modes (alone, with a partner, in a group) were used in both the interactive teaching sessions and independent pupil tasks to provide the

children with an opportunity to recognise the importance of using language in each of its four modes (listening, talking, reading and writing). The learning environment created was also intended to encourage the children to use an extensive range of real books and resources for real purposes. In addition, the contextualised nature of the learning environment was also designed to reinforce the relevance of reading for understanding throughout the curriculum and not only within the confines of 'language/reading' sessions. Although one strategy, 'Read and Retell,' conforming to Brown & Cambourne's (1987) understanding of whole language learning was selected for use in the fiction programme, it is interesting, nevertheless, to note the similarity between 'Read and Retell' and the L part of the non-fiction strategy 'K-W-L.' Thus one strategy in the fiction component and part of one strategy in the non-fiction component conformed to the principles of whole language theory.

Reading elective tasks based on Honey and Mumford's (1986, 1992) learning style theory were devised and implemented within both the fiction and non-fiction components of the intervention programme. These tasks were used to supplement the reading comprehension sessions taught and to provide the children with an opportunity to choose tasks that were either cognitively or socially consistent with their preferred style of learning (Appendix 4 and Appendix 5). Although the criteria used in this study with regard to the styles of pragmatist, activist and reflector (Appendix 1) was specific in relation to each of these styles and their associated work mode(s) (i.e. pragmatist = working with friends/group, activist = group, reflector = alone), the style of theorist was not. In this study, a decision, therefore to base the style of theorist mostly on partner work was reached. In this way, an opportunity to enable the children within the elective reading tasks to choose to work either alone, with a partner, with friends or in a group was provided.

In the non-fiction reading programme on Castles, the two reading comprehension strategies selected to form the framework for the nine lessons implemented were:

**'K-W-L' (i.e. 'What I Know,' 'What I want to Know' and 'What I have Learned') and 'T-D-M I' ('Topic-Detail-Main Idea'). Essentially, 'K-W-L' and 'T-D-MI' are two strategies recommended by Richek et al., (2002). In accordance with these authors, 'K-W-L' is a strategy used to combine knowledge with non-fiction/expository text. On the other hand, 'T-D-MI' is a strategy concerned with monitoring the reader's comprehension of non-fiction/expository text. Seven reading elective tasks consistent with Honey and Mumford's (1986, 1992) learning style theory (Appendix 4) were implemented in this term as well as two formal assessments (Appendix 6) based on the children's reading comprehension strategy preference. Similar to the school's proposed reading programme, three one hour lessons from the intervention programme were scheduled per week. Acknowledging, nevertheless, the need to provide the children with the necessary time to: fulfil the 'W' part of the 'K-W-L' strategy (i.e. finding information relevant to their own proposed questions); to consolidate their learning and to complete some of the elective tasks, flexibility in the implementation of these sessions was required.**

**Acknowledging the varying levels of pupil educational ability in the class, consideration was also given to the differentiation of reading materials. Two reading booklets comprising of the nine lessons were provided. These lessons were based on distinct castle themes (e.g. The Castle Keep, Inside the Great Hall). All children received the same teaching input, thus the booklets were based on the same themes, however, differentially, booklet one was written in an easier and more succinct style to booklet two (Appendix 7). These booklets were administered in accordance with both pupil national test assessment levels and the pre-intervention observations conducted by myself. Children therefore, who had not attained level A prior to the enquiry and who had shown through the many varied formative classroom assessment tasks in reading (oral, written etc.), some difficulty with word recognition and comprehension were assigned Booklet One. On the other hand, children who had obtained a level A and who had 'regularly' approached the various classroom reading tasks with confidence and**

understanding were assigned Booklet Two. These assigned booklets were, nonetheless, changeable, since one child in the case moved up a level as the study progressed. Within these nine lessons four sessions used the strategy 'K-W-L' as their focus with the remaining five focusing on 'T-D-M I.'

In the fiction reading programme which was based on the novel "The Strawberry Jam Pony" by Sheila Lavelle, a series of 23 strategy lessons was implemented (Appendix 3). The four reading comprehension strategies selected for instructional purposes included: 'Using Content Clues to Figure Out Tough Words' (Robb, 2000); 'Read and Retell' (Brown & Cambourne, 1987); 'Skinny Book' (Richek et al., 2002) and 'Predict and Support' (Robb, 2000). Although the title of the strategies, 'Using Content Clues to Figure Out Tough Words,' 'Read and Retell' and 'Predict and Support' would appear to be self explanatory, a brief account of their purpose has been provided e.g. 'Using Content Clues to Figure Out Tough Words' is a strategy designed to increase the learner's vocabulary and improve their reading comprehension. According to Robb (2000), repeated practice of this strategy helps learners to avoid skipping over words or guessing meanings. The whole language strategy, 'Read and Retell' as advocated by Brown & Cambourne (1987) involves learners in reading a passage and retelling it from memory. According to these authors this is a natural learning technique and one which is familiar to children. In addition to the comprehension focus of this strategy, Brown and Cambourne (1987) also give acknowledgement of its developmental potential in relation to a learner's reading, writing, talking and listening skills across the curriculum. Encouraging learners to make logical predictions is the aim of the 'Predict and Support' strategy. In this strategy learners are encouraged to make predictions based on the prior knowledge gained from completed portions of the story. The strategy, 'Skinny Book' as identified by Richek et al., (2002) is aimed at improving a reader's comprehension after reading. In accordance with this strategy learners are encouraged to become authors of the story they have just read by wording text to fit the story and the associated picture provided. From the

twenty three strategy lessons provided by the fiction component, 'Read and Retell' and 'Predict and Support' accounted for six lessons, 'Using Content Clues' for four and 'Skinny Book' seven. Six elective tasks based on each of the six chapters of the book were also administered after the completion of each chapter (Appendix 5). Unlike the non-fiction elective tasks which only provided a choice of two learning styles in any one session, the fiction elective tasks offered learning in all four of the learning style categories identified by Honey and Mumford (1986, 1992). Both pupil familiarity with the elective format in term 2, combined with the imaginative element of fictional text enabled such an increase in choice within this elective dimension. No formal assessments were conducted in this term since the children's contributions in the concluding 'feedback' interview were to be used for assessment purpose. Similar to the non-fiction component three one hour reading sessions per week were scheduled. An overview of the class reading intervention programme devised and implemented in this study is presented in Figure 1 (See page 69).

### **3.3 A Purposeful Case Study**

#### ***3.3.1 Purpose of Research***

The purpose of this thesis was two fold. Firstly, it was to enhance my pedagogical knowledge and practice in the field of reading comprehension through the construction of a class reading programme. Secondly, it was to elicit from the children their personal views on the reading intervention programme; a research purpose which would appear to satisfy the principles of the term 'exploratory' as propounded by both Miles & Huberman (1984) and Robson (1993). According to Robson (1993, p.42), this term refers to research which aims to ask questions of and shed light on events, phenomena or situations. Although Robson suggests that an exploratory purpose for conducting research is usually based on the accumulation and analysis of qualitative data, this chapter does, nevertheless, address its research concerns through the collation and analysis of both qualitative and quantitative data.



**Figure 1 : Overview of Class Reading Intervention Programme**

<p><b>Pre-Intervention</b> Aug - Sept 2002</p> <p>Assessments to identify the children's</p> <ul style="list-style-type: none"> <li>• use of strategies in non-fiction text</li> <li>• 'Animals that live with us' (Level A)</li> <li>• use of strategies in fiction text</li> <li>• 'The Picnic' (Level A).</li> <li>• preferred learning activities</li> <li>• preferred way of working i.e. alone, with a partner, in a group.</li> </ul>	<p><b>Intervention - Non-fiction Component</b> Oct - Dec 2002</p> <p><b>Comprehension Strategy Instruction</b> Topic - Castles</p> <ul style="list-style-type: none"> <li>• Two Strategies - K-W-L (What I Know What I want to Know and What I have learned) and T-D-MI (Topic-Detail-Main Idea)</li> <li>• Nine Lessons</li> <li>• Lessons 1 - 5 = K-W-L strategy</li> <li>• Lessons 6 - 9 = T-D-MI strategy</li> <li>• Two Assessments to Conclude Programme - Pupil Choice of Strategy</li> </ul> <p><b>Learning Styles</b> Topic - Castles</p> <ul style="list-style-type: none"> <li>• 7 'Elective Tasks' implemented with a choice of 2 styles in each -</li> <li>• Lesson 1 = Theorist or Pragmatist</li> <li>• Lesson 2 = Activist or Reflector</li> <li>• Lesson 3 = Activist or Pragmatist</li> <li>• Lesson 4 = Reflector or Theorist</li> <li>• Lesson 5 = Activist or Reflector</li> <li>• Lesson 6 = Theorist or Activist</li> <li>• Lesson 7 = Reflector or Pragmatist</li> </ul>	<p><b>Intervention - Fiction Component</b> Jan - Mar 2003</p> <p><b>Comprehension Strategy Instruction</b> Novel - The Strawberry Jam Pony</p> <ul style="list-style-type: none"> <li>• Four Strategies - Read and Retell; Using Content Clues; Skinny Book and Predict and Support</li> <li>• Twenty Six Lessons</li> <li>• Read and Retell = 6 Lessons</li> <li>• Using Content Clues = 4 Lessons</li> <li>• Skinny Book = 7 Lessons</li> <li>• Predict and Support = 6 Lessons</li> </ul> <p><b>Learning Styles</b> Novel - The Strawberry Jam Pony</p> <ul style="list-style-type: none"> <li>• 6 'Elective Tasks' implemented with a choice of 4 styles in each (i.e. Activist, Pragmatist, Theorist and Reflector)</li> </ul>
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### *3.3.2 Aims of Research Enquiry*

- ❖ To design and implement a class reading comprehension programme, which would combine the principles of comprehension strategy instruction, whole language learning and Honey and Mumford's (1986, 1992) learning style theory.
- ❖ To evaluate the class reading programme in relation to strategy use and learning style by using the case study children's personal responses/views as a measure.

### *3.3.3 Research Questions*

#### *Comprehension Focus*

**1a. What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?**

**1b. What strategies do the case study children express a preference for during the intervention programme, and what do their personal views of the taught strategies (throughout) suggest about their learning likes and dislikes?**

#### *Learning Style Focus*

**2a. What types of learning activities do the case study children express a preference for at the pre-intervention phase?**

**2b. What types of learning activities do the case study children choose from the elective task element of the intervention, and what if anything do their choices and their reasons for their choices, suggest about their preferred learning style?**

### *3.3.4 Justification for the Case Study Strategy*

The potential value of the case study approach in this particular study on reading comprehension strategies and learning styles, with the selected class of primary four pupils (8 year olds), was its ability to provide myself (teacher/researcher) with an illuminative, in-depth enquiry of one group of children in one classroom within one particular educational establishment (Nisbet & Watt, 1984). Although Hamel (1993), suggests that it is this categorical singularity which sets it apart as a method among methods, he, nevertheless, notes that it is this singularity which causes most controversy. Critics of the case study strategy suggest that they are merely 'exploratory forays into previously unexplored territories' (Hamel, 1993, p. v), being useful to those who possess more systematic means of investigating ideas which have arisen from a singular study. Some for example, may regard the potential value of a case study as being purely an incentive for a researcher to carry out a large scale quantitative study. Unfortunately, the issue of generalisation is the one most regularly cited to undermine the case study approach, a criticism which according to Bassey (1999) is invalid considering it's singular purpose. Another aspect of this method critics draw attention to is the danger of distortion (Bell, 1993). A single researcher gathering information obviously has to be selective i.e. selecting the area of study and deciding which material to present in the final report. Inevitably it is difficult to cross check this information.

Nevertheless, supporters of the case study (Yin, 1994; Glaser & Strauss, 1967; Woods, 1986; Bassey, 1999) do provide justifications for its use which are particularly relevant to this specific study. Acknowledging Adelman et al.'s description of this approach, 'an umbrella term for a family of research methods having in common the decision to focus on an inquiry around an instance' (Bell, 1993, p. 8), the case study through its ability to employ a variety of research methods to reveal, explore and cross check accounts should assist in both the internal validity and the external credibility of the researched findings (Woods, 1986; Lincoln & Guba, 1985). With reference to enhancing the credibility of research findings associated with the 'singular' nature of the case study approach,

Bassey (1999) supports the use of a term he has devised which he labels 'fuzzy generalisations.' Essentially, this term acknowledges the 'likelihood/possibility' that the research findings from one study could occur again in a similar study, but not 'conclusively.' Considering the relevance of this term in relation to reporting case study findings, a decision to adopt Bassey's (1999) principle within this enquiry has been reached. Readers therefore, should regard the findings of this study to be the researcher's observed interpretations (implemented and analysed using credible research practices); interpretations that 'could possibly' be supported through further research but, with 'no certainty.' The findings of this study are, thus, to inspire others and to add to the cumulative body of research currently in existence, they are not to promote statistical or scientific generalisations.

Using the classroom setting as a stimulus, I, the classroom teacher, aspired, through my use of both a qualitative and quantitative data collecting approach (i.e. an approach that relied on the use of a variety of research instruments), to address some of the identified limitations to have arisen from other reported research (particularly within the field of learning styles), which has instead relied solely on quantitative data (Curry, 1991; Fung et al., 1993; Murray-Harvey, 1994; Severiens & Dam, 1997). Fung et al., (1993) for example, in their research based on student learning preferences, which used Honey & Mumford's Learning Style Questionnaire to collate their findings, noted that their main limitation may have resulted from the fact that their collated data relied mainly on students' ratings on a list of hypothetical teaching and learning situations. Their findings denied students the opportunity to actually engage in the various activities prescribed in their 'Learning Preferences Instrument' (Fung et al., 1993, p. 20). In contrast, a classroom based study over an extended period of time, with myself as the researcher and curriculum planner, intended to ensure that pupils, having been exposed to learning situations reflecting a particular learning style theory, would be able to both comment (verbally) and display (their on-task behaviour) in a more valid manner their individual preference for a particular learning style(s).

Although the Pre-Test/ Post Test Control Group design (Appendix 8), employed by advocates of the experimental approach to research (Scott & Usher, 1999), could be suggested as being an alternative method to consider for classroom research wishing to examine comprehension strategies and pupil learning style preferences within a curriculum based programme, I overruled this framework for two reasons. My first reason was that this type of scientific research would not allow myself to address the fundamental purpose of the proposed enquiry regarding the natural learning environment experienced by the pupils (i.e. the classroom) and hence explore the pupils' verbal and observable responses within this familiar context. The experimental approach is much more concerned with constructing an artificial setting for examining human behaviour and with establishing preconceived and quantifiable behaviours (i.e. establishing variables from the outset) rather than allowing the natural behaviours and responses displayed by the pupils within a familiar context to structure the study. As a result the experimentalist approach fails to give the context of human relations an essential role in the research process (Scott & Usher, 2000). Interestingly, Dole, Brown & Trathan's (1996) study on strategy instruction and student comprehension which relied on an experimental approach, similarly noted that the artificial classroom situation created for the purpose of their study was one of their main limitations. Teachers in their enquiry were not the pupils' regular teachers and as such had limited involvement with the students (i.e. research reading lessons only). In consequence, their research was unable to observe pupils' ability, or otherwise, to transfer the strategies they had been taught to various classroom based reading situations. This study intends to avoid such limitations. My second reason was in relation to sampling procedures. 'The Pre-test Post Test Control Group Design,' has been described as true experimental design because it always includes the process of randomisation (i.e. selecting pupils/respondents at random) (Scott & Usher, 1999). This sampling procedure would not be deemed to be appropriate to this particular study since the approach could inadvertently overlook extreme diversities in pupil learning style preference(s) and comprehension strategy implementation (Silverman, 2000) which could instead, be

addressed through a maximum variation form of sampling. With regard to this particular study a decision, therefore, was to identify the preferred learning style(s) of all class members and their choice/use of comprehension strategies before selecting a group of twelve children for in-depth observation and analysis (those with the greatest difference in response).

Furthermore, considering it is not the sole intention of this research enquiry to produce findings that can be replicated by other researchers, the small scale survey approach was similarly deemed to be inappropriate (Burns, 2000; Blaxter et al., 1996; Robson, 1993). Nevertheless, despite this study's lack of concern for the reproduction of a set of standardised results by fellow primary school teachers, it does, however, acknowledge the influence this enquiry may have on the educational sector e.g. an unintentional but nevertheless undeniable and 'most welcomed' feature of this proposed case study is that it could provide a stimulus for other teachers to conduct further research in this area.

In relation to 'the conduct of useful evaluation studies of literacy interventions,' as postulated by Pigott & Barr (2000, p.99), the size of sample (i.e. small scale) used within this particular doctoral study is also noted by these research evaluators to have been a popular choice with doctoral studies in the first half of the twentieth century with an increase in its popularity during the 1970s and 1980s (i.e. in relation to comprehension strategy instruction). Essentially the goal of these studies was to determine the most beneficial method(s) of fostering an individual's literacy development, thus, improving the classroom's teacher's practice. Considering the dual purpose of this study (i.e. to develop my pedagogical knowledge and practice in the field of reading comprehension and to elicit from the children their views on the programme), some similarity between the goal of such earlier studies and this one is reflected.

### *3.3.5 Ethical Standards*

#### *The Gatekeepers*

The Head Teacher and Deputy Head Teacher of the case study school enthusiastically welcomed the research proposal. Similar support was also received from the local education authority who, in addition to granting permission to conduct the enquiry, also offered to provide myself with some greatly received finance. Thus Cohen & Manion's (1994) concern to receive official permission to undertake research in the target community was addressed. In addition, the school's senior management team were reassured that the information collected from the research was to heighten my own understanding of the teaching of reading and not, to discredit the school's existing approach.

#### *The Children and their Parents/Guardians*

In line with current thinking on the ethical and methodological aspects of doing research with children (e.g. Greig & Taylor; 1999; Christensen & James, 2000; Snook; 2003; Farrell, 2005), a concern of this study was, to give careful consideration to some of the main ethical issues postulated. After careful study of the work of Snook (2003), Farrell (2005), Greig & Taylor (1999) and Cohen & Manion (1997), three key areas which were particularly appropriate to this classroom based intervention study were identified. These three areas were Informed Consent, Conflict of Role and Confidentiality. The intention of the remainder of this text on the subject of ethics, is to discuss how these three areas were addressed within this study.

The term, 'Informed Consent,' as defined by Diener & Crandall (1978), is regarded to be: 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions.' In accordance with this definition and, in their attempt to provide further clarification of it, Cohen & Manion (1997), acknowledge it to comprise of four elements i.e. competence, voluntarism, full information and comprehension (ibid., p. 350). In this

study a decision to adhere to these four areas of consent was thus taken. This study was concerned with receiving the consent of both the children and their parents/guardians in as open and honest a manner as possible, with the rights of both the children and their parents/guardians being given full consideration. Prior to the commencement of this study, all of the children in the class were informed of it, in relation to: its purpose (to enable the children to assess a new reading programme); the number of participants required (half of the class); the role of the participants (to be involved in recorded group interviews and to have their 'on task' comments monitored); the role of the non-participants (to be involved in the teaching sessions and to provide comments, but without having them formally recorded) and the right of participants to withdraw from the study at any point. At this stage the children were also informed of the art based initiative that was to take place during the research phase and were told that those who would not be 'formally' involved in the study (i.e. those children whose comments were not to be recorded), would be involved, nevertheless, in the arts venture.

The decision at this stage to be as honest and truthful with all of the children was deemed to be of particular significance, especially with regard to the notion identified by Greig and Taylor (1999, p. 154) in relation to the hurt which can be experienced by some children as a result of exclusion. Considering the feelings of those children who were not included, an opportunity for the children to comment on such feelings was therefore deemed necessary (i.e. as part of their teaching on social and emotional issues). As a result, two 'Circle Time' (the social and emotional teaching programme used by the school) sessions concerned with addressing this issue were planned (Lesson 1 - How I Would Feel if I am Included in the Research; Lesson 2 - How I Would Feel if I am not Included in the Research ). These sessions were certainly of much interest, with many thoughtful and mature responses being voiced in support of both research inclusion and exclusion (e.g. 'well, I think the arts people get the best of both worlds since they are still involved in the reading lessons and yet they get to be involved in more painting activities', 'it doesn't bother me either way because we get art in class at



the moment and although I like art, I also like using the tape recorder and having my thoughts recorded.’). From the many comments received, however, the most interesting and most positively reassuring, was the children’s acknowledgement of the whole class’s involvement in the reading intervention, whether it was formal (i.e. the recorded comments from the selected participants) or informal (the comments from the remainder of the class). Thus my concern to address the learning, motivational and emotional needs of all of the children in the class, and not only of those who were to be included in the case, was achieved.

After selecting the 12 children to form the case on the basis of maximum variation, their parents/guardians were then consulted. Although Snook (2003, p.159) acknowledges the significance of written consent, he does, nevertheless, note the inappropriateness of this format in some circumstances. Considering the advice of Snook (ibid., p.159) and, after having a lengthy conversation with the school’s senior management team, a decision to invite the children’s parents/guardians to discuss in some depth the possibility of their child’s involvement in the study, as opposed to the more formal approach of issuing a consent form, was reached. The Head Teacher was concerned with the amount of ‘consent forms’ being issued at the time of this enquiry (permission slips for library visits, swimming lessons, breakfast clubs, extra curricular activities etc.), and as a result of such ‘paper overload,’ she felt that the purpose of my study and the implications associated with the children’s involvement would not be given full recognition. At these ‘consent’ meetings, the parents/guardians were, similar to the children, also informed of: the purpose of the research study; the involvement required by the children (i.e. to ‘truthfully’ comment on the programme); the time scale of the enquiry (two school terms); the ‘in class’ nature of the study (i.e. all observations, interviews to be conducted during the school day); the dissemination of the data and their child’s right to withdraw from the study at any point.

In addition, the issue of power (i.e. Conflict of Role) and the consequent influence that I as the teacher/researcher could possibly have on the parents/guardians and the children's consent was also addressed at these meetings. Acknowledging, for example, my role and the possible influence this could have on the parents/guardians (i.e. that they should agree to include their child), I invited the parents/guardians to discuss at home with their child the actual reality of 'voluntary' participation. The notion that there would be no hard feelings between myself and their child if, after such a discussion, their child decided to be excluded from the case was thus reinforced. Fortunately, after such home discussions all parents/guardians granted permission and many well wishes were received: 'Hope everything goes well for you', 'Good Luck!' At this initial phase, therefore, there was no need to select and consult any of the other children identified in my reserve list. Furthermore, no child during the course of the enquiry asked to be excluded, thus my intention to complete a study that comprised of half of the class was fulfilled.

Consistent with the principles of anonymity (Cohen & Manion, 1994; Snook, 2003), the children and their parents/guardians were informed that an alphabetical coding system would be used in the published account of the findings to represent confidentially each child (i.e. personal comments). Thus each child has been referred to as a sequential letter of the alphabet commencing at the letter A and concluding at the letter L. Although Anderson & Rosier as cited in Keeves (1988), suggest avoidance in the use of alphabetic and special characters in coding since computers are more able to process more efficiently numerical data, this did not present a problem in this enquiry, since the manual mode of data analysis was to be used.

### **3.4 The Research Instruments and Analysis**

#### ***3.4.1 Research Tactics - An Overview***

As a result of the number of in-depth research tools implemented in this study, a decision to limit the number of children involved in the case was reached. Although all pupils in the class and also pupils in the neighbouring P3/P4 class were exposed to the teacher devised reading comprehension programmes, 12 children (i.e. half of the class) formed the case (i.e. 6 boys and 6 girls). This action of including all the children at this junior school stage level was intentional; it aimed to overcome the ethical problem of denying pupils access to teaching/learning initiatives, which could prove to be educationally beneficial. Unfortunately, this ethical problem is a most noticeable limitation of the 'Pre-test Post-test Control Group Enquiry Design' favoured by supporters of the experimental strategy (Scott & Usher, 1999). Two termly teaching blocks was regarded as being a suitable time scale for conducting this research enquiry. This time scale would for example, provide myself with ample time to adequately implement and systematically monitor the effect of the intervention programme on pupil learning. In addition, acknowledging the difficulties experienced by pupils to transfer previously taught comprehension strategies to various reading tasks (Gersten et al., 2001), this two term intervention period would provide an opportunity to enhance/reinforce the learning acquired. In order to provide myself with a focused framework and to enhance the credibility of the research findings a decision to use a variety of research instruments and to implement them at various stages within the study's time scale was also favoured (i.e. a time series evaluation). The research instruments implemented therefore comprised of: 'Pre-intervention tests' (prior to curriculum intervention); 'interactive observations' (i.e. teacher observing and questioning pupils); 'pupil interviews,' and 'pupil work folders.' As a result of tape failure to record the concluding interview in the fiction component, a questionnaire that had not previously been anticipated was also devised and used. In addition, at the analysis stage a decision to use the content of the reading elective tasks to further the discussion of this study's findings (i.e. learning styles) was reached.

### *3.4.2 Pre-intervention tests*

Prior to implementation of the intervention reading programme, two pre-intervention tests were administered. One of these tests was based on each child's current awareness and use of reading comprehension strategies and the other one was based on each child's initial learning activity preference(s). Considering, various factors such as: the age range of the pupils, the varied language ability levels in the class and the challenging behaviour of particular children, much thoughtful planning was required. The need at this initial stage to identify and timetable additional adult support to aid classroom management in terms of discipline and learning was therefore sought. As a result of such additional adult support, the accumulation of data consistent with the pre-research intervention phase began.

In order to identify the types of reading comprehension strategies employed by each pupil two reading activities, one fiction and one non-fiction, were selected by myself from an authority produced resource favoured by the school. These passages were based on a level A reading performance; a level suggested by the Scottish Education Authority as being attainable by most pupils at 7 years of age (Appendix 6a). Acknowledging that 13 children in the class had achieved a level A in their reading in May 2002 and that the other 11 were working towards this grade, these papers were deemed to be appropriate in terms of pupil ability. Furthermore, in order to optimise both the on-task motivation and oral contributions of the children during these reading assessments much consideration was also given to the selection of these passages; reading passages containing content familiar to the children were therefore chosen.

Acknowledging comments of confusion expressed by pupils during the pilot phase (i.e. pupils in the neighbouring P3/P4 class) slight modification to the wording of one question in the non-fiction passage was made e.g. Question 10 in the original passage read 'One of these sentences is an important idea in the passage .....

message' was instead used to replace important idea since this was a phrase more commonly referred to in the pupil's existing reading scheme.

In order to ascertain the types of learning activities enjoyed by the children and their preferred mode of working (alone, with a partner, in a group), a learning style frame comprising of six categories was devised (Appendix 9). Having devised, piloted and consequently, implemented two such assessment instruments in a previous study to identify pupil learning style preference, my confidence to produce a similar tool within this particular enquiry was enhanced (Lawson, 2000). Considering, both pupil comments from the pilot test as well as the age range of the children in this current study (8 year olds) as opposed to the children in the previous one (11 year olds), a decision to employ only one assessment instrument as opposed to two was reached. One instrument for example, would address more effectively the motivation and consequently, the attention span of the younger child.

Two sessions were allocated to the implementation of this pre-intervention learning style instrument 'the learning style frame' - forty five minutes was allocated to the first session and fifteen minutes to the second. The first session was based on a highly interactive pupil and teacher discussion on the six specified categories outlined on the frame. In order to enhance the children's understanding of the sort of information to be recorded under each of the categories, I carefully guided and questioned them. This action resulted in a collective construction (pupil and teacher) of learning preference ideas. Under the category of Work Situation for example, a wide range of personal preferences such as in a group, with a partner, with a friend were encouraged. The need in this session to explore the extensive range of possibilities relevant to each category (Appendix 10) was regarded as being of fundamental importance in order to ensure that each individual was fully aware of the types of choices they could adopt in their own individual learning frame (i.e. a replica of the class one).

Session two involved the children in using their own individual learning frame and with the help of the class constructed one, which was displayed on the overhead projector, they were asked to record in note form their personal learning preferences under each category.

At the analysis stage, however, a decision to use only two out of the six categories in the findings of this study was reached. These two categories were, 'The types of learning activities I most enjoy in school' and 'The way I like to work.' The decision to include only these two categories was as a result of their direct relevance to this study's research focus in this area. These two categories for example were more consistent with the cognitive and social criteria of Honey and Mumford's (1986, 1992) theory used to design the elective reading tasks for the intervention. As a result of such consistency, this pre-intervention information was thus intended to enhance the discussion and analysis of this study by, comparing the children's pre-intervention learning preferences in the cognitive and social spheres with their, consequent, intervention preferences. In addition to the piloting process used at the pre-intervention phase, these two instruments were also cross referenced by two critical friends in order to reduce researcher bias. This cross-referencing action intended to enhance the credibility of the collated findings.

### *3.4.3 Interactive Observation*

Acknowledging that I, the classroom teacher, was also the researcher in this particular study and, that the principal purpose of the research was to explore each pupil's use of reading comprehension strategies and learning style preference(s) within the natural classroom environment, a decision to opt for a participative style of observation appeared to me to be the most suitable method (Burgess, 1984). Consistent with the principles of this type of observation I was therefore involved in discussions with pupils regarding their use of, and preference for employing, particular comprehension strategies, as well as their personal reasons for choosing particular elective tasks

provided by the reading programme (Honey and Mumford's theory).

In term 1 (non-fiction reading component), six one hour teaching/learning sessions were designated for observation purposes. At this stage of the enquiry, the 12 children representing the case had been selected (using the maximum variation sampling technique). Both myself and the school's Deputy Head Teacher were responsible for observing the twelve children. Six children were observed by both of us in each session. In order to increase the skill of both myself and my colleague in this area of observation, and to enhance the credibility of this study's findings a five week pilot was carried out. This strategy intended to reduce pupil anxiety with the procedure during the investigation period (thereby heightening the validity and reliability of the research findings) since the practice of observing should come to be regarded, by pupils, as being 'the norm.' Furthermore, this action was intended to enhance consistency between our recorded notes (i.e. what we wished to observe; what sorts of questions we wished to pursue with the pupils, what information to record).

No predetermined observation schedule was employed. Instead, I issued us both with a sheet of paper listing the names of the 6 children we each had to observe, the purpose of this format being to enable us to record short notes on each child in relation to their thoughts on the prescribed tasks (i.e. their learning likes and dislikes). Involving the Deputy Head Teacher during this term was most beneficial e.g. it enabled a fuller account of collated information on each child, thus helping to increase the reliability of the observational evidence (Bassegy, 1999). At the end of each session, feedback (i.e. a brief oral discussion between teacher and pupil, and between myself and the Deputy Head Teacher) on the recorded notes was also encouraged. This strategy aimed to enhance the reliability of the participative observations, and to substantiate consistency between the information recorded by both myself and my Deputy.

In term 3, the fiction based reading programme, six one hour sessions were similarly planned. Nevertheless, due to a high number of staff absenteeism during this term Deputy Head teacher support had to be withdrawn and consequently, these planned observation sessions had to be altered. As a result, only three one hour observation sessions were conducted during this term. Unlike term 2, which involved an equal number of observation sessions in the three key areas of the study (i.e. 2 sessions on pupil use of comprehension strategies, 2 sessions on pupil choice of elective tasks based on Honey and Mumford's (1986, 1992) theory, 2 sessions monitoring pupil approach to assessment tasks), the three observations conducted in term 3 comprised of two based on the elective task element of the study (learning style preference) and one on pupil implementation of the strategy 'Predict and Support.' These sessions, were not pre-planned, but were instead 'fortune' opportunities enabled through the provision of auxiliary staff.

Although some researchers may prefer to use a pre-recorded observational schedule, this option in this particular study was overruled; the use of such a schedule could prove counter productive for both the researcher and the pupils. Pupils for example, may react in a sensitised and unnatural manner if they are aware that the researcher is constantly recording notes. Additionally, many aspects of the children's learning behaviour and verbal comments could be overlooked as the researcher and colleague become preoccupied with trying to match pupil behaviour/comments with those pre-specified on a schedule.

#### *3.4.4 Taped Pupil Interviews - Open Group Format*

Although a structured interview format (i.e. having a selection of pre-specified questions from the outset) can be a useful strategy to address a particular research purpose and to enhance researcher confidence during the actual interview procedure (i.e. the researcher is aware of what information is sought, thus limiting the researcher's need to apply more personal attributes and interview skills), the nature of this enquiry (i.e. teacher as



researcher in her own classroom) did not regard this approach to be appropriate. The use of the open interview strategy was for example, intended to capture the true thoughts and feelings of the pupils in relation to the class reading programme uninfluenced by my own preconceived perspectives as reflected on a pre-planned schedule (Maykut & Morehouse, 1994).

For collecting the information, a group format was used; a decision based on the most economical use of classroom teaching/learning time. During the entire investigation the group size varied between four to six children. This approach not only aimed to provide a more efficient means for collating the research data, but also through this strategy, pupil participation was intended to be enhanced (i.e. children would have an opportunity to listen to each others contributions which may as a result spark further insights or help them to develop their ideas more clearly). As a result of adopting this group format a more in-depth discussion was intended to be encouraged (Maykut & Morehouse, 1994). These interviews were scheduled to last between 30 and 40 minutes.

In term 2 (non-fiction component), two interviews were conducted. The first interview (Appendix 11) which was conducted over two sessions (i.e. two separate groups of children), focused on the children's views of the new 'K-W-L' strategy and also the elective task element of the programme. Comparison of the new reading approach as opposed to the school's existing reading scheme was addressed. The second interview was based on the children's views of the intervention programme in its entirety (Appendix 12). Comparison of the two direct reading strategies taught during this term, as well as pupil opinion regarding preference for, and choice of elective tasks, represented the focus for this discussion.

In term 3 (fiction component), two interviews were also conducted. The first interview (Appendix 13) focused on the children's comments regarding their preference for and opinion of three fictional comprehension strategies taught to date (i.e. Using

Content Clues to Find the Meaning of Tough Words, Read and Retell and Skinny Book). An opportunity for the children to compare this new reading approach to the existing one used by the school was also given.

Unfortunately, an electrical fault resulted in un-taped comments during the second interview. Having discovered this fault on the evening of the day of the research, I decided to use the pupil comments (i.e. those that could be recalled) to structure a pupil questionnaire i.e. to attempt to accrue more formally proposed pupil thoughts (Appendix 14). This action not only intended to provide a more individualised measure of data collection but was also used to avoid pupil despondency which may have resulted if the interview had been conducted again purely for researcher benefit. This questionnaire was conducted over four teaching sessions. I, the teacher on each of these teaching sessions read the questions to the children, with the children responding to each question on their sheet.

Acknowledging the advice propounded by Patton (1990), these interviews were recorded. Although tape recording has received criticism in relation to its intrusion on an interviewee's privacy (Scott & Usher, 1999) and its consequent implication on an interviewee's verbal contributions (i.e. some interviewees may hold back on crucial information fearing that their anonymity may be revealed), a tape recorded approach was nevertheless favoured because it would relieve myself of the burden of frantically copying down notes which could, inadvertently, affect the openness and flow of the pupil's contribution.

In order to ensure 'recognisable reality' in the transcribed transcripts of the interviews, an opportunity for the pupils to provide feedback was also employed (Maykut & Morehouse, 1994). This type of 'child' check not only helped to ensure clarity with regard to the children's oral contributions, but also enabled the inclusion of relevant factors which initially had been overlooked.

### *3.4.5 Pupil Work Folders*

In addition to the observable benefits to be gained by both the teacher and the pupil by having an actual record of work which reflects both comprehension progress and choice of elective tasks (i.e. tasks which will enable the teacher to identify the learning style preference(s) of each child), the pupil work folders provided me with further visual evidence particularly at the analysis stage of the enquiry.

### *3.4.6 Reading Elective Tasks - Content Criteria*

A decision to include in the research findings the content of the reading elective tasks in relation to their cognitive and social criteria was also reached; a decision which aimed to develop the discussion on the children's reasons for their selection of and responses to, the reading elective tasks based on Honey and Mumford's (1986, 1992) learning style theory.

### *3.4.7 Analysis of the Data*

Two forms of data analysis were used within this study. In relation to its quantitative data (i.e. questionnaire, children's choice of elective tasks), a numerical record of the children's responses was used, with a form of content analysis being employed to address its qualitative data (i.e. pre-intervention tests, interactive observations, interviews, elective task criteria). With the exception of the data concerned with the children's pre-intervention strategy use (i.e. What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?), which is presented as a collective account of all of the children's responses (e.g. its purpose was to aid the selection of strategies selected for use in the intervention), the remaining data has, however, been analysed in two ways. Firstly, the responses from each child in relation to both elements of this study (comprehension strategy instruction and learning styles) have been presented individually i.e. to address the uniqueness of each child with regard to the learning process. Secondly, the responses from all of the children in relation to the reading comprehension element have been combined to provide an

overall picture of their most/least popular in this area, with a similar approach being taken in relation to the learning style element. An overview of the methodology applied in this study with regard the research instruments employed and the type of analysis used (content or numerical) is portrayed on Figure 2 (See page 89), with Figure 3 (See page 90) identifying the themes used for analysis. The intention of the remainder of this section is to provide, in association with such analysis themes, a comprehensive overview of its analysis procedures. The sub-themes 'Content Analysis' and 'Numerical Record' have been used for this purpose.

#### *3.4.8 Content Analysis*

According to Edwards and Talbot (1999, p.121), content analysis is a research technique used to analyse the content of written texts such as interview transcripts, open ended questionnaire responses, observational descriptions/jottings, documents etc. Consistent with these authors (i.e. Edwards and Talbot, 1999) understanding of this analysis approach, is the view that categories of evidence/themes and their corresponding system of codings can either be predetermined at the outset of the study (i.e. deductively) or can emerge from the data accumulated (i.e. inductively), with the research study under investigation being the determining factor to the data analysis process adopted. Similar to Edwards and Talbot's (1999) perspective, Lankshear & Knobel (2004, pp. 335-336), likewise propound the potential of using content analysis either 'deductively' or 'inductively.' Despite however the views of Edwards & Talbot (1999) and Lankshear & Knobel (2004), Neundorf (2004) disputes a process of content analysis which gives consideration to an inductive approach. Neundorf (2004, p.11) for example says: 'This wholly inductive approach violates the guidelines of scientific endeavour.' According to Neundorf (2004), categories and codings must be decided upon before the data is accumulated. Although from a scientific perspective of research concerned with research objectivity (i.e. Bird, 1998 and Klee, 1997), Neundorf's (2004) argument would appear plausible, it does nevertheless reflect one major limitation (i.e. particularly in relation to social science research), and that is its potential to obscure the contents of

**Figure 2: Overview of Methodology**

Research Question	Task	Research Tool	Data Analysis
<p><b>Comprehension Strategy Focus</b> What strategies do the case study children</p> <ul style="list-style-type: none"> <li>• use at the pre-intervention phase to assist their comprehension of text?</li> <li>• express a preference for during the intervention, and what do their personal views of the taught strategies suggest about their learning likes and dislikes?</li> </ul>	<p><b>Pre-Intervention</b> Non Fiction Reading Assessment - Animals that live with us (Level A) Fiction Reading Assessment - The Picnic (Level A) <b>Intervention</b> <b>Non-fiction Component</b> Castles Two Strategies Taught - K-W-L and T-D-MI 2 Concluding Assessment Tasks <b>Fiction Component</b> The Strawberry Jam Pony Four Strategies Taught - Using Content Clues, Read and Retell, Skinny Book and Predict and Support.</p>	<p><b>Pre-Intervention</b> One to one conversations with individual pupils to confirm strategies they used. <b>Intervention</b> <b>Non-fiction Component</b> • Interview 1 and 2 • 4 Interactive Observations <b>Fiction Component</b> • Interview 3 • 1 Interactive Observation • Questionnaire</p>	<p><b>Pre-Intervention</b> <b>Content Analysis</b> of pupils' comments - numerical record. <b>Intervention</b> <b>Non-fiction Component</b> • Interview 1 and 2 and 4 • Interactive Observations - <b>Content Analysis</b> <b>Fiction Component</b> • Interview 3 and Interactive • Observation - <b>Content Analysis</b> • Questionnaire - <b>Numerical record</b> of comments</p>
<p><b>Learning Style Focus</b> What types of learning activities do the case study children</p> <ul style="list-style-type: none"> <li>• express a preference for at the pre-intervention phase?</li> <li>• choose from the elective task element and what, if anything do their choices and justifications for their choices, reveal about their preferred learning style(s)?</li> </ul>	<p><b>Pre-Intervention</b> Learning Assessment - Q1 = Types of task I most enjoy... Q2 = How I like to work... <b>Non-fiction Component</b> Seven elective tasks (choice of 2 learning styles in each task) <b>Fiction Component</b> Six elective tasks (choice of 4 learning styles in each task)</p>	<p><b>Pre-Intervention Learning Style</b> <b>Frame</b> • Q1 and Q2 <b>Non-fiction Component</b> • Lesson Plan Criteria/Outline • Workbook Choices • 2 Interactive Observations • Interview 1 (comments on 2 tasks) <b>Fiction Component</b> • Lesson Plan Criteria/Outline • Workbook Choices • 2 Interactive Observations</p>	<p><b>Pre-Intervention</b> • <b>Content Analysis</b> <b>Non-fiction Component</b> • Interview 1 - <b>Content Analysis</b> <b>Non-fiction and Fiction Component</b> • Lesson Plan Criteria - <b>Content Analysis</b> • Workbook Choices - <b>Numerical record of choices</b> • Interactive Observations - <b>Content Analysis</b></p>

**Figure 3 : Focus of Themes for Analysis**

<p><b>Pre-Intervention</b> <b>Aug - Sept 2002</b></p> <p><b>2 Reading Assessments -</b> What strategies/approaches do the children use to comprehend text? <b>Learning Preferences</b> What activities do the children enjoy in school? How do the children like to work in class? (i.e. alone, with a partner, in a group)</p>	<p><b>Intervention - Non-fiction Component</b> <b>Oct - Dec 2002</b></p> <p><b>Comprehension Strategy Instruction Interview 1</b></p> <ul style="list-style-type: none"> <li>• Children's initial thoughts on the K-W-L strategy (only strategy taught at time).</li> </ul> <p><b>4 Interactive Observations</b></p> <ul style="list-style-type: none"> <li>• 2 Interactive Observations on the Children's On-Task Performance of the K-W-L strategy - What are the children's views on the task?</li> <li>• 2 Interactive Observations on the Children's Selection and Use of a Strategy to fulfil Assessment Requirements</li> </ul> <p>- Why did they choose the selected strategy? How do they find the task?</p> <p><b>Interview 2</b></p> <ul style="list-style-type: none"> <li>• Children's concluding views on the 2 strategies taught - K-W-L and T-D-MI.</li> </ul> <p><b>Learning Styles Interview 1</b></p> <ul style="list-style-type: none"> <li>• Children's responses to two elective task choices - Why did they choose the task? How did they find the task?</li> </ul> <p><b>2 Interactive Observations</b></p> <ul style="list-style-type: none"> <li>• Children's on task performance and oral responses to two elective tasks - Why did they choose the task? How did they find the task? Teacher comment if appropriate (i.e. fully committed).</li> </ul>	<p><b>Fiction Intervention Term 3</b> <b>Jan - Mar 2003</b></p> <p><b>Comprehension Strategy Instruction Interview 3</b></p> <ul style="list-style-type: none"> <li>• Children's initial thoughts on the three strategies taught ( Using Content Clues, Read and Retell and Skinny Book).</li> </ul> <p><b>Interactive Observation</b></p> <ul style="list-style-type: none"> <li>• Children's on-task performance in the use of the strategy, 'Predict and Support' - How do the children find this strategy?</li> </ul> <p><b>Questionnaire</b></p> <ul style="list-style-type: none"> <li>• Tick box format to gauge the children's preference/dislike for each of the four reading strategies taught and to identify if any, their overall favourite(s).</li> </ul> <p><b>Learning Styles</b></p> <p><b>2 Interactive Observations</b></p> <ul style="list-style-type: none"> <li>• Children's on-task performance and oral responses to two elective tasks - Why did they choose the task ? How did they find the task? Teacher comment if appropriate (i.e. fully committed).</li> </ul>
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the text rather than to allow the reality of the findings to be fully and openly realised (e.g. Flick 2002, p.193). Acknowledging the exploratory nature of this study, with its desire to examine the children's personal views, a decision within this study was thus to follow the advice of Edwards & Talbot (1999) and Lankshear & Knobel (2004). In this study for example, the data from the pre-intervention tests, the interactive observations, the group interviews and the content of the reading elective tasks, was analysed using a form of content analysis that gave consideration to both an inductive and deductive approach i.e. in some instances categories were predetermined from the outset (i.e. the content categories of the elective tasks and the comprehension strategies implemented), whilst in other instances they would emerge from the data accrued (i.e. the children's pre-intervention reading comprehension strategies and learning styles and their justifications for the elective tasks chosen). The rationale underpinning the use of an 'inductive' approach in relation to the pre-intervention tests, and the learning style component of the study was its ability to provide a more illuminative record of the responses actually given by the children e.g. it attempted as far as possible to retain the actual themes acknowledged by the children, thus enhancing the credibility of the reported research findings. These 'inductive' categories were, consequently, identified after employing the technique of 'data reduction' as advocated by Miles and Huberman (1984), before 'saturation' actually occurred i.e. initially individual portfolios for each child were devised with the purpose of these portfolios being to provide a most detailed record of each child's response to each of the individual research instruments used. The information contained within these portfolios was then extracted and presented in relation to the research questions specified and their consequent themes for analysis (See Figure 3, page 90).

Consistent with the advice of Miles and Huberman (1984, p. 2 ), who advocate the presentation of qualitative data in matrix form as opposed to narrative text, matrices were, therefore used in this study (See Appendix 15). Within the cells of each matrix, the data contained was consequently, either direct quotes given by the children from the

raw data which pertained to a particular category or brief summary interpretative statements of content where this was more appropriate.

Having reduced the data to a point of saturation and having presented the data in matrix form, the final phase of the analysis procedure was to draw the conclusions. Underneath each matrix, a brief concluding comment has, therefore, been provided. In order to provide a more comprehensive account of this study's content analysis procedures, a decision, however, to explicitly focus on each of one of the four research questions has been made. The remainder of this section on Content Analysis will therefore, provide in accordance with each question, a breakdown of how the 'qualitative data' was analysed. Acknowledgement of the use and need for the support of critical friends in cross-checking the data in accordance with the prescribed codings/themes is also provided.

***What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?***

Considering that the data for this question was concerned with the 'approaches' employed by the children in the two reading comprehension passages (i.e. the pre-intervention tests) provided in term 1, Lankshear & Knobel's (2004, p. 336) 'inductive' approach to data analysis was deemed to be of most benefit in addressing this purpose i.e. categories emerging from the data. After the children had completed the test task passages individually, one to one conversations between myself and each child ensued. These conversations focused on the answers the children had recorded on their sheets and the approach(es) that they had employed. Short notes were written by myself on each child's papers during these one to one sessions. As a result of these one to one conversations, a code book comprising all of the children's responses materialised. Using this code book, combined with Lankshear & Knobel's (2004) 'inductive' approach, the categorisation of the data into those that emerged began. In the fiction



passage seven categories were identified with six in the non-fiction one. The fiction categories included: Using Key Words; Own Experience and Understanding; Logical Explanation; Visualised Answers in Head; Consulted Teacher; Took a Guess and Found Hard. The six non-fiction categories were: Using Key Words; Own Experience and Understanding; Logical Explanation; Consulted Teacher; Took a Guess and Found Hard. Having identified such categories and having analysed the data accordingly, my two critical friends (i.e. Stage Partner and Deputy Head Teacher) were, subsequently, given the raw data illustrated in the code book and asked to analyse this data independently in accordance with the categories identified. This process of cross checking was rewarding, with both of my critical friends commenting on the appropriateness of the categories identified and on the ease by which they were able to complete this analysis exercise. Examples of the types of responses given by the children in relation to the various categories identified are provided in the first section of Chapter 4.

***What strategies do the case study children express a preference for during the intervention and, what do their personal views of the taught strategies suggest about their learning likes and dislikes?***

Considering that the intervention comprised of six strategies with an opportunity being given for the children to express their opinion of each one, a decision was made at the outset of the study, to use these strategy names as category labels (i.e. the first stage of the data analysis process was, therefore, to employ Lankshear & Knobel's, 2004, 'deductive' approach).

In the fiction component, the four strategies taught were, therefore, used for this categorisation purpose. In this component, the information contained underneath each category (e.g. Read and Retell, Using Context Clues, Predict and Support and Skinny

Book), was also labelled either 'Initial,' 'On-Task' or 'Overall' (See Appendix 15 - Matrices 16 to 32 for an example). The purpose of including such subtitles was to portray the children's responses throughout the intervention. In addition, the various research instruments employed were also representative of these 'time series' labels. Under the label 'Initial' for example, the information was based on Interview 3 (i.e. the first fiction interview) with the interactive observation concerned with the children's on-task use of the strategy 'Predict and Support' being consistent with the label 'On-Task.' The label 'Overall' was based on the children's response to the questionnaire that was administered at the end of this term. The information relating to each of these instruments was, consequently, analysed in accordance with the themes reflected on Figure 3 (See page 90).

In the non-fiction component, in addition to the category labels being based on the two strategies taught (i.e. 'K-W-L' and 'T-D-MI'), three additional categories were also identified. These categories were 'Choice of Strategy in Two Assessments,' 'Concluding Strategy Preference' and 'Similar Responses' (See Appendix 15 - Matrices 1 to 15). The greater number of observations conducted in this first term, as opposed to the second term, which focused on fiction reading, resulted in the inclusion of such categories. In this component, the information contained underneath each category was also labelled either 'Initial,' 'On-Task' or 'Assessments.' The information contained under the label 'Initial,' for example, was based on Interview 1 with the label 'On-Task' being based on the two interactive observations concerned with the children's 'on-task' use of the strategy 'K-W-L.' As the label 'Assessments' would suggest, the information contained under this label was based on the children's choice of strategy (either 'K-W-L' or 'T-D-MI') and their reason(s) for their choice, in the two concluding assessment tasks, i.e. two interactive observations were used to collate the information. The category 'Concluding Strategy Preference' was based on Interview 2 with the category 'Similar Responses' being included to identify the frequency of similar responses given by the children in each of the specified categories. Similar to the fiction

component, the information relating to each of these non-fiction instruments was analysed in accordance with the themes reflected in Figure 3 (See page 90).

Having identified the categories for analysing the data (the 6 strategies taught), the second stage of the data analysis process was to classify the data in accordance with Illeris's (2002) three dimensional learning perspective. The data shown on the Matrices for this question (Appendix 15 - Matrices 1-32), was identified as being either a cognitive, emotional or social response (or a collection of these), with a colour coding technique being used for this purpose (e.g. blue = cognitive, pink = emotional, plum = cognitive and emotional; green = social).

Unlike, the first research question, which was noted by my two critical friends as being rather straight forward, the analysis of the data in this section did prove to be quite a challenge, especially with regard to classifying the comments in relation to Illeris's (2002) perspective. This challenge was, however, overcome by hours of discussion, negotiation and cross checking, time regarded as being of benefit to the reliability and validity of the subsequent research findings.

***What types of learning activities do the case study children express a preference for at the pre-intervention phase?***

The information for this section was based on the children's response to Question 1 and Question 2 of the learning style frame. Question 1, was concerned with the type(s) of classroom activities preferred by the children, with Question 2 being concerned with the children's most preferred mode of working (e.g. alone, with a partner, with friends, in a group). In the first stage, a code book comprising of all of the children's responses to the two questions was compiled. As a result of this code book, and in conjunction with Lankshear & Knobel's (2004, p. 336) 'inductive' approach, four categories, consistent with the children's response to Question 1 (i.e. 'Curriculum Area and Activity Focus,' 'Curriculum Area and Cognition,' 'Cross Curricular and

Cognition' and 'Cognition and Social'), and one category consistent with their response to Question 2 ('Work Situation') were identified (i.e. Appendix 15 - Matrix 33). Having analysed the data in accordance with these five categories and acknowledging that this study was concerned with adopting the principles of Honey and Mumford's (1986, 1992) four style learning theory (i.e. the elective reading tasks), a decision to analyse the information received (i.e. data contained in Appendix 15 - Matrix 33) in accordance with the social and cognitive criteria (Appendix 1) of this theory was taken. In Appendix 15 (i.e. Matrices 33, 34 and 35) reference to Honey and Mumford's (1986, 1992) theory is, therefore, shown.

***What types of learning activities do the case study children choose from the elective task element of the intervention and what, if anything do their choices and justifications for their choices, suggest about their preferred learning style(s)?***

The children's justifications in relation to both the non-fiction and fiction components were analysed using an 'inductive' (Lankshear & Knobel, 2004, p.336) form of content analysis i.e. a code book comprising of all of the children's comments was compiled before the identification of twelve categories. Acknowledging after the identification of these twelve categories, their relevance to Illeris's (2002) three dimensional perception of the learning process (its cognitive, social and emotional spheres), a decision to classify these categories in accordance with these three spheres was reached. With regard to the children's justification for their reading elective task choices, five categories consistent with the cognitive and emotional spheres and two categories consistent with the social sphere were thus identified (i.e. 5 + 5 + 2 = 12 in total). The five cognitive categories included: Practical/Non-Written; Addresses Current Knowledge; Extends Current Knowledge; External Learning Potential and Uniquely Different Task. The five emotional categories included: Better than Alternative; Familiar with Task Type; Desire to Use a Resource and Motivationally Enjoyable, and in the social sphere, the two categories were Wanted to Work Alone, and Involves Co-operative Learning.

With particular reference to the content of the reading elective tasks and their consequent, association with Honey and Mumford's (1986, 1992) four style theory, a decision was also taken to provide a breakdown of the social and cognitive criteria (Appendix 1), of each of the lessons implemented i.e. Matrices 36, 37, 87 and 88 in Appendix 15 focus on this 'deductive' (Lankshear & Knobel, 2004, p.335) analysis process.

In conjunction with the approach adopted within this study, the data in association with this research question was similarly cross checked by my two critical friends. Although this categorisation process was extremely time consuming, the advantage of having a total of twelve categories was, nevertheless, noted by my 'cross-checkers' as particularly beneficial, especially in relation to their direct relevance to the types of comments given by the children.

#### *3.4.9 Numerical Record*

##### *Questionnaire - Research Question 1b Overall Strategy Preference (Appendix 14)*

As a result of tape failure to record the concluding interview planned in term 3, a questionnaire that had not previously been anticipated was, however, devised and used. Initially, a code book concerned with categorising the children's 'additional comments' was considered. However, as a result of the simplistic nature of the comments propounded by the children in this open ended section of the questionnaire (i.e. good, fun), a code book was not deemed to be necessary. The analysis of the questionnaire data collected in this study was thus simply based on a total count of the children's recorded statements (ticks, comments) in accordance with the questions posed.

#### *3.4.10 Pupil Work Folders - Research Question 2b - The Children's Choice of Elective Task*

Having ascertained from the outset the style of learning attributed to each of the elective tasks provided by the programme and, having a record of pupil choice of

elective task as noted in their folders, identifying the learning style preference of pupils was an easy task. Each pupil's choice of elective task was categorised in accordance with the four styles identified by Honey and Mumford. The sum of each pupil's choices under each style therefore, reflected whether or not each individual had a consistent learning style preference over the course of the investigation period or indeed whether variation in style preference had occurred.

#### *3.4.11 Triangulation of Evidence*

The decision to use such a variety of instruments and to implement them at various times (i.e. a time series evaluation) throughout the enquiry was intended to produce as full and balanced a study as possible. This process of cross checking known as triangulation (Edwards & Talbot, 1999, p.55) aimed to address the factors of consistency and change in relation to the children's actions and responses.

With regard to term two and the children's overall reading strategy preference(s) the following instruments were implemented and the accumulated data analysed to substantiate each child's response: two taped interviews, two interactive observations which focused on the 'K-W-L' strategy and two interactive observations centering on the two formal assessment tasks. In order to validate the children's preference(s) with regard to learning style, four elective activities out of a possible seven were monitored/questioned in this second term. These monitoring devices included two interactive observations and the children's taped interview comments.

In relation to the children's overall reading strategy preference(s) established in term three, one taped interview, one interactive observational session and the concluding questionnaire were the three instruments used to provide additional information regarding consistency in relation to each child's response. With regard to the children's learning style preference, two interactive observations were also conducted in this term to provide further information regarding their elective task choices.

### **3.5 Concluding Remarks**

Acknowledging the complexity of conducting research reliant on the case study approach, this section of the paper has, nonetheless, attempted to provide a concise rationale for the careful selection of a variety of research methods and tools which were used within this study. Educational critics may however note further discrepancies in relation to the selection of methods and tools prescribed for use in this enquiry since research which relies on the 'human' as a research model is always subject to threats of bias (e.g. individual ideologies and perspectives reflected in suggested frameworks). Limitations of the methods prescribed in this enquiry obviously emerged (i.e. withdrawal of Deputy Head Support; audio equipment failure), however, with the intention of producing a credible study, these unforeseen situations have been addressed and strategies to overcome them portrayed. This reported action hopes to provide constructive thought for other researchers considering a similar investigation. Chapter 4 provides a fuller evaluation of the research methods and analysis procedures employed within this enquiry.

## **Chapter 4 - Discussion and Analysis**

### *4.1 Introduction*

In order to provide a critical examination of the research findings of this study, this chapter has been divided into two sections. The first, and lengthier, of these sections, has been labelled Findings. The aim of this section is to provide an in-depth discussion and analytical review, of the findings displayed in Appendix 15. The four research questions provide the necessary subsection headings for this part. The second section has been labelled Methodology. The aim of this section is to provide an evaluation of the methods used to establish the findings of this study. This section should be of particular benefit to others who may be interested in conducting a similar study. The discussion in both of these sections centres on the relevant theories and research evidence portrayed in the literature sources (i.e. Chapter 2 and Chapter 3). As a result of the findings of this study, a short conclusion encouraging further research in this field has also been included.



## **Findings**

### **4.2 What ‘strategies’ do the case study children use at the pre-intervention phase to assist their comprehension of text?**

The evidence for this section was drawn from the two pre-intervention reading comprehension passages (i.e. the pre-intervention tests) provided in term 1. These passages comprised of both a fiction (‘The Picnic’) and a non-fiction (‘Animals that live us’) text (See Appendices 6a & 6b). After the children had completed these passages individually, one to one conversations between myself and each child ensued. These conversations focused on the answers the children had recorded on their sheets and the approach(es) that they had employed. Short notes were written by myself on each child’s papers during these one to ones. These individual notes were then accumulated to form a code book. Using the information recorded on the code book, categories from which to analyse the data were then identified. On Table 1 and Table 2 (Appendix 15), a quantifiable record of the children’s responses in accordance with such emergent categories is reflected. In the fiction passage for example, seven categories were identified with six in the non-fiction one. Examples of the types of responses given by the children in relation to the various categories identified are provided in the following parts of this section, ‘Fiction Passage - Strategies (Appendix 15 - Table 1)’ and ‘Non-fiction Passage - Strategies (Appendix 15 - Table 2).’ The findings for this part of the study are presented cumulatively, since the aim of this research concern was to identify strategies for the intervention that would build upon and extend the children’s knowledge and awareness of strategy use.

#### *4.2.2 Fiction Passage - Strategies (Appendix 15 - Table 1)*

‘Using Key Words’ was the most popular approach used by the case study children; 75 responses were given. As a result, nevertheless, of an individual’s (i.e. the reader of research) understanding of the concepts ‘skills’ and ‘strategies,’ much confusion with regard to the classification of the category ‘Using Key Words’ could ensue if no clear

definition of each of these two concepts was provided. The category 'Using Key Words' involved the children in using key words from the questions to locate similar words in the passage. In a way, this approach could be described as a 'skill' being similar in nature to the reading skills of skimming and scanning. However, acknowledging the reading context in which the data was accrued, that it was not a skill based teaching session but an assessment, the approach using key words was, therefore considered by myself to be consistent with Nisbet & Shucksmith's (1986) definition of the word strategy e.g. a strategy involves selecting, co-ordinating and applying skills to address a desired goal. Considering the one-to-one conversations I had with the children and their consequent verbal responses, this four stage process of selecting, co-ordinating, applying and addressing was evident i.e. they **selected** words from the questions, they used these words to find similar words in the passage, thus **co-ordinating** what they had first found and then they **applied** both their understanding of the question and their understanding of the passage to **address** their **goal** of answering the question. If the children had been given a teaching session centering on locating words from various portions of text then this would have resulted in a skill based lesson and thus, 'Using Key Words' would have conformed to the principles of a skill and not a strategy as defined within the context of this enquiry.

The second most popular approach used by the children was 'Own Experience and Understanding.' This approach was cited 28 times and was categorised as a result of the responses given by the children in relation to their own past experiences of home and school life (I knew that answer because I have a pet rabbit. I saw that on animal hospital. I put my guinea pig into a shoe box to take it to the vet etc.). Despite the lack of definite consistency with Nisbet & Shucksmith's (1986) procedural definition this approach was, nonetheless, described as a strategy within this enquiry being consistent with Paris's (1978) 'intentional' and 'internalised' perspective e.g. having an **intentional** understanding for the need to retrieve **internalised** knowledge, however, limited that knowledge may be, is a strategy many adults and

children use. Certainly, prior to commencing a task, having an ability to automatically recall a past experience or knowledge of a concept identified in the task, is obviously of much significance to fulfilling the task.

Despite their minimum frequency in response, 'Logical Explanation' and 'Visualised Answers in Head' were, nevertheless, 2 further approaches cited by the children. These 2 approaches were also identified as strategies, with the former being consistent with Nisbet & Shucksmith's (1986) understanding of this concept, and the latter conforming to Paris's (1978) **intentional** and **internalised** one i.e. the category - 'Logical Explanation' resulted from 4 responses stated by two of the children based on their understanding of the passage, the characters in the passage and the characters' responses to situations. Child G for example, stated: 'Katy's dad said at the end of the passage that it had been more of an adventure and we know right from the start that the girls name is Katy, therefore I thought the passage would have come from a book with the title, Adventures with Katy.' The strategy 'Visualised Answers in Head' was the term actually cited by three of the children when asked to explain their response to the comprehension questions specified.

'Took a Guess' has also been defined as a strategy being consistent with the Predict strategy employed in the fiction intervention programme. Some consistency with Paris's (1978) **intentional** and **internal** understanding of this concept was also reflected, since **internally** the children realised that they couldn't apply a strategy that they used earlier to aid comprehension but rather than miss out the question entirely they **intentionally** took a guess.

The final strategy identified from the fiction passage was 'Consulted Teacher.' One child used this strategy during the assessment task; an approach consistent with Paris's (1978) **internal** and **intentional** description. The child **internally** realised that she couldn't answer the question on her own, therefore, she **intentionally** sought teacher

support to enable her to provide a response to the question asked.

Acknowledging the advice of Paris (1978) and Nisbet & Shucksmith (1986), six strategies were identified by the children from the fiction passage. The only category not classified as yet, being the cited response 'Found Hard' which resulted in a missed out answer. Although this could be recognised as being consistent with Paris's (1978) **internal and intentional** perspective, since the children had **internally** realised that they couldn't understand the question so they **intentionally** omitted it, the fact that nothing was recorded and that no attempt was made to seek further assistance to answer the question, a decision of this enquiry was, therefore, to refer to this category as a 'textual response' and not a 'strategy.' Thus the term strategy consistent with use within this enquiry was reliant on the respondent's concern to address the desired goal of the task(s) through response perseverance, it was not used to describe a 'get out quick' approach.

#### *4.2.3 Strategies - Non-fiction (Appendix 15 - Table 2)*

Having justified in the fiction section above the following strategies: 'Using Key Words,' 'Own Experience and Understanding,' 'Consulted Teacher' and 'Took a Guess' and acknowledging the category 'Found Hard' as a 'textual response' no further need in this section to substantiate such similarly identified categories in the non-fiction text was deemed necessary. The intention of this section is to focus on the responses of the children in the non-fiction passage and to provide a brief comparison of their use in both the non-fiction and fiction assessments. The skill 'Using a Resource' identified in the non-fiction assessment, the only skill used in this pre-intervention phase, will be addressed and a short justification in relation to Nisbet & Shucksmith's (1986) definition of this concept given. Unlike the fiction passage, no reference to the strategy 'Visualised Answers in Head' was given in response to the non-fiction one.

#### *4.2.4 Non-fiction and Fiction Strategies: A Comparison (Appendix 15 - Table 1 and 2)*

'Using Key Words' was similarly acknowledged in the non-fiction passage (Table 2) as being the children's most frequently mentioned strategy, with 82 responses cited by the children in relation to this particular one. The children's frequency of response in relation to this strategy would appear to highlight two factors: the children's familiarity with this particular strategy through previous teaching sessions and, the type of comprehension questions posed in the assessment tasks to enable such a response.

The children gave 15 responses in relation to the strategy 'Own Experience and Understanding.' In comparison with the responses given in the fiction passage, this figure represents a slight decrease by the children. The genre of the passage, being non-fiction in nature may have attributed to the children's lack of use, and knowledge of use, for this strategy. Noting that non-fiction is mostly based on factual information, the children for example may have doubted the relevance of relying on their own experience to assist their comprehension of the passage. On the other hand, the children's lower response to this strategy could also indicate a lack of knowledge with regard to the passage content. Irrespective of the children's reason at this stage, the children's reference to this strategy did, nevertheless, interest me and as a result, I decided to develop their knowledge of it further. In the non-fiction intervention programme, I therefore provided direct teaching in the strategy 'K-W-L' (Richek et al., 2002), noting that the K aspect was concerned with the children's current understanding of a given topic. Teaching the children this strategy was therefore intended to heighten the children's awareness of the relevance of using one's own understanding in non-fiction texts where it may initially seem of lower significance. Considering that the children's lack of knowledge of the non-fiction assessment passage could have been attributed to their lesser use of this strategy, providing opportunities for them to explore various topics/themes in the non-fiction intervention programme was thus intended to, allow them to examine the little knowledge they may have of a topic, prior to the knowledge that they should acquire through further reading and study. As a result of

such a tactic the intention within this enquiry was to raise the children's awareness of the value of reading to learn. In addition, the transferable nature of this strategy (i.e. 'K-W-L') to various areas of school/home life was also intended to be released through the teaching of this approach.

'Logical Explanation' received 5 responses by the children (e.g. 'Answer A gives us the most information about all of the animals in the passage and that is why I knew it was the answer.')

The children's low response to this category was interesting, suggesting a need for comprehension questions to provide more opportunity for responses of this nature.

Although minimally cited as a strategy, 'Consulted Teacher' in the non-fiction passage was given acknowledgement. Considering that this strategy was lower than the textual response 'Found Hard,' expressed in both the fiction and non-fiction passage suggests that slightly more children in this study were prepared to miss out a question than seek teacher assistance. This of course could reflect the children's understanding of testing arrangements whereby no additional support is allowed and thus, the children being aware of the nature of this task (i.e. assessment) could have regarded it as such. On the other hand, this could also reflect a need for teacher's to be more vigilant to the learning needs of children and to encourage more one-to-one teacher/pupil conferencing. The structure of the various reviews scheduled within this study were therefore intended to address such child hesitancy in seeking support, since each individual child's response to the two components of the intervention (non-fiction and fiction) was to be central to the findings of this study.

No noticeable difference in relation to the strategy 'Took a Guess' in either the non-fiction and fiction passage was reflected.

**'Using a Resource'** was acknowledged by one child. In Question 2 of the non-fiction passage Child D asked to use his dictionary to help him to find the meaning of a word. Consistent with the advice of Nisbet & Shucksmith (1986) this approach was described as a skill. This was the first and only acknowledged use of a skill in both passages. Since the results from this pre-intervention phase were more concerned with the actual **'approaches'** employed by the children, I allowed Child D to use his dictionary on this occasion. This action was intended to encourage the child in his desire to respond to the question, and also to ensure him that the use of such a resource would, indeed, be of benefit to his learning.

#### *4.2.5 Summary of Strategies Employed by Children in Both Components*

In sum, five similar strategies were employed by the children in both the fiction and non-fiction texts. These strategies included: **'Using Key Words;'** **'Own Experience and Understanding;'** **'Logical Explanation;'** **'Consulted Teacher'** and **'Took a Guess.'** The textual response **'Found Hard'** was also give recognition by the children in the two texts. The use of the strategy **'Visualised Answers in Head'** was only employed in the fiction passage. Interestingly, all of the children in both of the passages identified the strategy **'Using Key Words'** as being the one that they most regularly employed. One child, in the fiction text, employed the only recognised skill in this part of the enquiry. This skill was labelled **'Using a Resource'** and involved the child in using a dictionary to find the meaning of an unknown word. This initial investigation of the strategies employed by the children was of extreme importance to this enquiry; an enquiry which had as its premise a desire to address and to develop the learning of the children. As a result of the children's familiarity/unfamiliarity with the strategies they employed at this initial phase, strategies deemed to be educationally appropriate were, therefore, selected for the reading intervention programme. In the following section a justification for the strategies chosen has been provided.

#### *4.2.6 Overall Justification for The Selection of the Intervention Programme Strategies*

The strategy 'Using Key Words,' was the most popular one identified by the children for use in the fiction and non-fiction assessment passages. Pupil familiarity with this strategy and the type of questions posed were suggested to be influential factors heightening such response. As a result of the children's awareness and use of this strategy the intervention programme did not regard this one as being of significant educational benefit for inclusion.

Acknowledging the children's awareness with regard to using their own experience but their limited use of it, a decision to develop the children's use of this strategy, particularly in relation to its applicability in non-fiction texts was reached. The strategy 'K-W-L' (Richek et al., 2002) was, therefore, directly taught in the non-fiction component of the intervention. Furthermore, acknowledging the children's confusion with the concluding questions in both passages, a decision to teach the strategy 'Topic-Detail-Main Idea' (ibid.,) in the non-fiction component was also reached. Thus two strategies which aimed to build upon and extend the children's learning and which would be suitable for non-fiction text were identified for implementation (See Chapter 3 for a fuller explanation of these strategies).

In relation to the fiction intervention programme, a decision to develop further the children's ability and enjoyment of 'Taking a Guess' was reached. Considering the similarity between taking a guess and predicting, the strategy 'Predict and Support' (Robb, 2000) was considered to be of much educational value, and as such was included within the fiction component. Furthermore, noting the children's enjoyment in recalling the texts to myself in the one-to-one feedback session, 'Read and Retell' (Brown & Cambourne, 1987) was also identified as being worthy to be taught. 'Read and Retell' should like 'Visualised Answers in Head' be of benefit in helping the children to retain information more readily and, in conjunction with direct teaching of the strategy 'Skinny Book' (Richek et al., 2002) which too, was identified to be included within the fiction



component, aimed to encourage the children to use their heads like television screens to capture text in both words and pictures. Although only one child chose to use the dictionary, a decision to teach the children the strategy 'Using Context Clues' (Robb, 2000) to find the meaning of words in the fiction component was reached. The intention of teaching this strategy being to provide all of the children (i.e. case study, my class and my colleague's class) with a constructive approach to aid/widen their vocabulary when involved in comprehending texts with a varied range of vocabulary. Certainly, Fukkink & De Glopper (1998) acknowledged from their research, the enhancement on pupil performance in deriving word meaning from context as a result of specific teaching. Thus the four reading comprehension strategies for the fiction programme were identified. More information in relation to each of these strategies has been provided in Chapter 3.

### **4.3 What strategies do the case study children express a preference for during the intervention and, what do their personal views of the taught strategies suggest about their learning likes and dislikes?**

#### ***4.3.1 Evidence and Method of Analysis***

A variety of research instruments (e.g. interviews, interactive observations and a questionnaire) was used in both the non-fiction and fiction component to represent the research findings for this section. Having transcribed the interviews verbatimly and having recorded, on the observation schedules at the time of implementation, short notes on, and also direct quotes given by, each child, a wealth of both qualitative and also quantitative data (i.e. the fiction questionnaire) was, therefore, available at the analysis stage. Considering that the intervention comprised of six strategies with an opportunity being given for the children to express their opinion of each one, a decision was made at the outset of the study, to use these strategy names as category labels (i.e. the data was to be analysed 'deductively' - Lankshear & Knobel, 2004, p.335).

Consequently, in the fiction component the four strategies taught were used for this categorisation purpose. In this component, the information contained underneath each category (e.g. 'Read and Retell,' 'Using Context Clues,' 'Predict and Support' and 'Skinny Book'), was also labelled either 'Initial,' 'On-Task' or 'Overall' (See Matrices 16 to 32 for an example). The purpose for including such subtitles was to portray the children's responses throughout the intervention. In addition, the various research instruments employed were also representative of these 'time series' labels. Under the label 'Initial' for example, the information was based on Interview 3 (i.e. the first fiction interview) with the interactive observation concerned with the children's on-task use of the strategy 'Predict and Support' being consistent with the label 'On-Task.' The label 'Overall' was based on the children's response to the questionnaire that was administered at the end of this term. The information relating to each of these instruments was analysed in accordance with the themes reflected on Figure 3 (See page 90).

In the non-fiction component, in addition to the category labels being based on the two strategies taught (i.e. 'K-W-L' and 'T-D-MI'), three additional categories were also identified. These categories were 'Choice of Strategy in Two Assessments,' 'Concluding Strategy Preference' and 'Similar Responses' (See Matrices 1 to 15). The greater number of observations conducted in this term, as opposed to the fiction term resulted in the inclusion of such categories. In this component, the information contained underneath each category was also labelled either 'Initial,' 'On-Task' or 'Assessments.' The information contained under the label 'Initial,' for example was based on Interview 1 with the label 'On-Task' being based on the two interactive observations concerned with the children's 'on-task' use of the strategy 'K-W-L.' As the label 'Assessments' would suggest, the information contained under this label was based on the children's choice of strategy (either 'K-W-L' or 'T-D-MI') and their reason(s) for their choice, in the two concluding assessment tasks i.e. two interactive observations were used to collate the information. The category 'Concluding Strategy Preference' was based on Interview 2 with the category 'Similar Responses' being included to identify the frequency of similar responses given by the children in each of the specified categories. Similar to the fiction component, the information relating to each of these non-fiction instruments was analysed in accordance with the themes reflected on Figure 3 (See page 90).

Having, identified the categories for analysing the data (the 6 strategies taught), the second stage of the data analysis process was, to classify the data in accordance with Illeris's (2002) three dimensional learning perspective. The data shown on the Matrices for this question (Appendix 15 - Matrices 1 -32), was identified as being either a cognitive, emotional or social response (or a combination of these), with a colour coding technique, being used for this purpose (e.g. blue = cognitive, pink = emotional, plum = cognitive and emotional; green = social).

As previously discussed in Chapter 3, the information in this section presents both an individual and cumulative perspective of the children's learning in relation to the non-fiction and fiction components. The structure of the remainder of this section has, therefore, been divided into two parts. In the first part the focus is on each child and their response to both components (non-fiction and fiction) of the intervention programme with the second part providing a cumulative overview of the children's responses in each of these two components. Illeris's (2002) three dimensional perception of the learning process has also been acknowledged in the second part of this section.

### *4.3.2 The Children's Individual Responses to the Non-fiction and Fiction Component*

*Child A (Appendix 15 - Matrix 1, Matrix 16 and Table 3 and Table 4)*

#### *Appendix 15 - Matrix 1*

In accordance with Child A's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'K-W-L' is suggested. With regard to Illeris's (2002) three dimensional perspective of the learning process, it is interesting to note from the comments given by Child A his consequent acknowledgement of all three spheres. Of particular interest, however, is the greater number of responses given by him to the social sphere i.e. his enjoyment of working on 'K-W-L' as part of a group. In relation to the collaborative and social aspect of learning as promoted through both supporters of whole language theory (e.g. Goodman, 1976; Smith, 1978 and Cambourne, 2002), and a constructivist teaching/learning approach (e.g. Dewey, 1938), Child A's response would, therefore, appear to add further support for this type of learning mode. Furthermore, the child's preference for the 'K-W-L' strategy was not purely based on cognitive familiarity (i.e. finding it to be easy), but also on its more challenging nature, 'uses the brain.' This is again of interest, suggesting the child's liking for a strategy that he feels is extending his learning. Three comments in relation to the reading approaches he uses, and which he deems to be of personal benefit to his reading are given (i.e. subtitles, rereading and reading aloud), thus reflecting the child's ability to both monitor and support his comprehension of text. Although the child does not overtly express a dislike of the strategy 'T-D-MI,' he does nevertheless state that he finds writing a main idea sentence to be hard.

#### *Appendix 15 - Matrix 16*

In accordance with Child A's responses to the four strategies taught in the fiction component, consistency in preference for the whole language strategy 'Read and Retell' is suggested. The fact that 4 out of the 5 comments given by Child A to support his preference were concerned with the emotional sphere of learning (fun, most preferred etc.), as opposed to 1 associated with the cognitive sphere (i.e. the benefits of rereading

and rewriting to aid memory), is interesting, suggesting an attraction for a strategy which he deems enjoyable. No comments in relation to 'Using Content Clues' or 'Skinny Book' are given. Although child states that he enjoys the prediction aspect of the strategy 'Predict and Support,' he does, nevertheless, state that he finds this strategy to be the second hardest out of both the non-fiction and the fiction components (i.e. 'T-D-MI' is the hardest). Considering child's difficulties with the strategy 'Predict and Support,' as expressed 'on-task,' it is interesting to note that this strategy is, consequently, identified at the concluding phase, as being the child's least preferred. Although Child A has shown a noted preference for a whole language strategy ('Read and Retell'), which is consistent with the principles of a constructivist learning theory (i.e. a theory which supports collaborative learning), no comments in this phase of the intervention (i.e. fiction) were however, given by the child in relation to the social sphere.

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child A expresses a preference for the intervention programme as opposed to the class scheme with the comments given being related to the more challenging nature of the intervention. In relation to the Ginn 360 Scheme for example, Child A states: 'The Ginn book ...you can turn the pages but that's too easy for you.' Considering that it was my intention to provide a programme that was more concerned with developing the children's thought processes as opposed to consolidating learning, Child A's responses are, therefore, of interest.

*Child B (Appendix 15 - Matrix 2, Matrix 17, Table 3 and Table 4)*

*Appendix 15 - Matrix 2*

At the concluding phase of the non-fiction component, Child B identifies the strategy 'T-D-MI' as being his most preferred. Two reasons are given to justify the child's preference for this one as opposed to 'K-W-L' i.e. 'easier and quicker.' It is interesting, nevertheless, to note, that despite the child's concluding preference for this particular

one, that he chose to use the strategy 'K-W-L' to complete the two assessment tasks and, that one of the reasons given to express his justification for his choice during one of these tasks was that 'K-W-L' is easier. Considering that the child does not overtly express a dislike of either these two strategies, such variation in the child's opinion is, however, of interest, suggesting perhaps that the child did enjoy both strategies, but preferred 'T-D-MI.'

Although all three dimensions (cognitive, emotional and social), of Illeris's (2002) learning perspective receive recognition, the social aspect of learning would, however, appear to be of particular concern to Child B e.g. out of the 9 comments received, 5 were in relation to child's preferred social arrangements for working on the 'K-W-L' strategy. Interestingly, not one particular social style of learning was noted, but instead a variation (alone, with a partner, in a group). Considering not only Child B's acknowledgement of such social forms of learning, but also his evaluation of each form in relation to their advantages/disadvantages is interesting, suggesting his concern to address the prescribed tasks using a social form of learning which he deemed to be of most benefit to his learning.

#### *Appendix 15 - Matrix 17*

In accordance with Child B's responses to the four strategies taught in the fiction component, consistency in preference for the whole language strategy 'Read and Retell' is reflected. No comments in relation to the strategy 'Using Content Clues' are given. Despite child's 'on-task' enjoyment of the strategy, 'Predict and Support' after its introduction, such enjoyment, did, not, however, lead the child to identify this strategy as being his most preferred at the concluding phase. 'Skinny Book' is identified as being the child's least preferred. Two reasons are given to justify the child's dislike of this one (i.e. difficult to remember story that relates to pictures and not enough detail in pictures). Considering that one of the reasons given by the child to support his preference for the whole language strategy 'Read and Retell' was based on it being

beneficial to his memory on account of the rereading and rewriting processes involved, is of interest e.g. when given a picture and asked to recall from memory alone, aspects of the story related to the picture (i.e. Skinny Book) Child B acknowledged this to be rather difficult. However, when presented with the text and being encouraged to reread it before trying to recall it from memory (i.e. Read and Retell) child regarded this to be helpful. Interestingly, Child B like Child A has also shown a preference for a strategy deemed by whole language advocates (e.g. Brown & Cambourne, 1987) as being a natural learning technique.

In order to provide a deeper exploration of the types of responses given by the child, reference to Illeris's (2002) learning perspective is of interest. In accordance with such a perspective for example, 7 out of the 12 comments given by Child B to support his likes/dislikes were consistent with the cognitive dimension of learning with the remaining 5 being consistent with the emotional sphere. It is interesting to note that 4 out of the 5 positive cognitive responses given by Child B in relation to the taught strategies were concerned with helping the child to learn more, suggesting that the child's comments were not solely motivated by cognitive familiarity (i.e. easy tasks), but instead by cognitive advancement. Although, Child B, like Child A, has shown a noted preference for a whole language strategy ('Read and Retell'), which is consistent with the principles of a constructivist learning theory (i.e. a theory which supports/promotes collaborative learning), no comments in this phase of the enquiry, are however, given in relation to the social sphere.

#### *Appendix 15 - Table 3 and Table 4*

Unfortunately Child B was absent from class (i.e. off school for two weeks due to chickenpox) and thus no comment in relation to the child's opinion of the non-fiction component compared to the class reading scheme was received. In the fiction component, however, Child B expresses a preference for the intervention programme. The child's justification for his choice is that 'the other books are easy' (i.e. referring to



Ginn 360). Thus, similar to Child A, it is interesting to note that Child B, also suggests a preference for the more challenging nature of the intervention's fiction component.

*Child C (Appendix 15 - Matrix 3, Matrix 18, Table 3 and Table 4)*

*Appendix 15 - Matrix 3*

At the concluding phase of the non-fiction component, Child C identifies the strategy 'K-W-L' as being his most preferred. One comment in relation to the strategy 'T-D-MI' is given; a comment that acknowledges this strategy as being more difficult than 'K-W-L.' With regard to Illeris's (2002) three dimensional perspective of learning, it is interesting to note from the child's comments his concern particularly in relation to the cognitive and emotional spheres of learning (i.e. individually and combined) as opposed to the social dimension. With regard to the cognitive dimension, 5 out of the 6 comments given make reference to the difficulties child is experiencing (i.e. hard, difficult), whereas 2 out of the 3 comments received in the 'cognitive and emotional' sphere, refer to child's liking of 'K-W-L' on account of him finding it to be easier. Considering such comments, it could therefore be suggested, from the feedback from Child C, that he prefers learning tasks which address his current learning abilities, rather than those which he deems to be more cognitively demanding.

Between the initial and concluding phases of the enquiry, the child's opinion of the 'K-W-L' strategy as a whole and, in particular his opinion of the L part of this strategy does, nevertheless, vary. In the early stages for example, the child expresses the difficulty he has with the strategy 'K-W-L' and the L part, whereas, in the two assessments and at the concluding phase these negative opinions begin to change into positive ones. In both assessment tasks it is interesting, nevertheless, to note that child chose to work with a partner. Therefore, one of the variables that could have influenced the child's comments or indeed, helped him to gain a better understanding of the strategy 'K-W-L,' could have been his partner.

### *Appendix 15 - Matrix 18*

In accordance with Child C's responses to the four strategies taught in the fiction component, it is interesting to note that no singular strategy is identified as being his most preferred, but instead a combination are given i.e. 'Read and Retell,' 'Skinny Book' and 'Predict and Support'. No comment in relation to the strategy, 'Using Content Clues' is expressed. Considering the advice of Lipson & Wixson (1991) regarding the benefits of intervention programmes which focus on the teaching of multiple strategies as opposed to ones which have a single strategy focus, Child C's response would, consequently, appear to add some credence to this researched opinion.

In this phase it is once again interesting to note Child C's acknowledgement of the cognitive and emotional spheres (i.e. similar to the non-fiction). All of the emotional comments given (i.e. solely and combined) were positive in nature, suggesting child's enjoyment of the intervention. Comments concerned with the learning approaches favoured by him (e.g. rereading aids memory. pictures aid memory) are in the main given (i.e. 3 out of 5), in relation to the cognitive dimension, thus reflecting Child C's concern to both monitor and aid his comprehension of text.

### *Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child C expresses a preference for the intervention programme as opposed to the class scheme. Child's justification in the non-fiction component refers more to the intervention's context and actual content e.g. 'It is more interesting.' In the fiction component, the more challenging nature of the intervention (i.e. similar to the comments of Child A and Child B) is once again acknowledged.

*Child D (Appendix 15 - Matrix 4, Matrix 19, Table 3 and Table 4)*

*Appendix 15 - Matrix 4*

At the concluding phase of the non-fiction component, Child D identifies the strategy 'T-D-MI' as being his most preferred. This is a most interesting response considering both the child's choice of strategy in the two assessment tasks (i.e. he chose 'K-W-L' in each) and the comments he gave in relation to the strategy 'T-D-MI' e.g. in the assessment tasks child states that he 'likes K-W-L because he finds it easier' and in relation to 'T-D-MI' he says that he 'finds writing a main idea sentence hard.' It is, however, once again (i.e. similar to Child C's response) interesting to note, that in both assessment tasks child chose to work in a group and thus, this group element could have influenced his choice rather than his own personal one.

With regard to Illeris's (2002) three dimensional perspective of learning, it is interesting to note, Child D's concern particularly with the cognitive and social spheres of learning, as opposed to the emotional dimension. In relation to Child D's comments in the cognitive dimension for example, both the learning benefits (3 responses) and difficulties (2 responses) he experiences are reflected, whereas in the social sphere, an enjoyment for group work is suggested. In relation to the collaborative and social aspect of learning as promoted through both supporters of whole language theory (e.g. Goodman, 1976; Smith, 1978 and Cambourne, 2002), and a constructivist teaching/learning approach (Dewey 1938), Child D's response would therefore, similarly to Child A and Child B, appear to add further support for this learning mode.

*Appendix 15 - Matrix 19*

In accordance with Child D's responses to the four strategies taught in the fiction component, it is interesting to note that, similar to Child C, no singular strategy is identified as being his most preferred, but instead a combination are given i.e. 'Read and Retell' and 'Using Content Clues'. Thus Child D's response would, likewise, appear to add further support for the researched opinion of Lipson and Wixson (1991) in relation

to the teaching of multiple strategies. With regard to the child's least preferred strategies (i.e. concluding), both 'Skinny Book' and the 'Support' aspect of 'Predict and Support' are identified. Furthermore, considering the number of responses given by Child D it is, interesting to note, the actual concern given by him to this evaluation process. In accordance with such evaluative responses cited by the child, the researched opinion of both Garner (1987) and Pressley et al., (1992) in relation to strategy use increasing pupil's awareness of their own performance as they read is thus of interest.

In accordance with Illeris's (2002) three dimensional perspective of the learning process, Child D appears to value more the cognitive sphere. In relation to the child's two most preferred strategies, 'Read and Retell' and 'Using Content Clues,' comments about the helpfulness of these two strategies are the focus, whereas in relation to child's two least preferred strategies (i.e. 'Predict and Support' and 'Skinny Book'), comments focusing on the difficulties child experiences are given. Thus Child D's strategy preference would appear to be reflective of what he perceives to be of help to his learning. Acknowledging that the child's cognitive comments in the non-fiction component were also concerned with these two categories (helpfulness and difficulties), is interesting, suggesting some consistency between both phases of the intervention.

#### *Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child D expresses a preference for the intervention programme as opposed to the class scheme, with the comments given being related to the more challenging nature of the intervention. In relation to the non-fiction component, the child states that it is 'helping him to learn more.' Considering the vast number of research studies which have shown an improvement in pupils' reading comprehension as a result of adopting a comprehension strategy approach (Anderson & Roit, 1993; Block 1993; Deshler and Schumaker, 1993 etc.), Child D's comment in this

instance is of interest. Similar to the comments expressed by Child A, Child B and Child C, Child D also states in the fiction component that the Ginn 360 scheme is too easy.

*Child E (Appendix 15 - Matrix 5, Matrix 20, Table 1 and Table 2)*

*Appendix 15 - Matrix 5*

In accordance with Child E's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'T-D-MI,' after its introduction, is reflected. Three positive comments are given in relation to this strategy i.e. 'involves less writing,' 'is quicker' and 'likes the MI (Main Idea) part best.' Interestingly Child E, in both assessment tasks chose to work alone and acknowledged the benefits of this mode of working e.g. 'others can hinder and annoy you.' Although child chose 'T-D-MI' as his most preferred, no negative comments in relation to the strategy 'K-W-L' were expressed. Indeed, in relation to 'K-W-L,' the child on three occasions showed consistency in the approach he adopted to aid his performance in this strategy e.g. 'pictures everything in mind.' This cognitive response is interesting, reflecting Child E's ability to both monitor and employ techniques which he deems to be educationally useful. Furthermore, noting the researched opinion of Pressley (1976) with regard to increasing children's memory and understanding through direct teaching of mental images, this consequent response 'pictures everything in mind' expressed by child is of interest. Such variation of comments cited by Child E and their association with each of three spheres of learning noted by Illeris (2002), reflects the child's concern to monitor his learning socially, cognitively and emotionally.

*Appendix 15 - Matrix 20*

In accordance with Child E's responses to the four strategies taught in the fiction component, it is interesting to note that, similar to Child C and Child D, no singular strategy is identified at the concluding phase as being his most preferred, but instead a combination are given i.e. 'Read and Retell' and 'Skinny Book.' Thus Child E's response would, likewise, appear to add further support for the researched opinion of

Lipson and Wixson (1991), regarding the implementation of intervention programmes based on the teaching of multiple strategies as opposed to ones that are based on a singular strategy approach. In relation to the child's concluding least preferred strategy the 'Support' aspect of 'Predict and Support' is identified. Two reasons (i.e. cognitive responses) are given to express the child's dislike of this strategy i.e. time consuming and difficult. A consistency in preference for the whole language strategy, 'Read and Retell,' throughout the fiction component is suggested.

In order to provide further clarification for the types of responses given by the child, reference to Illeris's (2002) learning perspective is made. Unlike the non-fiction component, whereby all three spheres of the learning process (i.e. social, emotional and cognitive) were given recognition by Child F, no reference to the social dimension is given in this phase. In relation to the child's two most preferred strategies ('Read and Retell' and 'Skinny Book'), the cognitive comments given are solely based on the reading approaches identified by him. Thus Child F's strategy preference would appear to be influenced by both his ability and concern to monitor his own reading, and to identify those aspects that are of benefit to his learning.

*Appendix 15- Table 3 and Table 4*

In both the non-fiction and fiction component, Child E expresses a preference for the intervention programme as opposed to the class scheme. The child's justifications for his preference are based on personal learning satisfaction and enjoyment i.e. 'It helps me do my work' and 'I like it.'

*Child F (Appendix 15 - Matrix 6, Matrix 21, Table 1 and Table 2)*

*Appendix 15 - Matrix 6*

In accordance with Child F's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'K-W-L' is suggested. An approach cited by the child on two separate occasions as being of particular

benefit to his learning was that he, 'Finds creating pictures and thinking of words helpful.' Again, similar to Child E's comments, and considering the researched opinion of Pressley (1976) with regard to increasing children's memory and understanding through direct teaching of mental images, this acknowledged approach cited by Child F is of interest. The W part of the strategy (i.e. composing and answering own questions based on text) is acknowledged at both the initial and concluding stages of the component as being difficult, thus no change in the child's opinion of this part of the strategy is reflected as the study progressed. Although child acknowledges 'T-D-MI' to be a quicker strategy, this factor does not, however, dissuade him from his preference for 'K-W-L' i.e. 'K-W-L is easier.'

Although all three dimensions are given recognition by the Child F, comments consistent with the cognitive sphere are the most frequently cited. Three categories are identified within this sphere in support of his learning i.e. the learning approaches he uses (3 responses), the difficulties he experiences (2 responses) and the ease by which tasks are deemed (2 responses). As all of these comments are given in relation to the strategy 'K-W-L' (the child's most preferred) it appears that despite the difficulties Child F experienced with 'K-W-L' on particular teaching sessions, that he still regarded this strategy to be easier than 'T-D-MI.'

#### *Appendix 15 - Matrix 21*

At the start of the fiction component and mid way through its implementation, Child F expresses a preference for all four of the strategies taught. At the concluding phase of the component, however, a noted preference for the whole language strategy, 'Read and Retell,' and a noted dislike of the 'Support' aspect of the Predict and Support strategy is reflected. In relation to, 'Read and Retell,' it is interesting to note that the one aspect of this strategy which the child finds helpful is the rewriting process.

Unlike Child F's reference in the non-fiction phase to all three dimensions of Illeris's (2002) learning perspective, no reference to the social sphere is, however, in the fiction phase given. Considering child's preference for a whole language strategy ('Read and Retell'), which is consistent with the principles of a constructivist learning theory (i.e. a theory that supports collaborative learning), the child's lack of reference to this mode of working is, however, of interest, suggesting either one or two things e.g. that this aspect of learning was not of utmost concern to Child F and his consequent choices, or that, as a result of the intervention, with its focus on collaborative learning, this form of learning had come to be regarded by child as the norm, and thus not deemed significant for comment. Further exploration of this factor in a future study would, therefore, be recommended.

#### *Appendix 15 - Table 3 and Table 4*

Interestingly, in the non-fiction component, child expresses a preference for the intervention programme, whereas, in the fiction, a preference for the Ginn 360 scheme is given. Acknowledging the advice of Ellis & Friel (2003), in relation to using topic work to provide a context for teaching, 'Reading for Information' (i.e. beneficial to pupil learning) the 'topic based' justification given by the child with regard to the non-fiction component, 'I think it's easy cause I learned about castles,' is, of interest. The child's familiarity with the Ginn 360 scheme was, in the fiction component, given to support his preference for this class/school reading programme (i.e. 'I know it'). Thus, Child F's comment in the fiction phase would suggest a preference for familiar tasks.

#### *Child G (Appendix 15 - Matrix 7, Matrix 22, Table 1 and Table 2)*

##### *Appendix 15 - Matrix 7*

In accordance with Child G's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'K-W-L' is suggested. With



particular reference to 'K-W-L,' the child on two separate occasions states that she finds this strategy easier than 'T-D-MI.' Although 'K-W-L' was identified as being her most preferred, no negative comments in relation to the strategy 'T-D-MI' were expressed. Indeed, in relation to 'T-D-MI,' child states that she 'enjoys writing a main idea sentence.' In both assessment tasks a preference for working alone is reflected.

Although all three dimensions (i.e. cognitive, emotional and social) are acknowledged, the cognitive and emotional spheres receive most recognition. In relation to the emotional dimension, it is particularly interesting to note that out of the 8 comments received, only 1 negative response was given i.e. the remaining 7 were positive. The fact that the 9 cognitive comments received in relation to the strategy 'K-W-L' (child's most preferred), focused on factors such as the approaches used, the teacher's acknowledgement of the child's positive work performance, the child's acknowledgement of the strategy's helpfulness and easiness, is likewise of interest, suggesting that not one, but a variation of cognitive factors, influenced Child G in her identified preference.

#### *Appendix 15 - Matrix 22*

At the start of the fiction component and mid way through it, Child G expresses a preference for all four strategies taught. At the concluding phase, however, child identifies 'Read and Retell' and 'Skinny Book' as being her most preferred, and 'Using Content Clues' as being her least. Interestingly, 3 of the cognitive comments given by child in relation to her two most preferred strategies focus on the aspects of each strategy which are concerned with enhancing memory (e.g. 'rereading and rewriting aid memory,' 'pictures aid memory,' and 'pictures help to stimulate brain thoughts'). With particular reference to these latter 2 comments, the researched opinion of Pressley (1976) with regard to increasing children's memory and understanding through direct teaching of mental images, is again, of some interest.

Unlike child's non-fiction responses, whereby all three spheres of the learning process (Illeris 2002) were given recognition, in this phase of the intervention, the child made no reference to the social sphere. Considering the collaborative learning approaches provided by the intervention, a possible reason for the child's lack of acknowledgement of this aspect could, therefore, have been associated with this factor (i.e. collaborative learning could have been regarded as being the norm and thus not necessary for comment). Alternatively, however, Child G may have had little concern for this mode in this phase. With regard to the cognitive comments received, it is, nevertheless, interesting to note, that similar to the non-fiction component not one, but a variation of factors were of concern to the child (3 = reading approach, 2 = expressing difficulty, 2 = expressing cognitive familiarity and 1 = cognitive extension).

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child G expresses a preference for the intervention programme as opposed to the class scheme. In the non-fiction component, child acknowledges that the intervention, 'gives you more information,' whereas in the fiction, both the child's enjoyment of the programme and the challenge that it presents are noted, 'They're fun to learn (i.e. strategies) and it keeps your brain working.' Considering that it was my intention to devise a programme that would be both motivationally and educationally enriching for the children, this latter comment expressed by Child G, is thus, of interest.

*Child H (Appendix 15 - Matrix 8, Matrix 23, Table 3 and Table 4)*

*Appendix 15 - Matrix 8*

In accordance with Child H's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'T-D-MI,' after its introduction, is reflected. In relation to 'T-D-MI,' child states that she particularly enjoys writing a main idea sentence (i.e. MI part) and identifying the topic (i.e. T part). Although child states that she likes 'K-W-L,' a preference for 'T-D-MI' is given on account of her

finding this strategy to be 'easier' and 'quicker.' Thus the child's personal preference for 'T-D-MI,' would appear to be associated with cognitive familiarity and efficiency of completion.

With reference to Illeris's (2002) perspective of the learning process, it is interesting to note that all three dimensions are given recognition by this child. With regard to the social sphere, a preference for working with a partner as opposed to working in a group, is noted, with justifications in support of her opinions given. In reference to group work for example, she states, 'groups can lead to arguments,' whilst in relation to working with a partner the support provided by this mode is acknowledged. Thus, Child H's concern to fulfil learning tasks as effectively as possible is reflected.

#### *Appendix 15 - Matrix 23*

In accordance with Child H's responses to the four strategies taught in the fiction component, consistency in preference for the whole language strategy 'Read and Retell' is reflected. No comments in relation to the strategy 'Using Content Clues' are given. Despite child's 'on-task' enjoyment of the strategy, 'Predict and Support' after its introduction, this is not, however, recognised at the concluding phase as being one of her favourites. 'Skinny Book' is identified as being her least preferred. With particular reference to the strategy, 'Read and Retell,' it is interesting to note, at the concluding phase, the various positive comments expressed by child e.g. 3 cognitive (2 = cognitive advancement, 1 learning approach) and 2 emotional (enjoyment). Thus Child H, has also shown (i.e. similar to Child A and Child B), a sole preference for a strategy deemed by whole language advocates (e.g. Brown & Cambourne, 1987) as being a natural learning technique. Similar to Child A and Child B, no reference to the collaborative nature of learning as promoted through a whole language learning approach is given. As stated previously the learning environment created through the intervention, with its prevalence of collaborative learning situations (i.e. an environment that had come to be regarded by pupils as being the norm), could have contributed to such lack of

acknowledgement. Further exploration of this factor in a further study would, therefore, be recommended.

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child H expresses a preference for the intervention programme as opposed to the class scheme, with the comments given by her being based on an advancement of learning. In the non-fiction component for example, child states, 'I am remembering more about the passages,' and in the fiction, child states, 'I think the one we're dain the noo is better because we're learning about what we're reading as well as learning new things.' Considering the vast number of research studies which have shown an improvement in pupils' reading comprehension as a result of adopting a comprehension strategy approach (Anderson & Roit, 1993; Block 1993; Deshler and Schumaker, 1993 etc.), Child H's comments are, therefore, of interest.

*Child I (Appendix 15 - Matrix 9, Matrix 24, Table 1 and Table 2)*

*Appendix 15 - Matrix 9*

In accordance with Child I's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'K-W-L' is suggested. With particular reference to 'K-W-L,' the child on two separate occasions states that she finds this strategy easier than 'T-D-MI.' Although, child acknowledges that she finds 'T-D-MI' a quicker strategy, writing a main idea sentence is cited on two occasions as being the most difficult aspect of this one.

With regard to Illeris's (2002) perspective on the learning process, it is interesting to note that all three spheres are given recognition. With reference to the social sphere, a preference for collaborative learning situations is noted in the case of Child I. In relation to the collaborative and social aspect of learning as promoted through both supporters of whole language theory (Goodman, 1976; Smith, 1978 and Cambourne, 2002) and a

constructivist teaching/learning approach (Dewey,1938), Child I's response would similarly to Child A, Child B and Child D, appear to provide further support for this learning mode. All 6 of the emotional responses given are positive (like, prefers etc.), and all of these responses are given in relation to the child's most preferred strategy (i.e. 'K-W-L'). This highlights Child I's enjoyment of this strategy throughout the non-fiction phase. In the cognitive sphere, a wide range of responses are given, reflecting child's ability to both monitor and respond to her own learning needs.

#### *Appendix 15 - Matrix 24*

At the concluding phase of the fiction component, the whole language strategy, 'Read and Retell,' is identified as being Child I's sole preferred strategy. Although at the initial stage of this component, Child I expressed a liking for all three strategies taught (i.e. 'Read and Retell,' 'Skinny Book' and 'Predict and Support'), 'Skinny Book' was, nevertheless, the strategy identified as being her favourite. Thus a change in Child I's preference as the study has progressed is noted. At the concluding phase a noted dislike of the 'Predict' aspect of the 'Predict and Support' strategy is reflected. In relation to, 'Read and Retell,' it is interesting to note that despite child acknowledging this strategy to be time consuming she does, nevertheless, regard it to be fun.

The emotional sphere of the learning process was of most concern to Child I, followed closely by the cognitive dimension. The child's preference for collaborative learning is reflected in the non-fiction phase of the intervention, however no reference to the social sphere is given in this phase (fiction). Considering child's preference for a whole language strategy ('Read and Retell'), which is consistent with the principles of a constructivist learning theory (i.e. a theory that supports collaborative learning), Child I's lack of reference to this mode of working suggests either that this aspect of learning was not of utmost concern to child and her consequent choices or that as a result of the intervention with its focus on collaborative learning, this form of learning had come to

be regarded by her as the norm and thus not deemed significant for comment. This aspect may need further investigation.

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child I expresses a preference for the intervention programme as opposed to the class scheme. In the non-fiction component she acknowledges the intervention to be 'easier,' whereas in the fiction, she states that she prefers the intervention because it is more challenging and also because of the repertoire of strategies that she now has to help her with her reading i.e. 'The Ginn was too easy..because the Unit Study you've got more hard words to learn and you've got more strategies in your reading.' Considering, the view propounded by Anderson et al., (1985)), in relation to readers recognising that different reading tasks require different strategies, this latter comment expressed by Child I is, consequently, of interest. A further and more fuller explanation would, however, be required from the child before determining whether or not she did indeed, recognise and employ the most relevant strategies, to address specific reading purposes.

*Child J (Appendix 15 - Matrix 10, Matrix 25, Table 1 and Table 2)*

*Appendix 15 - Matrix 10*

In accordance with Child J's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'T-D-MI,' after its introduction, is reflected. Interestingly, child states in both assessment tasks that she chose 'T-D-MI' because she finds it harder than 'K-W-L,' and she enjoys difficult tasks. As the study progresses, child does, nevertheless, state that she finds 'T-D-MI' a quicker and easier strategy, and that she particularly enjoys writing a main idea sentence.

Based on Illeris's (2002) perspective on the learning process, it is interesting to note, that although all three spheres do receive recognition, in Child J's case the cognitive and social dimensions appear to be of most concern. In the social sphere a preference for

working alone is suggested. Although Child J chose 'T-D-MI' to be her most preferred strategy, it is interesting, however, to note that the 4 cognitive comments given in relation to 'K-W-L,' refer to the reading approaches employed by her to assist her comprehension (use subheadings, remembers words and not pictures, rereads). This reflects her ability to both monitor her reading and to consciously reflect on those aspects which she deems to be of benefit to her learning.

#### *Appendix 15 - Matrix 25*

In accordance with Child J's response to the four strategies taught in the fiction component, consistency in preference for the strategy 'Skinny Book' is reflected. No comments in relation to the strategy 'Using Content Clues' are given. The initial difficulties experienced by the child after the introduction of the 'Predict and Support,' strategy are further acknowledged at the concluding phase i.e. the 'Support' aspect of the strategy 'Predict and Support' is identified as being the child's least preferred. At the concluding phase of the fiction component, the two positive cognitive comments to justify child's preference for the strategy, 'Skinny Book' are based on the picture element of this strategy and its, consequent, effect on stimulating her thinking and aiding her memory. Considering the researched opinion of Pressley (1976) with regard to increasing children's memory and understanding through direct teaching of mental images, these latter comments are relevant.

Unlike the comments given by Child J in the non-fiction component, no acknowledgement of the social sphere in this phase of the enquiry is given. As stated previously, such lack of acknowledgement of this sphere could suggest either that this aspect of learning was not of utmost concern to child and her consequent strategy preference or that as a result of the intervention with its focus on collaborative learning, this form of learning had come to be regarded by her as the norm and thus not deemed significant for comment.

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child J expresses a preference for the intervention programme as opposed to the class scheme. In the non-fiction component child states that she finds it 'more interesting,' and in the fiction component child says that it is 'fantastic.' Considering my desire to provide a motivationally enriching reading programme, Child J's comments would thus, appear to add some credence to this intended learning goal. Acknowledging the link between an individual's reading engagement and motivation as postulated by Guthrie and Wigfield (2000), Child F's comments are similarly of interest.

*Child K (Appendix 15 - Matrix 11, Matrix 26, Table 3 and Table 4)*

*Appendix 15 - Matrix 11*

At the concluding phase of the non-fiction component, Child K identified the strategy 'T-D-MI' to be her most preferred on account of her perceiving it to be 'easier' and 'quicker.' Interestingly, in the one and only assessment task completed by child (i.e. absent from class in the first assessment), in which she worked with a partner, the strategy 'K-W-L' was chosen i.e. she regarded this strategy at this point to be easier. Considering such variation of response by the child, two possible variables could be suggested, for example, either the influence of her partner on her choice of strategy in the assessment task or an increase in Child K's understanding of the strategy 'T-D-MI' as the study progressed. However, what is of most interest and even perhaps of relevance to the child's variation in response, is her acknowledgement and preference for combining both 'K-W-L' and 'T-D-MI' i.e. 'I write down what I know (K part of 'K-W-L') and I underline the details (D part of 'T-D-MI')." With reference to Piaget's learning theory, particularly his principle of 'accommodation,' this latter response given by her is thus of interest. In accommodative learning for example, previously established cognitive structures are altered through dissociation and reconstruction, as individuals change and adapt the learning to suit their individual needs. Hence, Child K's response, would appear to reflect such a learning principle.



In accordance with Illeris's (2002) perspective of the learning process, it is interesting to note that although all three dimensions are acknowledged by the child, comments consistent with the cognitive and emotional spheres received the greatest recognition.

#### *Appendix 15 - Matrix 26*

Similar to Child K's variation in strategy preference in the non-fiction component, her comments and preferences in the fiction component also vary. At the start of the fiction component for example, child identifies the strategy, 'Read and Retell' as being her favourite, whereas at the concluding phase this is noted to be her least preferred. Consistency in preference for the strategy, 'Predict and Support,' after its introduction is, however, shown i.e. at the concluding phase, this strategy is identified as being the child's most preferred with 5 positive comments being given. Unlike the categories of comments given by her in the non-fiction component, whereby a balance in the number of cognitive and emotional comments were expressed, the cognitive dimension, would, nevertheless, appear to be of most concern to the child in this phase (i.e. fiction). Again, similar to the other 10 children previously mentioned in this study (Child A, Child B, Child C etc.), Child K also gives no recognition in this phase to the social sphere.

#### *Appendix 15 - Table 3 and Table 4*

In the non-fiction component, a preference for the school/class reading scheme as opposed to the intervention is reflected with child's response being based on her familiarity with the scheme i.e. 'I don't like going on to something new.' In the fiction component, however, child expresses a preference for the intervention, stating at this point her dislike of the reading books. Whether or not the novel based approach adopted for use in the fiction component was an influencing factor affecting the child's choice or whether it was the strategies employed for use, is, unfortunately, not conclusive from the child's response, suggesting that further investigation of such a comment would be required.

*Child L (Appendix 15 - Matrix 12, Matrix 27, Table 3 and Table 4)*

*Appendix 15 - Matrix 12*

In accordance with Child L's responses to the two strategies taught in the non-fiction component, consistency in preference for the strategy 'K-W-L' is suggested. With particular reference to 'K-W-L,' the child on two separate occasions states that she prefers this strategy because it helps her to remember more about the passage and also, that she really enjoys the W Part (devising own questions for passage and researching them to find the answers). Considering that it was my intention to encourage the children to 'read to learn,' this latter comment is, therefore, of interest. Only one reference to the strategy, 'T-D-MI' is given e.g. child states in one of the assessment tasks that she chose 'K-W-L' because she perceives it to be harder than 'T-D-MI' as a result of her preference for difficult work.

Although Child L's comments acknowledge all three spheres of the learning process as propounded by Illeris (2002), it is interesting to note, the recognition given by her to the cognitive dimension (i.e. 7 responses). Out of these 7 cognitive based comments 5 centred on the helpfulness of the 'K-W-L' strategy (i.e. her most preferred). This suggests her enjoyment of a strategy which she deemed to be of benefit to her learning. In the two assessment tasks, Child L chose to work with a partner, a social mode of working consistent with the whole language/constructivist teaching/learning techniques promoted through the intervention. Similar to some of the other children in the case, Child L also appears to reflect a liking for this co-operative learning mode.

*Appendix 15 - Matrix 27*

In accordance with Child L's responses to the four strategies taught in the fiction component, consistency in preference for the strategy 'Skinny Book' is reflected. No comments in relation to the strategy 'Using Content Clues' are given. The initial enthusiasm expressed by the child after the introduction of the 'Predict and Support,' is not, however, reflected at the concluding phase. At the concluding phase of the

fiction component, the 2 positive cognitive comments to justify child's preference for the strategy, 'Skinny Book' are based on the picture element of this strategy and its, consequent, effect on stimulating the child's thinking and aiding her memory. Considering the researched opinion of Pressley (1976) with regard to increasing children's memory and understanding through direct teaching of mental images, these latter comments are, again, of interest. The strategy, 'Read and Retell,' is identified as being the child's concluding, least preferred strategy. Consistent, with the other 11 children in this study, Child L also gives no recognition in this phase to the social sphere. Considering, that all twelve children do not acknowledge this factor is, therefore, extremely interesting, suggesting the need for a further study to examine more closely this finding.

*Appendix 15 - Table 3 and Table 4*

In both the non-fiction and fiction component, Child L expresses a preference for the intervention programme as opposed to the class scheme. In relation to the fiction component the child's personal liking for the novel, 'The Strawberry Jam Pony,' is given to support her preference with the topic approach used in the non-fiction component being expressed i.e. 'it gives me more about knights and castles.' Considering the advice of Ellis & Friel (2003), in relation to using topic work to provide a context for teaching, 'Reading for Information' (i.e. beneficial to pupil learning) this 'topic based' justification given by the child in the non-fiction component, is, consequently, of interest.

### ***4.3.3 The Overall Responses of the Children to the Non-fiction and Fiction***

#### ***Components of the Intervention The Non-fiction Component***

##### ***Background on Matrix 13 Data (Appendix 15)***

As a result of an increase in classroom support in the early stages of the non-fiction reading component, an imbalance in the number of opportunities for the children to respond to both of the strategies taught was, unfortunately, inevitable. Consequently, with 'K-W-L' being the first strategy introduced, more responses in relation to it, as opposed to 'T-D-MI' were received. When reflecting on the information portrayed on Matrix 13 (Appendix 15), it is necessary, therefore, to acknowledge this factor in order that a credible analysis of the data can prevail.

Although one of the intentions of this section is to examine and compare the types of responses given by the children with regard to each of the two strategies taught, a decision to explore firstly the overall responses cited by the children in relation to both 'K-W-L' and 'T-D-MI' (i.e. this study's 'comprehension element') has been reached. Acknowledging that the strategies selected for teaching in this study were unique to the needs of the children involved, taking such an initial overview of all of the responses ('K-W-L' and 'T-D-MI') for example, is intended to provide a more comparative account of the reading comprehension element of this study in relation to the vast number of other studies in this field, prior to exploring its 'uniqueness.'

##### ***The Children's Overall Responses to K-W-L and T-D-MI***

One of the most interesting and noticeable features of Matrix 13 (Appendix 15) in relation to both 'K-W-L' and 'T-D-MI,' is the number and variation of responses received by the children. Considering the noted researched opinion of Garner (1987) and Pressley et al., (1992) in relation to the effect of strategy tuition on individual learners, which suggests an increase in learner awareness of their own performance as they read, such responses given by the children in this study are, consequently, of interest.

Acknowledging also the advice of Riding and Rayner (1998) in relation to individual

variation and the importance of identifying the 'dimensions of variation' (ibid., p.8), the wide range of responses would, likewise, appear to reflect this study's concern to address this issue i.e. to recognise learners as both individuals and as members of a cumulative 'learning' body. In addition, noting that the total number of positive comments in relation to both 'K-W-L' and 'T-D-MI' (i.e. 75) far outweigh the total number of negative ones (i.e. 20) is, from a teaching perspective rather encouraging, particularly with regard to the concept of learner motivation and its contribution to reading engagement as suggested by Guthrie & Wigfield, (2000). From a teacher/researcher perspective for example, such positive comments given by the children, would appear to strengthen my personal intention which was to devise a 'motivationally enriching' reading programme (i.e. a basis for hopefully heightening their engagement and consequent, enjoyment of reading).

#### *A Comparison of the Children's Responses to K-W-L and T-D-MI*

A total of 57 positive comments and 14 negative comments were given by the children in relation to the strategy 'K-W-L.' In percentage terms, therefore, 77% of positive and 23% of negative comments for 'K-W-L' were given. In relation to 'T-D-MI,' a total of 18 positive comments and 6 negative ones were expressed. Similar to the percentage totals received in relation to 'K-W-L,' 77% of positive and 23% of negative comments for 'T-D-MI' were, likewise, received. Thus in comparative terms, no apparent difference in the children's positive and negative responses to each of the two strategies is reflected.

With particular reference to the positive responses received in relation to both 'K-W-L' and 'T-D-MI,' individual variation is shown, with the children identifying from a personal learning perspective those aspects of each strategy which were preferable to themselves. One of the most noticeable comments received by the children which was unique only to the strategy 'T-D-MI,' was that it was identified as being quicker (i.e. 8 responses in relation to this aspect of the strategy were received in total). This aspect of

'T-D-MI' is certainly true, and despite the case study children giving recognition to this aspect solely in relation to 'T-D-MI' it is, nevertheless, interesting to note that it did not totally influence all of the case study children at the concluding phase to identify this strategy as being their most preferred (i.e. a balance in preference for both 'K-W-L' and 'T-D-MI' was shown at the concluding phase -Appendix 15 - Matrix 14). Thus in this study, completing comprehension tasks quickly was not shown to be one of the most influential factors regarding each individual's preference.

In relation to 'K-W-L,' it is interesting to note that the 'L' part of this strategy received the most negative and also positive comments. The difficulty of this part of the strategy was given as the sole reason for all of the negative responses cited. This part of 'K-W-L' for example, was concerned with the children trying to remember as much of the passage as they could before trying to rewrite it. Such variation of pupil response to this part as reflected through these positive and negative responses is, nevertheless, of interest, suggesting that what some children perceive as being difficult other children enjoy. Considering the advice of Lipson & Wixson (1991) regarding the implementation of intervention programmes based on the teaching of multiple strategies as opposed to ones that are based on a singular strategy approach, such difference of opinion and variation of response, would once again appear to support this advice. In addition, noting the researched opinion of Kozminsky and Kozminsky (2001) which acknowledges that different students may benefit from different instructional interventions, such variation reflected by the case study children's responses would, similarly, appear to add further credence to this perspective.

One of the most noticeable differences between the two strategies was in relation to the social learning modes preferred by the children e.g. with regard to the strategy 'K-W-L,' working with a group received 8 responses, whereas no reference to group work was given for 'T-D-MI.' In relation to 'T-D-MI,' the children's responses were instead, based on working alone and the benefits associated with this mode. Thus

from this study, it would appear that 'K-W-L' appealed to pupils who enjoy group work, with 'T-D-MI' appealing more to pupils who prefer to work alone. Considering, nevertheless, the few children represented in this study, further research in this area would need to be conducted either to substantiate or overrule this assertion.

In relation to 'K-W-L,' 27 responses on how the children approached the appointed tasks were identified, with the most regularly cited comment being the helpfulness of rereading (i.e. 10 comments were received). Using subheadings was the second most popular approach employed (i.e. 5 comments were given). Acknowledging as an adult, the advantages of rereading text to aid comprehension, such a high response given by the children to this learning approach is of interest. Unfortunately, no comments specifically related to the learning approaches employed by the children in relation to 'T-D-MI' were received. Further exploration of the types of learning approaches used by learners when involved in this strategy in a subsequent study would, therefore, be suggested.

*Choices, Consistency and Change in Relation to 'K-W-L' and 'T-D-MI'*

*Appendix 15 - Matrix 14*

Throughout the non-fiction component, 9 out of the 12 children showed consistency in their strategy preference e.g. 6 children were consistent in their preference for 'K-W-L' and 3 children were consistent with their preference for 'T-D-MI.' Interestingly, despite the remaining 3 children choosing to use the strategy 'K-W-L' in the assessment task(s), these 3 children did, nevertheless, identify 'T-D-MI' at the concluding phase of the enquiry as being their most preferred. As previously addressed, one variable which could be suggested as having an influence on these 3 children's use of 'K-W-L' in the assessment, was their preferred mode of working (i.e. with a partner/in group). Thus, from the children's responses in this study, peer influence has been noted. At the concluding phase of the non-fiction component

both 'T-D-MI' and 'K-W-L' received an equal share of the children's preferences (6 each).

*An Analysis of the Children's Views in Relation to Illeris's (2002) 3 Dimensional Perspective of the Learning Process - Appendix 15 - Matrix 15*

Although in relation to Illeris's (2002) perspective, this part of the study did acknowledge learning to be a three dimensional process (i.e. comprising of cognitive, social and emotional elements) it did, nevertheless, identify the cognitive aspect of learning as being of most importance to the children involved. As this phase of the enquiry gave the children an opportunity to discuss their preferences in accordance with an implemented educational programme, such a greater reference to the cognitive sphere, does not appear to be surprising. Consequently, Illeris's (2002) acknowledgement of the three dimensions being rather unbalanced in some contexts is confirmed by these findings.

*The Children's Comments on Non-fiction Component as Opposed to Class Reading Reading Scheme - Appendix 15 - Table 3*

Interestingly, 10 out of the 11 children present (i.e. Child B was absent) on the day expressed a preference for the non-fiction component of the intervention as opposed to the class scheme (i.e. Ginn 360). The reason given by Child K, the only child who expressed a preference for the class scheme, was based on her liking of familiar resources (i.e. learner comfort). Considering that one of the aims of education is to advance an individual's understanding, this comment is from a teacher/researcher perspective, both illuminating and concerning. This comment for example, would suggest that in further teaching/learning sessions Child K, may benefit from some additional teacher encouragement and support when new teaching methods/resources are being introduced in order that, she may be able to fulfil her educational potential. Considering the various reasons given by the children to justify their choices e.g. 'more interesting,' 'learned more about castles,' 'helps me do my work', it is, however,



interesting to note that the most similarly cited response given by 5 of the children (i.e. Child A, Child D, Child E, Child H, and Child L) was specifically concerned with the strategy programme helping them to learn more. Although the comments received by Child F and Child G were also concerned with the cognitive aspect of learning, these comments were, however, more general/contextually bound, (e.g. ‘..I learned about castles’) and therefore, for the purpose of this enquiry, cannot be conclusively linked to the strategy approach adopted. Personal motivation was the reason given by Child C and Child J. These 2 children, for example, stated that they found the intervention to be ‘more interesting’ than the usual class scheme. Considering the researched opinion of both Guthrie and Wigfield (2000), regarding motivation and its effect (i.e. positive) on reading achievement, and Eccles et al.’s (1988) concern with a decline in reading motivation in the middle childhood years, the ‘more interesting’ comment received by Child C and Child J is thus, of some interest.

### *The Fiction Component*

*The Children’s Accumulated Views on Read and Retell; Using Content Clues; Skinny Book and Predict and Support Throughout Fiction Component -*

### *Appendix 15 - Matrix 28*

Throughout the fiction component, the whole language strategy ‘Read and Retell’ was identified from the children’s responses as being their most preferred (i.e. 9 responses), followed by ‘Skinny Book ‘ (6 responses) and then ‘Predict and Support’ (2 responses i.e. for Predict and Support and 1 for the Predict aspect only). Interestingly, the sole strategy ‘Using Content Clues,’ was not recognised by any of the case study children as being one of their most preferred. Although the strategy ‘Predict and Support’ received the greatest number of positive comments out of the four strategies taught, it did, nevertheless, also receive the greatest number of negative ones, and, in addition, was identified as being the children’s overall least preferred (i.e. 5 responses). The fact that this strategy was the only one in the fiction component that monitored and recorded, the children’s ‘on-task’ performance (i.e. The Interactive Observation) is, however,

accountable for such a high number of evaluative responses. Considering, such a receptive response given by the children when provided with this 'on-task' opportunity is, nevertheless, of much interest, and in conjunction with the researched advice of Garner (1987) and Pressley et al., (1992) regarding strategy tuition and its effect on increasing learner awareness of their own performance as they read, would suggest a need for more classroom opportunities of this nature (i.e. opportunities that allow the children to evaluate and discuss their 'on-task' learning). Similarly, acknowledging the advice of Riding and Rayner (1998) in relation to individual variation and the importance of identifying the 'dimensions of variation' (ibid., p. 8), the wide range of responses cited by the children in the fiction component is, in comparison with the non-fiction component, again interesting. Such responses are for example, effective in reinforcing the need to provide intervention programmes based on the teaching of multiple strategies as opposed to ones that are based on a singular strategy approach (Lipson & Wixson, 1991) to ensure that the learning needs of all individuals can be addressed as effectively as possible i.e. a view also supported by Kozminsky and Kozminsky (2001).

The sole most cited positive response given by the children was in relation the strategy 'Read and Retell,' i.e. the strategy identified by the children as being their most preferred. Interestingly, 9 comments which acknowledged the benefit of this strategy in relation to its rereading and rewriting focus, were received. Considering, the natural nature of this strategy as postulated by Brown & Cambourne (1987) (i.e. one which children are familiar with and which occurs naturally in the classroom environment), combined with this strategy's concern to enable learning in each of the four forms of language (i.e. reading, writing, talking and listening), the children's overall preference for this one is, consequently, of interest. Eight comments were given by the children to express their enjoyment in constructing their books for the infants. Considering that this book making aspect involved the children in using language in each of its four forms, would, therefore, appear to add further credence to the opinion of

Cambourne and Brown (1987) regarding the benefits for learners through the adoption of a whole language approach.

The Children's Accumulated Views on Read and Retell; Using Content Clues; Skinny Book and Predict and Support - Appendix 15 - Matrix 29

At the concluding phase of the fiction component it is interesting, to note that 4 children identify a combination of strategies to be their most preferred. Considering how the learning of these 4 children could have been inadversely affected, if a sole strategy approach as opposed to a multiple one had been taken (e.g. decrease in motivation as a result of a dislike of singular strategy selected to be taught), would once again appear to support the researched opinion of Lipson & Wixson (1991) and Kozminsky & Kozminsky (2001). Interestingly, in each of the various stages of the research (i.e. start, end and throughout), the whole language strategy, 'Read and Retell,' was the strategy most regularly cited (solely or as a combination) by the children as being their most preferred. As a result of the information contained within this matrix, further support, particularly for the design of the fiction component (i.e. combining whole language with direct instruction), in relation to the researched opinion of Spiegel (1992), Strickland & Cullinan (1990), Heymsfeld (1989) and Mosenthal (1989)), regarding the educational and motivational benefits to be gained from the blending of 'both viewpoints,' (Spiegel, 1992, p.44) would appear to be reflected.

*Consistency and Change in Relation to the Children's Views, Behaviour and Preference Towards Strategies Throughout Fiction Component*

*Appendix 15 - Matrix 30*

Seven out of the 12 case study children remained consistent with their strategy preference throughout the fiction component. Out of the 5 children who did, nevertheless, reflect a change in preference, 4 of these children identified the whole language strategy 'Read and Retell' as being one of their most preferred (i.e. either solely or jointly). With particular reference to this whole language strategy, it is, therefore, interesting to note that 9 out of the 12 children at the concluding phase, expressed a preference for this one. Thus in accordance with Brown & Cambourne's (1987) researched evaluation of this 'learning procedure,' which regards pupil motivation and educational growth as being attributed to factors such as learner familiarity with its use, the provision for learning in each of the four forms of language and the, consequent, collaborative nature of reading activities based on this strategy, the case study children's preference for 'Read and Retell' is interesting.

*An Analysis of the Children's Views in Relation to Illeris's (2002) 3 Dimensional Perspective of the Learning Process - Appendix 15 - Matrix 31 and 32*

Similar to the non-fiction component, the children's responses in the fiction component, also acknowledge the cognitive dimension of the learning process as being of most influence to their choices. Unlike the non-fiction component however, the social dimension of the learning process was, in this phase of the enquiry, not acknowledged. Instead in the fiction component, the emotional dimension received more recognition. Therefore, from the children's responses in the fiction component, Illeris's (2002) three dimensional perspective of the learning process was not reflected. Considering, nevertheless, the size of the sample and this study's primary research concern (i.e. to examine the children's strategy preference), further study in this area (the various processes of learning) would need to be undertaken to explore, more systematically, Illeris's (2002) model. Within this study with its focus on whole language and

constructivist learning techniques which promoted co-operative forms of learning, one plausible reason to account for the children's lack of reference to this mode could be explained by the fact that they may have regarded this mode of working as being the norm, and thus not deemed significant for comment.

*The Children's Comments on Fiction Component as Opposed to Class Reading Reading Scheme - Appendix 15 - Table 4*

Interestingly, 11 out of the 12 case study children expressed a preference for the fiction component of the intervention as opposed to the class scheme (i.e. Ginn 360). In relation to these 11 comments, 8 concerned with the more challenging nature (i.e. its cognitive dimension) of the intervention as opposed to the Ginn 360 programme were given (i.e. Child A, Child B, Child C, Child D, Child G, Child H, and Child I), with the remaining 3 comments reflecting the children's attitudinal preferences e.g. 'Fantastic,' 'I like the Strawberry Jam pony.' The reason given by Child F, the only child who expressed a preference for the class scheme in this component, was based on his familiarity with this resource. Thus, similar to the comment received by Child K in the non-fiction component, who also expressed a preference for the Ginn 360 scheme based on learner comfort/familiarity, Child F's comment in this phase of the enquiry is similarly, rather concerning (i.e. educationally restrictive to the advancement of future learning). Child F would likewise, appear to require in subsequent teaching/learning sessions involving new teaching methods/materials, additional teacher support and encouragement in order to fulfil his educational potential.

Consequently, considering that it was my intention to provide a reading programme that would be both educationally and motivationally enriching, the children's overall preference (i.e. 11 out of 12) for the fiction component of the intervention as opposed to the Ginn 360 programme (i.e. class scheme), would appear, particularly in relation to my 'motivational' intention to have been accomplished.

#### **4.4 What types of learning activities do the case study children express a preference for at the pre-intervention phase?**

##### ***4.4.1 Evidence and Method of Analysis***

The evidence for this section is based on the children's response to Question 1 and Question 2 of the learning style frame. Question 1 for example, was concerned with the type(s) of classroom activities preferred by the children, with Question 2 being concerned with the children's most preferred mode of working (e.g. alone, with a partner, with friends, in a group). As described in Chapter 3, two teaching sessions were scheduled for the implementation of this learning frame i.e. session one involved an interactive teaching session resulting in a 'brain storm' of ideas that related to each question with session two, providing the children with an opportunity to record their own personal preferences.

In the first stage of this 'inductive' (Lankshear & Knobel, 2004, p.336) content analysis process, a code book comprising of all of the children's responses to the two questions was compiled. As a result of this code book, four categories, consistent with the children's response to Question 1 (i.e. 'Curriculum Area and Activity Focus,' 'Curriculum Area and Cognition,' 'Cross Curricular and Cognition' and 'Cognition and Social'), and one category consistent with their response to question two ('Work Situation'), were identified. These categories reflecting the children's responses are shown on Matrix 33. Having analysed the data in accordance with these five categories and acknowledging that this study was concerned with adopting the principles of Honey and Mumford's (1986, 1992) four style learning theory (i.e. the elective reading tasks), a decision, was also reached at this stage to attempt to categorise the information received (i.e. data contained on Matrix 33) in accordance with this theory (i.e. its cognitive and social aspects). This preliminary attempt to address this learning style theory prior to its actual implementation, was of interest, particularly in relation to the controversy surrounding the validity and reliability of learning style assessment instruments. In Matrices 33, 34 and 35 reference to Honey and Mumford's (1986, 1992) theory is,

therefore, shown. In addition to the reference given in Matrix 35 to the children's responses and their association with Honey and Mumford's (1986, 1992) style criteria, this matrix also provides a cumulative overview of the children's learning preferences (i.e. task and mode). Thus, consistent with the intention of this enquiry, both an individual (Matrix 33) and cumulative perspective (Matrix 35) of the children's learning at this pre-intervention phase has been given.

#### *4.4.2 The Children's Pre-Intervention Learning Preferences - Appendix 15 - Matrix 33*

##### *Child A*

Three activities are identified by Child A as being his most preferred. These activities comprise of 2 art based tasks (e.g. drawing, painting) and 1 concerned with finding information. Interestingly, child identifies group work to be his most preferred type of work situation and, consistent with his enjoyment of finding information, it is consequently, the group element of this task that is further acknowledged.

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 theorist based activity (finding information) and 2 references to the work mode (i.e. social) associated with the styles of pragmatist and activist (i.e. group mode) are from the child's response suggested.

##### *Child B*

Four activities are identified by Child B as being his most preferred. These activities comprise of 2 art based tasks, 1 language oriented task concerned with finding information and 1 general cognitive activity involving using his imagination.

Working with a partner is identified as being child's most preferred work mode.

With reference to Honey and Mumford's (1986, 1992) learning style criteria a preference for 1 theorist (finding information) and 1 pragmatist (using imagination) activity is suggested

### *Child C*

Three activities are identified by Child C as being his most preferred. These comprise of 1 art task, 1 drama task (i.e. two expressive art based tasks) and the cognitive task 'making games.' A preference for working alone is reflected.

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 activist activity (drama) and the work mode (i.e. social) associated with the style of reflector (alone) is suggested.

### *Child D*

Three activities are identified by Child D as being his most preferred. These comprise of 2 language based tasks (reading and finding information) and 1 art task. A preference for working in a group is shown.

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 theorist activity (finding information) and the work mode (i.e. social) associated with the styles of pragmatist and activist (i.e. group mode) is suggested.

### *Child E*

Three activities are identified by Child E as being his most preferred. These comprise of 1 art task and 2 cognitive based tasks (i.e. consolidating learning and inventing). A preference for working alone is reflected.

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 reflector activity (consolidating learning) and 1 pragmatist activity (inventing stuff) is shown. The work mode (i.e. social) associated with the style of reflector (alone) is suggested.



### *Child F*

The cognitive activity, 'Finding Information,' is the sole activity identified by Child F as being his most preferred, with a preference for group work being suggested.

With reference to Honey and Mumford's (1986, 1992) learning style criteria, this 1 activity identified by child is, consequently, reflective of the theorist style with his preferred work mode (i.e. social) being consistent with both the activist and pragmatist styles (i.e. group mode).

### *Child G*

Three activities are identified by Child G as being her most preferred. These comprise of 1 reading task, 1 art task and the cognitive task, 'creating things from imagination.' A preference for working alone is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 pragmatist activity (creating things from imagination) and the work mode (social) associated with the style of reflector (i.e. alone) is suggested.

### *Child H*

Five activities are identified by Child H as being her most preferred. These comprise of 2 art tasks, 2 language tasks (i.e. hand writing and reading) and the cognitive task, 'creating things from imagination.' A preference for working alone is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 pragmatist activity (creating things from imagination) and 1 reflector activity (hand writing) is shown. The work mode (i.e. social) associated with the style of reflector (alone) is also suggested.

### *Child I*

Two activities are identified by Child I as being her most preferred. These comprise of 1 cognitive based art task (using imagination) and 1 cognitive based reading task (finding information). A preference for working with a friend is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 pragmatist activity (using imagination) and 1 theorist activity (hand writing) is shown. The work mode (i.e. social) associated with the style of pragmatist (with a friend) is suggested.

### *Child J*

Three activities are identified by Child J as being her most preferred. These comprise of 1 art task, 1 drama task and 1 cognitive based reading task (answering hard questions). A preference for working alone is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 activist activity (drama) and 1 reflector activity (answering hard questions) is shown. The social work mode associated with the style of reflector (with a friend) is also suggested.

### *Child K*

Five activities are identified by Child K as being her most preferred. These comprise of 4 tasks associated with each of the four components of the expressive arts curriculum (i.e. music, drama, art and P.E.), and 1 based on the cognitive task, 'cooking.' A preference for working with a partner is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 activist activity (drama) is reflected.

### *Child L*

Four activities are identified by Child L as being her most preferred. These comprise of 2 language tasks (reading and reading to find information), 1 cognitive centred task (working on difficult tasks) and 1 cognitive and social task (working with the teacher). Interestingly, Child L was the only child in the study to give reference to working with teacher. A preference for working alone is reflected

With reference to Honey and Mumford's (1986, 1992) learning style criteria, a preference for 1 theorist activity (finding information) and the work mode (social) associated with the style of reflector (i.e. alone) is suggested.

### *Appendix 15 - Matrix 34 - Criteria from Matrix 33 Specifically Associated with Honey and Mumford's (1986, 1992) Learning Style Criteria.*

In accordance with Honey and Mumford's (1986, 1992) learning style criteria, the difficulty in trying to classify the activities chosen by the children (i.e. their most preferred) without having knowledge of their cognitive processes is highlighted on Matrix 34 (Appendix 15). Interestingly, however, at this pre-intervention phase, activities consistent with the cognitive aspect of both the reflector (i.e. 3 are identified) and pragmatist (i.e. 2 are identified) styles, would appear to be those that the children, in relation to Honey and Mumford's (1986, 1992) criteria, are most familiar with in their classroom learning. Possible variables to account for pupil acknowledgement of such activities, over and above their own preferences could, nevertheless, be attributed to factors such as: teacher preference for the implementation of such activities in relation to classroom management and organisation; the curriculum resources employed by the school and their consequent learning focus, or the curriculum content specified by the school's local education authority and thus addressed by the school. In order to ensure

that the children are indeed exposed to a variety of learning activities comprising of different cognitive learning opportunities, further investigation by the school in this area would therefore be suggested.

#### *4.4.3 The Overall Pre-intervention Learning Preferences of the Children - Appendix 15 - Matrix 35*

Interestingly, activities that are associated with the curriculum areas of language and the expressive arts are the children's most preferred. Acknowledging that this study was concerned with the reading aspect of the language curriculum, the children's positive response, at this stage to language activities is, thus, rather encouraging.

With regard to the cognitive aspect of learning, it is interesting to note that the children show most preference (i.e. 6 comments received) for the cognitive activity, 'Finding Information;' an activity consistent with Honey and Mumford's (1986, 1992) 'theorist style' criteria. The second most preferred cognitive activity identified by the children (i.e. 5 comments given) was 'Using their Imagination/Inventing Stuff;' an activity consistent with Honey and Mumford's (1986, 1992) 'pragmatist style' criteria. At this preliminary stage of the enquiry it is, therefore, interesting to note the children's preference for activities consistent with the 'cognitive criteria' associated with two of Honey and Mumford's noted styles. Acknowledging that many of the activities identified by the children could not be classified in accordance with Honey and Mumford's (1986, 1992) learning style criteria (i.e. its cognitive aspect), should however, caution any interpretation/identification of the case study children's learning style preferences at this stage. One of the main difficulties, therefore, acknowledged at this stage of the enquiry was the actual complexity of trying to ascertain an individual's learning style 'naturally.' Although a published learning style assessment instrument could have been employed, the use of such an instrument was, nevertheless, from the outset of this enquiry, overruled i.e. on account of them being both educationally and ethically restrictive (See Chapter 2 for a fuller justification). This enquiry instead, was

more concerned with exploring the children's preferred style(s) of learning in as natural a learning environment as possible.

At this pre-intervention phase of the study, a variety of work modes were identified by the children (i.e. alone, in a group, with a partner, with a friend). Interestingly, most preference (i.e. 6 comments) for the work mode associated with Honey and Mumford's (1986, 1992) style of reflector was given (i.e. working alone). Three of these comments were in relation to working as a group, 2 in relation to working with a partner and 1 in relation to working with a friend. Given the variation in work mode preference identified by the children at this phase and considering the social learning focus of the elective tasks selected for the intervention (i.e. alone, with a partner, in a group, with friends), further exploration of this factor in the next section of this chapter should be of interest.

## **4.5 What types of learning activities do the case study children choose from the elective task element of the intervention and what, if anything do their choices and justifications for their choices, suggest about their preferred learning style(s)?**

### ***4.5.1 Evidence and Method of Analysis***

The evidence for this section is based on the children's selection of and justification for, the elective reading tasks that they chose to complete. With regard to the children's elective task 'choices' in both the non-fiction and fiction components, a numerical count of those highlighted in each child's individual 'work folder' was taken (tasks consistent with Honey and Mumford's four style theory).

In relation to the 'justifications' given by each child to support their choices, four elective reading tasks in the non-fiction component out of the seven provided, and two elective reading tasks in the fiction component out of the six provided, were monitored i.e. the increased opportunity provided by the additional classroom support in the non-fiction component resulted in this variation. In the non-fiction component, the children's justifications for their choices in relation to two elective tasks were captured in interview 1, with the children's views of a further two elective tasks being gained through two interactive observations. In the fiction component, two interactive observations were again used to ascertain the children's reasons for their choices. The children's justification in relation to both the non-fiction and fiction components were analysed using an 'inductive' (Lankshear & Knobel, 2004, p.336) form of content analysis i.e. a code book comprising of all of the children's comments was compiled before the identification of twelve categories. Acknowledging after the identification of these twelve categories, their relevance to Illeris's (2002) three dimensional perception of the learning process (its cognitive, social and emotional spheres), a decision to classify these categories in accordance with these three spheres was reached. With regard to the children's justification for their reading elective task choices, 5 categories consistent with both the cognitive and emotional spheres and 2 categories consistent with the social sphere were thus identified (i.e.  $5 + 5 + 2 = 12$  in total).

With particular reference to the content of the reading elective tasks and their consequent, association with Honey and Mumford's (1986, 1992) four style theory, a decision was also taken, in this section, to provide a breakdown of the social and cognitive criteria of each of the lessons implemented i.e. Matrices 36, 37, 87 and 88 in Appendix 15 focus on this 'deductive' (Lankshear & Knobel, 2004, p.335) analysis process.

In conjunction with the approach adopted within this study, the information in this section, presents both an individual and cumulative perspective of the children's learning style preferences (reading elective tasks) for both the non-fiction and fiction components. Similar to the structure employed to address the second research question of this study, this section has, thus, been divided into two parts. In the first part, the focus is on each child and their response to the learning style element (i.e. the reading elective tasks) of both components (non-fiction and fiction) of the intervention programme with the second part providing a cumulative overview of the children's responses.

#### *4.5.2 The Children's Individual Elective Task Choices and Justifications for their Choices in the Non-fiction and Fiction Component*

*Child A (Appendix 15 - Matrices 38, 39, 40, 41, 89, 90, 91 and 92)*

**Non-fiction Elective Task Choices - Appendix 15 - Matrix 38**

Interestingly, 3 activities consistent with the activist style, 2 consistent with the theorist style and 1 consistent with the styles of both reflector and pragmatist were chosen by Child A. Thus, at least one reading elective task consistent with Honey and Mumford's (1986, 1992) four styles was selected. From the work modes provided by each task, a preference for co-operative learning situations is suggested. Further exploration of the child's justifications is, however, required, in order to either support or dismiss such a suggestion.

*Non-fiction Elective Task Justifications - Matrix 39, 40 and 41*

With regard to Child A's justifications to support his reading elective task choices, the emotional sphere of the learning process was shown to be the most popular i.e. personal enjoyment of tasks would, therefore, appear to have been of most influence to him. Similar to Child A's response from the pre-intervention phase, the co-operative aspect of the learning process is again noted as being a preference, thus, some support for the child's choices (Appendix 15 - Matrix 38) based on this mode of working could be suggested.

*Fiction Elective Task Choices - Appendix 15 - Matrix 89*

Interestingly, 5 elective tasks consistent with the activist style, and 1 consistent with the theorist style were selected by Child A. Thus when provided with an opportunity to choose from all four styles, Child A, has opted to choose more frequently, tasks consistent with the social and cognitive criteria of the activist mode. Although his preference for such tasks would appear to be encouraging from a learning motivation perspective, such response could, however, from an educational perspective be rather limiting, if tasks consistent with this mode were to be chosen by him on a long term basis. Thus the advice of Grasha (1984), Gregorc (1984), Vermunt (1998) and Apter (2001), who support learning both in and out with a preferred style would appear to be of some relevance with regard to expanding Child A's style preference i.e. the approach taken in the non-fiction component.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 90, 91 and 92*

Three comments in relation to the emotional dimension of the learning process, 2 in relation to the cognitive sphere and 1 in relation to the social sphere were given by Child A. Although, similar to the non-fiction component, most recognition has been given to the emotional sphere, the difference between the number of comments received in this sphere compared to the cognitive sphere is however, (in this phase of the enquiry), minimal e.g. 1 comment of a difference. Interestingly, the 2 comments



received by Child A in relation to the cognitive sphere were both concerned with extending the child's knowledge, with the 1 comment given in relation to the social sphere, being in relation to the group element of the task. Considering all of the comments given by the child, it would thus appear that tasks which extend his knowledge, tasks which he enjoys and tasks which are based on group work had some influence on his choices.

*Child B (Appendix 15 - Matrices 42, 43, 44, 45, 93, 94, 95 & 96)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 42*

As a result of a two week absence from class (contracted the chicken pox virus), only 5 elective tasks out of a total of 7 were completed by Child B. From the 5 tasks selected, 2 were consistent with the activist style, 2 with the pragmatist and 1 with the reflector. Thus, no activities consistent with the theorist style were chosen. Considering Child B's pre-intervention preference for working with a partner (Matrix 33), it is interesting to note however, that during the intervention a variation of work modes were employed (alone, pupil choice, group). From the child's task selection, it could, therefore be suggested that working with a partner was not a determining factor influencing his choices.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 43, 44 and 45*

With regard to Child B's justifications to support his reading elective task choices, the emotional sphere of the learning process, would appear to be slightly more important to Child B (2 comments of a difference), than those concerned with the cognitive sphere. Interestingly, with regard to the cognitive sphere, comments concerned with the child's current knowledge were reflected to be of some influence with regard to his task selection. Thus reflecting his preference for tasks, which he deemed to be attainable. One justification in relation to the social aspect of learning was given, with its focus being on group work.

*Fiction Elective Task Choices - Appendix 15 - Matrix 93*

Four elective tasks consistent with the activist style and 1 consistent with both the pragmatist and theorist styles were chosen by Child B. Thus, similar to Child A's response, Child B when provided with a choice of tasks representative of all four styles also reflected a greater preference for those consistent with the social and cognitive criteria of the activist mode. Considering, however, the educational value of being able to learn both in and out with a preferred style (a more flexible and adaptable learning approach), further credence for the advice of Grasha (1984), Gregorc (1984) Vermunt (1998), and Apter (2001) who highlight the need for individuals to be exposed to learning styles other than their most preferred is again reflected.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 94, 95 and 96*

With regard to Child B's justifications to support his reading elective task choices, the emotional sphere of the learning process, would again (similar to the non-fiction component) from the responses received, appear to be more important to him than those concerned with the cognitive sphere. Similar to the non-fiction component, reference to both the cognitive category, 'Addresses Current Knowledge,' and the co-operative nature of group work were acknowledged. Considering such similarity between the responses given in both components of the intervention, consistency in the types of factors influencing Child B's choices could, therefore, be suggested.

*Child C (Non-fiction Elective Task Choices - Appendix 15 - Matrix 46)*

Four activities consistent with the activist style, 2 consistent with the theorist style and 1 consistent with the pragmatist style were chosen by Child C. No tasks consistent with the reflector style were selected. Considering, that the style of reflector is consistent with the child's pre-intervention preference for working alone, it would, therefore, appear from the child's choices, that this mode of working (alone) did not influence him in his task selection e.g. unlike child's pre-intervention preference for working alone, elective tasks that involved co-operative learning opportunities were

instead chosen during the intervention (with a partner, in a group, pupil choice of group). Exploration of the types of tasks chosen by child in the fiction component and their associated work modes (alone, in a group etc.) should, consequently, be of further interest, in order to substantiate any assumption regarding the child's preference for either independent or co-operative learning.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrix 47, 48 and 49*

With regard to Child C's justifications to support his reading elective task choices, the cognitive sphere of the learning process, would appear to be of most influence. In relation to the comments cited by him in relation to this cognitive element, it is interesting to note that 3 out of the 4 given, were concerned with extending the child's current knowledge. Thus tasks that were deemed by the child to be of educational benefit would appear to have influenced his choices. Although, reference to all three spheres of the learning process is shown, the emotional sphere does, however, receive greater recognition than the social one. Considering the child's pre-intervention preference for working alone (Matrix 33), yet his consequent, selection of tasks conforming to various co-operative modes ( partner, group), it could be further suggested from the minimal reference given by him to the social element of the learning process, his flexibility with regard to this aspect.

*Fiction Elective Task Choices - Appendix 15 - Matrix 97*

Four elective tasks consistent with the activist style and 2 consistent with the pragmatist style were chosen by Child C. Thus, similar to the response of Child A and Child B, Child C has also shown a greater preference for tasks consistent with the social and cognitive criteria of the activist mode. Acknowledging, however, the educational value of being able to learn both in and out with a preferred style (i.e. a more flexible and adaptable learning approach), the advice of Grasha (1984), Gregorc (1984) Vermunt (1998) and Apter (2001) who highlight the need for individuals to be exposed to

learning styles other than their most preferred is once again reflected. Furthermore, considering the work modes represented by the styles of pragmatist and activist, some support for the child's preference for co-operative learning opportunities during the intervention phase is suggested.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 98, 99 and 100*

Three comments in relation to the emotional dimension of the learning process and 1 in relation to both the cognitive sphere and social sphere were given by Child C. Acknowledging that this component provided the children with an opportunity to choose from all four of Honey and Mumford's (1986, 1992) recognised styles, it is, thus, interesting to note the child's greater interest for the emotional sphere, as opposed to the cognitive one (in the non-fiction the cognitive sphere received most recognition). Thus tasks which he deemed to be most enjoyable would appear to have been of most influence. Similar to the child's non-fiction justifications in relation to the cognitive sphere, the category 'Extends Current Knowledge,' was, likewise, acknowledged in the fiction component as having some influence on his choices.

*Child D (Appendix 15 - Matrices 50, 51, 52, 53, 101, 102, 103 and 104)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 50*

Interestingly, 3 activities consistent with the activist style, 2 consistent with the reflector style and 1 consistent with the styles of both pragmatist and theorist were chosen by child. Thus, an opportunity for Child D to pursue a variety of tasks consistent with Honey and Mumford's (1986, 1992) four style theory is reflected. Considering Child D's pre-intervention preference for working in a group (Matrix 33), it is interesting to note, however, that during the non-fiction component of the intervention a variation of social learning modes were employed by him to complete the tasks (i.e. alone, pupil choice, group). Thus it would appear that the group element of tasks did not wholly influence him in his task choices.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 51, 52 and 53*

With regard to Child D's justifications to support his reading elective task choices, the emotional sphere of the learning process was the most popular. One comment in relation to the social aspect of learning was cited, with the focus being on group work. Thus similar to Child D's pre-intervention preference for this co-operative mode of working, this aspect is given some recognition with regard to his non-fiction elective tasks choices.

*Fiction Elective Task Choices - Appendix 15 - Matrix 101*

Similar to Child A's fiction elective task choices, Child D also chose 5 tasks consistent with the activist style and 1 consistent with the theorist style. Thus it would appear, that tasks consistent with the social and cognitive criteria of the activist mode were his most preferred. Considering the advice of Grasha (1984), Gregorc (1984) Vermunt (1998), and Apter (2001) who highlight the need for individuals to be exposed to learning styles other than their most preferred, Child D's response would, once again, highlight the need to adopt the learning style principles of the non-fiction component of this enquiry (i.e. limited to a choice of two styles on any one occasion) which, consequently, resulted in Child D pursuing tasks in each of the four styles.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 98, 99 and 100*

Four comments in relation to the emotional dimension of the learning process and 2 in relation to both the cognitive and social spheres were given by Child D. Thus, similar to the non-fiction component, most recognition was given to the emotional sphere. In this phase of the intervention it is, nevertheless, interesting to note that the 2 comments received by Child D in relation to the cognitive sphere, were concerned with extending his knowledge.

*Child E (Appendix 15 - Matrices 54, 55, 56, 57, 105, 106, 107 and 108)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 54*

Three activities consistent with the activist style, 2 consistent with the theorist style and 2 consistent with the pragmatist style were chosen by Child E. Considering, that no tasks consistent with the style of reflector were selected by him is, in relation to the child's pre-intervention preference for working alone, of interest, particularly since the style of reflector was in the main, the style that focused on this mode of working.

Thus, from the child's non-fiction intervention choices, 'working alone' does not appear to have been of particular influence to the child during this phase.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 55, 56 and 57*

With regard to Child E's justifications to support his reading elective task choices, it is interesting to note the balance in preference between the cognitive and emotional spheres (3 comments each). One comment concerned with working in a group, was cited (social sphere). In relation to the cognitive sphere, it is interesting to note the slight increase in recognition given by him to the category 'Extends Current Knowledge' as opposed to 'Addressing Current Knowledge.' Thus it would appear, that Child E when given the choice, opted to complete tasks that he deemed to be challenging.

*Fiction Elective Task Choices - Appendix 15 - Matrix 105*

Four elective tasks consistent with the activist style and 1 consistent with both the pragmatist and theorist styles were chosen by Child E. Thus, similar to the response of Child A, Child B, Child C and Child D, Child E has also shown a greater preference for tasks consistent with the social and cognitive criteria of the activist mode.

Acknowledging, again, the educational value of being able to learn both in and out with a preferred style (more flexible and adaptable learning approach), further support for the advice of Grasha (1984), Gregorc (1984) Vermunt (1998) and Apter (2001), who highlight the need for individuals to be exposed to learning styles other than their most preferred is again reflected.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 106, 107 and 108*

Similar to Child E's non-fiction justifications, a balance in preference for the cognitive and emotional spheres of the learning process is reflected. In this phase of the intervention, the social sphere of the learning process is, however, given the most recognition (3 comments given). Considering that 2 of these comments refer to the group aspect of the task selected, and that all of the tasks chosen by him in this component involved some sort of co-operative learning (i.e. with a partner, pupil choice of grouping, in a group), a change in the child's pre-intervention preference for 'working alone,' has in both components of the intervention (non-fiction and fiction) been suggested. Similar to the non-fiction component, whereby 2 comments in relation to the category 'Extends Current Knowledge' were given, the 2 comments received in the fiction component were also concerned with this category.

*Child F (Appendix 15 - Matrices 58, 59, 60, 61, 109, 110, 111 and 112)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 58*

Three activities consistent with both the pragmatist and activist styles and 1 consistent with the theorist style were chosen by Child F. Considering, that the types of tasks selected by him mostly involved group work (i.e. 5 tasks), further credence for his pre-intervention preference for this mode of working would appear to be suggested.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 59, 60 and 61*

With regard to Child F's justifications to support his reading elective task choices, the cognitive sphere of the learning process was the most popular. Two comments in relation to the social aspect of learning (working as a group) were given. Thus further acknowledgement of the child's preference for group work is reflected. Noting the variation of responses given by child in relation to both the cognitive and emotional spheres of the learning process, is interesting, suggesting that on different teaching/learning sessions, different factors influenced his choices.

*Fiction Elective Task Choices - Appendix 15 - Matrix 109*

Interestingly, all 6 of the elective tasks chosen by Child F were consistent with the activist style. Thus activities solely focusing on the social and cognitive criteria of the activist mode would appear to be the child's most preferred. Although this is a reflection of the child's preference, and would appear to be rather encouraging from a learning motivation perspective, such response could, however, from an educational perspective be rather limiting, if tasks solely consistent with this mode were to be chosen on a long term basis. Thus, further support for the advice of Grasha (1984), Gregorc (1984) Vermunt (1998) and Apter (2001), who suggest the need for individuals to be exposed to learning styles other than their most preferred is once again highlighted i.e. the approach adopted in the non-fiction component of this intervention programme.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 110, 111 and 112*

In this phase of the enquiry it is interesting to note the balance in preference for both the emotional and social dimensions (the co-operative aspect) of the learning process. The 1 and only comment given in relation to the cognitive sphere was concerned with the category, 'Extends Current Knowledge.'

*Child G (Appendix 15 - Matrices 62, 63, 64, 65, 113, 114, 115 and 116)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 62*

As a result of a two week absence from class (child contracted the chicken pox virus), only 5 elective tasks out of a total of 7 were completed by Child G. From the 5 tasks selected, 2 were consistent with the activist style, 2 with the style of reflector and 1 with the pragmatist. No activities consistent with the theorist style were chosen. Considering Child G's pre-intervention preference for working alone (Appendix 15 - Matrix 33), it is interesting to note that during the intervention, 3 out of the 5 tasks selected were consistent with this mode. From the child's task selection, it could, therefore be suggested that 'working alone' did have some influence on her subsequent choices.



*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 63, 64 and 65*

With regard to Child G's justifications to support her reading elective task choices, the cognitive sphere of the learning process was the most popular. Interestingly, comments in relation to the emotional category, 'Better than Alternative,' were those most frequently cited (3 comments in each were given). One comment in relation to the social dimension of the learning process (its co-operative aspect) was given.

*Fiction Elective Task Choices - Appendix 15 - Matrix 113*

Two activities consistent with both the pragmatist and activist style, and 1 activity consistent with the styles of theorist and reflector were chosen by Child G. Thus at least 1 activity consistent with each of Honey and Mumford's (1986, 1992) four identified styles, were selected. Noting such preference for a variation of tasks, and acknowledging the educational potential of being able to complete tasks that are based on differing cognitive and social learning factors, (not only those that are limited to a particular style), Child G's responses are, therefore, from a teaching/learning perspective of much interest.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 114, 115 and 116*

Six comments in relation to the emotional dimension of the learning process, 2 in relation to the cognitive dimension and 1 in relation to the social sphere were given by Child G. Interestingly, in relation to the emotional sphere, 5 comments consistent with the category, 'Motivationally Enjoyable,' were received. Thus it would appear that the child most regularly opted for tasks that she liked.

*Child H (Appendix 15 - Matrices 66, 67, 68, 69, 117, 118, 119 and 120)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 66*

Three activities consistent with both the activist and pragmatist styles, and 1 consistent with the style of reflector were chosen by Child H. No theorist style activities were

selected. Considering the child's pre-intervention preference for working alone, it is interesting to note that in the non-fiction component, tasks comprising of various work modes were, however, selected.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 67, 68 and 69*

With regard to Child H's justifications to support her reading elective task choices, the emotional sphere of the learning process was the most popular. Interestingly, all 6 of the comments received in the emotional sphere, were contained under the category, 'Motivationally Enjoyable.' Thus Child H would appear to be attracted to activities which she likes. Two comments in relation to the social dimension of the learning process were given. Interestingly in this dimension (social), child chose to comment on both her enjoyment of 'working alone' and in co-operation with others. Considering that Child H in the pre-intervention phase, stated a preference for working alone, and through her elective task selection was involved in a variation of work modes, these 2 work mode comments would, consequently, appear to suggest either her enjoyment for both or an increased awareness and enjoyment of co-operative learning as a result of the intervention.

*Fiction Elective Task Choices - Appendix 15 - Matrix 117*

Four elective tasks consistent with the activist style and 1 consistent with both the pragmatist and theorist styles were chosen by Child H. Thus, similar to the response of Child A, Child B, Child C, Child D, and Child E, Child H has also shown a greater preference for tasks consistent with the social and cognitive criteria of the activist style. Acknowledging, however, the educational value of being able to learn both in and out with a preferred style (a more flexible and adaptable learning approach), further support for the advice of Grasha (1984), Gregorc (1984) Vermunt (1998) and Apter (2001), who highlight the need for individuals to be exposed to learning styles other than their most preferred would appear, again, to be reflected.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 118, 119 and 120*

Four comments in relation to the emotional dimension of the learning process and 2 in relation to both the cognitive and social spheres were given by Child H. Interestingly, similar to her non-fiction comments, the category 'Motivationally Enjoyable,' (emotional dimension) was again the most popular. Thus, it would appear from her response to both components that she more often chose tasks which she knew that she liked.

*Child I (Appendix 15 - Matrices 70, 71, 72, 73, 121, 122, 123 and 124)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 70*

Three activities consistent with the activist style, and 2 consistent with both the pragmatist and theorist styles were chosen by Child I. No tasks consistent with the reflector style were selected. Considering her pre-intervention preference for working with a friend (Appendix 15 - Matrix 33), it is interesting to note that during the non-fiction intervention, a variety of co-operative work modes were employed. No tasks that involved working alone were chosen by the child.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 71, 72 and 73*

With regard to Child I's justifications to support her reading elective task choices, the cognitive sphere of the learning process was the most popular. One comment in relation to the social aspect of learning was given, with the focus being on working with a friend. Considering that Child I at the pre-intervention phase identified a preference for working in this mode, consistency in her response at this phase would thus appear to be reflected.

*Fiction Elective Task Choices - Appendix 15 - Matrix 121*

As a result of a class absence, Child I unfortunately missed one of the prescribed elective tasks (Chapter 2 of the Strawberry Jam Pony). However, from the 5 tasks she completed, it is interesting to note that all of them were consistent with the

activist style. Thus similar to the response of Child F, Child I, also reflects a preference for activities that are solely concerned with the social and cognitive criteria of the activist mode. Considering the educational limitation that could result if tasks consistent with this style were only ever chosen by Child I, the advice of Grasha (1984), Gregorc (1984) Vermunt (1998) and Apter (2001) must, therefore, once again be acknowledged (they suggest that individual's should be exposed to a varied of styles other than their most preferred in order for learning to develop).

*Fiction Elective Task Justifications - Appendix 15 - Matrices 122, 123 and 124*

Four comments in relation to the emotional dimension of the learning process and 1 in relation to both the cognitive and social spheres were given by Child I. Considering that the emotional sphere of the learning process was, similarly, given most recognition in the non-fiction phase, Child I's personal enjoyment of tasks would again, in the fiction component, appear to be of most influence with regard to her task selection.

*Child J (Appendix 15 - Matrices 75, 76, 77, 125, 126, 127 and 128)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 74*

Three activities consistent with both the activist and theorist styles, and 1 task consistent with the style of reflector were chosen by Child I. No tasks consistent with the pragmatist style were selected. Considering the child's pre-intervention preference for working alone (Matrix 33), it is interesting to note that during the non-fiction intervention this mode of working was not, however, employed. Instead, the child selected tasks that required a variation of co-operative work modes (with a partner, with the teacher, in a group). Thus, it would appear that child's initial preference for working alone, did not influence her elective task selection.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 75, 76 and 77*

With regard to Child J's justifications to support her reading elective task choices, the cognitive sphere of the learning process was the most popular. Interestingly, no comments in relation to the social aspect of learning were given. Considering that child reflected a preference for 'working alone' at the pre-intervention phase, yet chose to pursue tasks in the intervention that did not involve this mode could suggest either one or two things e.g. either an expansion in the child's awareness of co-operative learning as provided by the intervention or her preference for the task's cognitive element, irrespective of the social learning approach prescribed.

*Fiction Elective Task Choices - Appendix 15 - Matrix 125*

Three activities consistent with the activist style, 2 consistent with the theorist style and 1 consistent with the pragmatist style were chosen by Child J. Although no acknowledgement was given to the style of reflector, Child J's variation of task choice is, nevertheless, interesting and, from a teaching/learning perspective, encouraging e.g. Child J chose to complete tasks that comprised of different cognitive and social learning factors.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 126, 127 and 128*

Similar to Child J's responses in the non-fiction component, 3 comments in relation to the cognitive sphere of the learning process and 2 in relation to the emotional sphere were once again, in the fiction component, given. Interestingly, in both components the cognitive category, 'Extends Current Knowledge,' received 2 comments. Thus it would appear that tasks which the child deemed challenging, were indeed the ones that she chose to pursue. One comment in relation to the social aspect of learning was given; its focus being on working with a friend.

*Child K (Appendix 15 - Matrices 78, 79, 80, 81, 129, 130, 131 and 132)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 78*

Four activities consistent with the activist style, 2 consistent with the pragmatist and 1 consistent with the theorist style were chosen by Child K. Considering, the child's pre-intervention preference for working with a partner, it is interesting to note that from the types of tasks she selected in this phase, the variation of work modes that she did, nevertheless, employ (alone, with a partner, group). Thus it could be suggested that as a result of the intervention, Child K's preferred mode of working was expanded.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 79, 80 and 81*

In this phase of the enquiry it is interesting to note the balance in preference (3 comments each) for all three of Illeris's (2002) identified learning dimensions i.e. cognitive, emotional and social. With particular reference to the comments received in relation to the social dimension, it is interesting to note the child's preference for co-operative forms of learning. Acknowledging the child's pre-intervention preference for working with a partner, and considering that 2 comments during the non-fiction component were directly related to this form of working, some consistency between the interventions, would therefore appear to be reflected.

*Fiction Elective Task Choices - Appendix 15 - Matrix 129*

Four elective tasks consistent with the activist style and 1 consistent with both the pragmatist and theorist styles were chosen by Child K. Thus, similar to the response of Child A, Child B, Child C, Child D, Child E and Child H, Child K has also shown a greater preference for tasks consistent with the social and cognitive criteria of the activist mode. Acknowledging, however, the educational value of being able to learn both in and out with a preferred style (a more flexible and adaptable learning approach), further support for the advice of Grasha (1984), Gregorc (1984) Vermunt (1998), and Apter (2001) who highlight the need for individuals to be exposed to learning styles other than their most preferred is again reflected.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 130, 131 and 132*

Three comments in relation to the emotional dimension of the learning process, 2 in relation to the social dimension and 1 in relation to the cognitive sphere were given by Child K. Considering, the balance in preference for all 3 of these learning dimensions in the non-fiction component, a change in the child's response between the two components (fiction and non-fiction) is thus, reflected. With particular reference to the 2 comments cited in relation to the social aspect of learning, it is interesting to note (at this stage), the child's preference for group work. Considering the child's preference at the pre-intervention stage for partner work, her change in preference at this stage for group work is interesting e.g. did the activities provided by the intervention with their provision for group work change the child's preference/perception of this mode? Further investigation of this matter would be required.

*Child L (Appendix 15 - Matrices 82, 83, 84, 85, 133, 134, 135 and 136)*

*Non-fiction Elective Task Choices - Appendix 15 - Matrix 82*

Three activities consistent with the activist style and 2 consistent with the styles of both pragmatist and reflector were chosen by Child L. No tasks consistent with the style of theorist were selected. Considering the child's pre-intervention preference for working alone, it is interesting to note that 3 out of the 7 tasks selected by her involved this mode, with the remaining 4 being based on group work. Thus an expansion in her work mode would appear, from the non-fiction findings, to be reflected. Consequently, factors such as: the content of tasks provided on a particular teaching session; an increased awareness of group work or the influence of peers could be suggested to have accounted for such change. Further investigation of Child L's reasons would, however, need to be conducted before reaching a more substantial conclusion.

*Non-fiction Elective Task Justifications - Appendix 15 - Matrices 83, 84 and 85*

With regard to Child L's justifications to support her reading elective task choices, factors consistent with the emotional sphere were the most popular. One comment in relation to the social aspect of learning was given, with its focus being on working with friends. In relation to the cognitive sphere, it is interesting to note that all 3 comments cited were concerned with the category, 'Extends Current Knowledge.' Thus in the non-fiction component, Child L would appear to reflect a preference for tasks that she deems to be educationally challenging.

*Fiction Elective Task Choices - Appendix 15 - Matrix 133*

Two activities consistent with activist style, the pragmatist style, and the theorist style were chosen by Child L. No reflector style activities were selected. Noting, nevertheless, such a balance in preference for these three styles (activist, pragmatist and theorist) is both interesting and encouraging, particularly from an educational perspective, that promotes flexibility in the learning process (e.g. Grasha (1984), Gregorc (1984) Vermunt (1998), and Apter (2001). Interestingly, at the pre-intervention phase, Child L stated a preference for working alone, yet during this phase of the enquiry (ultimate choice given), no activities selected by her incorporated this mode; instead child chose to pursue co-operative learning activities. Acknowledging the child's choice of tasks in the non-fiction component, whereby 3 activities, involved working alone and 4 were co-operative in nature, a consistent change in the child's preference for group tasks, in the various three phases of the enquiry has, consequently, been reflected.

*Fiction Elective Task Justifications - Appendix 15 - Matrices 134, 135 and 136*

With regard to Child L's justifications to support her reading elective task choices, factors consistent with the emotional sphere of the learning process, would, in this component, appear to be of most influence (4 comments received). One comment in relation to both the cognitive and social spheres of learning was given, with the comment in the social sphere being associated with the benefits of group work.



### ***4.5.3 The Children's Overall Elective Task Choices and Justifications for their Choices in the Non-fiction and Fiction Component***

#### ***The Non-fiction Component***

##### ***Learning Style Choices - Appendix 15 - Matrices 36 and 37***

Considering that out of the 7 elective tasks provided, 4 were consistent with the styles of activist and reflector, and 3 were consistent with the styles of pragmatist and theorist, it is interesting to note that despite the reflector style having a one activity advantage over the styles of pragmatist and theorist, it did, nevertheless, account for the lowest pupil response. Only 10 children for example, chose to pursue a reflector based activity, whereas 36 children chose an activist task, 20 a pragmatist task and 14 a theorist task. Thus, from the findings from the non-fiction component of this enquiry, a greater preference for tasks consistent with the cognitive and social criteria of the activist style was reflected.

With particular reference to the work modes of each of the four learning styles, further examination of Matrix 37 (Appendix 15) is of interest. This matrix for example, is effective in highlighting, that tasks involving group work of some form were the most popular with the children (i.e. 50 selections were made). In contrast, only 14 tasks involving working with a partner and 9 'working alone' type tasks were selected. Considering that both the activist and pragmatist styles were the children's two most popular choices and that exclusive to these two styles was the group mode (i.e. theorist = partner, reflector = alone), the influence of this co-operative aspect of learning, in relation to the children's choices would, thus, appear to be suggested.

##### ***Learning Style Justifications - Appendix 15 - Matrices 86, 86a and 86b***

In accordance with Illeris's (2002) three dimensional perspective of the learning process (its cognitive, social and emotional spheres), all three dimensions were, consequently, in the non-fiction component, acknowledged by the children e.g. 40 responses were received in relation to the cognitive and 39 in relation to the emotional spheres, with the

social dimension receiving 17. Considering that 50 tasks involving some form of group work were chosen by the children in this component, and that 15 out of the 17 justifications given (social dimension) make reference to this co-operative learning element is, from a comparative perspective (pre-intervention versus non-fiction component), of interest. At the pre-intervention phase for example, the category 'working alone,' was identified by half of the case study children as being their most preferred whereas, the findings from this phase of the intervention would suggest a change in preference towards this group/co-operative element. In accordance with the flexible nature of learning styles as postulated by Fielding (1994), it is, therefore, interesting to note such a change in relation to the children's preference.

In relation to the children's most frequently cited cognitive (Appendix 15 - Matrix 86) and emotional (Appendix 15 - Matrix 86a) responses, it is interesting to note that the categories, 'Extends Current Knowledge,' (cognitive) and 'Motivationally Enjoyable,' (emotional) were the ones from each learning sphere to be identified. Acknowledging, that activities in the cognitive sphere which the children deemed to be more beneficial to their learning (e.g. need to think carefully, harder, wanted to find information) were those most frequently selected, (i.e. as opposed to tasks that they deemed easier), is encouraging from a teacher/educational perspective, particularly since this learning style phase of the intervention was based on pupil choice.

From the 39 responses received in relation to the emotional sphere of the learning process, 25 were concerned with the category, 'Motivationally Enjoyable.' In comparison with the four remaining categories in this sphere (Appendix 15 - Matrix 86 a), the findings in this phase of the intervention would therefore suggest, that the children involved were more influenced by their personal opinion of tasks, as opposed to the resources/alternative on offer or their familiarity with the task. Similar to the children's pre-intervention preference for language and expressive art tasks, the types of tasks identified by the children within the category,

'Motivationally Enjoyable,' (Appendix 15 - Matrix 86a) also reflect a preference for such tasks; thus consistency in task preference during this phase of the intervention is reflected.

### *The Fiction Component*

#### *Learning Style Choices - Appendix 15 - Matrices 87 and 88*

Similar to the non-fiction component, the children's preference for tasks consistent with the cognitive and social criteria of the activist style was again, highlighted, in the fiction phase e.g. 48 of the children's reading elective choices focused on the style of activist, compared to 12 pragmatist based activities, 11 theorist and 1 consistent with the reflector style. Acknowledging that in each of the six reading elective tasks implemented in the fiction component, a choice of four activities consistent with each style (activist, pragmatist, theorist and reflector) was provided, it is particularly interesting to note, that when provided with such unlimited task choice (i.e. in the non-fiction component each elective task was limited to two styles), the majority of children in this phase opted in most instances for activist ones. Although, as previously addressed (i.e. part one of this section), such overall preference by the case study children is, from a motivational learning perspective encouraging, it, does, nevertheless, from an educational perspective which is concerned with the provision for learning both in and out with a preferred style, appear to be rather concerning. According to the Scottish Consultative on the Curriculum (1996 p.11), for example, it is suggested that children should be encouraged to use not only their most preferred styles but also their least preferred in order to become effective learners. Furthermore, this advice in relation to exposing learners to learning styles other than their most preferred is also reiterated by Grasha (1984), Vermunt (1998), Apter (2001) and Gregorc (1984). Considering, such an educational stance with regard to exposing children to a variety of styles and noting the children's particularly low preference for the style of reflector, further consideration on how (e.g. further research in this area) to make such a limited preference style(s) more appealing i.e. by increasing the children's awareness of each styles purpose and

use, by providing a balance of tasks consistent with each style to increase pupil familiarity/confidence, has as a result of the findings of this study, been highlighted.

With particular reference to the work modes associated with each of the four learning styles, it is interesting to note that similar to the non-fiction component, the case study children in the fiction component, also reflect a preference for group learning tasks (i.e. 51 selections were made). In contrast, 18 tasks involving working with a partner and only 1 'working alone' type task were selected. In comparison with the non-fiction component it is interesting to note the slight increase in the children's preference for working with a partner (i.e. 18 as opposed to 14), and their, consequent, decrease in preference for 'working alone' (i.e. 9 in non-fiction to 1 in fiction). Considering that the styles of activist and pragmatist both involved group work, yet the children showed more preference for activist tasks, would, consequently, suggest that not only was the group element of the activist tasks important to the children, but also the cognitive criteria specifically associated with this style (i.e. role play, bouncing ideas of each other, challenges with inadequate resources).

*Learning Style Justifications - Appendix 15 - Matrices 137, 137a and 137b*

In accordance with Illeris's (2002) three dimensional perspective of the learning process (its cognitive, social and emotional spheres), all three dimensions were again, similar to the non-fiction stage, acknowledged by the children. Considering the extended choice element of tasks provided in this component (four styles as opposed to only two), it is of particular interest, to note the higher number of responses given in this phase to the emotional sphere of the learning process (34), as opposed to those cited in the cognitive (19 responses) and social (18) spheres. Similar to the non-fiction component, the three most frequently cited categories in the fiction component were also, 'Extends Current Knowledge,' 'Motivationally Enjoyable,' and 'Involves Co-operative Learning.' Thus it would appear from the findings in this phase that the three key main factors influencing the children's choices were firstly their perceived personal enjoyment of the task,

secondly the challenging nature of the task and thirdly the task's provision for co-operative learning.

## **Methodology**

### **4.6 Review of the Methodology**

#### ***4.6.1 The Case Study Approach and Sample***

The greatest advantage of the case study approach which was adopted for use within this enquiry was its ability, through the use of multiple sources of evidence, to provide an in-depth insight of the learning characteristics and preferences of each one of the 12 children comprising the case. In a future study on reading comprehension strategies and learning styles the case study approach would once again be favoured. Considering, however, the withdrawal of Deputy Head support in term 3 due to staff absenteeism and the consequent effect this had in relation to the number of observations conducted in the non-fiction component in term 2 (6 interactive observations) as opposed to term 3's fiction component (2 interactive observations), a future study would from the outset give consideration to 'back up' personnel. The composition of such personnel being either relatives of myself or willing parents, with their role being that of a classroom monitor. As a result of the employment of such personnel, implementation of all of the planned data instruments should ensue.

In a subsequent study, the sample would once again be purposively selected (i.e. my selection of a class by their stage), but the size would be increased to include all class members. Acknowledging, that the children in this study were P4, a P5 class or a P3 class would in a future study be of personal interest, particularly in relation to the concept of child development and the influence that age may have on the children's pre-intervention and/ or post intervention learning.

Although, the case study proved to be a positive approach for conducting this particular classroom based enquiry, criticisms in relation to its reliance on the trustworthiness of the human as researcher (i.e. a model decried as being subjective, biased, impressionistic and lacking in precision), combined with the notion that it is a weak

vehicle for generalisation (e.g. How do we know that the findings from one study will be applicable to another?) are, nevertheless, frequently cited (Bassey, 1999; Burns, 2000). Acknowledging that I was the person responsible for initiating, planning, implementing, analysing and reporting on this study, my trustworthiness and experience as the practitioner/researcher is, obviously of much interest to the reader of this text. In my attempts therefore, to provide a study, that would in association with Lincoln & Guba's (1985, pp. 294-301) terms be deemed to be 'dependable, 'credible,' 'transferable' and 'confirmative,' I consequently, employed the various research techniques suggested by these authors. My study for example: included the principle of triangulation, enabled peer debriefing, provides a detailed account of its contents to enable replication if desired and contains a multiple of appendices displaying the materials employed/data collected. With regard to my previous experience as a practitioner/researcher, I have a background of accredited research interests at both Masters and undergraduate level and, a record of nine years teaching experience at the classroom level. The real test of this study's validity is therefore given to its readers. If readers of this study can relate it to their own context, and can regard it as being a quality method that could possibly contribute to either their own or another particular educational setting, then my intention to have produced an inspiring and reliable study will have been furnished.

Unfortunately, the most contentious issue of 'generalisation' could not be addressed in this study due to its singular focus and purpose. According to Bassey (1999), this issue of generalisation should not, however, need to be addressed: 'Case studies are of course studies of singularities and so the suggestion that findings from them may be applied more widely may seem somewhat contradictory, if not invalid.' According to Bassey (1999), the qualitative estimates, or fuzzy generalisations as he refers to them, accumulated from case studies are important at two levels; for illuminating features of each individual case and, for enhancing the cumulative body of research in the associated field(s). A decision of this study was thus to acknowledge and address

Bassey's principle of 'fuzzy generalisations,' (i.e. honest findings). The preceding sections of this chapter have, therefore, frequently given recognition to the size of this study and have adopted terminology (would appear to suggest, adds credence to etc.) to support its singularity. Furthermore, this study has also acknowledged its research potential to current and future research findings in the area of reading comprehension strategies and learning styles.

#### *4.6.2 Using Action Research to Assist 'The Teacher as Researcher' Model*

Acknowledging that I was the classroom teacher as well as the researcher, involved in a form of 'action research' (i.e. consistent with the understanding of this term as postulated by Carr & Kemmis 1986; Edwards & Talbot, 1999 & Burns 2000), various implications obviously emerged. The purpose of this section is, therefore, to identify some of these implications, and, through reference to the concept of action research, provide a brief justification of the relevance and use of this approach within this study.

With regard to the advantages of researching my own practice, some of the most obvious were, for example, the access I had to the children, the rapport I had established with the children prior to the investigation and the autonomy I had in relation to the implementation and timing of lessons. In addition, to such 'practical' advantages, a variety of personal and professional 'satisfactions' and 'opportunities' also emerged. These included: an enhancement of my imagination and creativity in relation to the design and evaluation of the reading programme; the educational value of the research intervention, noted not only by myself but by others (i.e. the positive response to the programme from the children, their parents and both in-school and out of school colleagues); an enhancement of my professional role and development (i.e. an opportunity to develop my thought processes systematically, methodically and logically in order to improve my practice); an increase in my knowledge and understanding with regard to theory and practice with the consequent, development of a more credible voice, able to support and defend my study and its associated findings (i.e. offering



advice to pre-service and serving school teachers, presenting at an academic conference). Considering such personal and professional 'satisfactions' and 'opportunities' it is, consequently, interesting to note their association with Hopkins' (2002) understanding of the benefits of teachers researching their own practice. In accordance with Hopkins (2002, p.4), two key principles underpinning the role of teachers investigating their own practice are: 'emancipation' and 'empowerment.' Although Hopkins (2002) widely supports the notion of the teacher as researcher, he does, nevertheless, refrain from using the term 'action research,' preferring instead to use the term 'classroom research by teachers.' In sum, Hopkins' (2002) main concern with the term, 'action research,' is his belief that the cyclical framework postulated (i.e. review, plan, act, monitor, review, plan etc.) is too prescriptive, that it lacks clarity and could appear daunting to practitioners (ibid., p.50). Usher & Scott (2000, p. 37) in their critique of 'action research' note that there are many varieties, each with different characteristics and features. Nonetheless, they regard it to be a critical and valuable approach for conducting educational research.

At the preliminary design stage of this study, the notion that action research, would develop from the case study was, however, the opinion adopted (i.e. as a result of the depth of the case study an opportunity for the school to conduct an action research study to develop the findings further was anticipated). However, after further review of the literature in this field, which reflected a similarity between the views of Carr & Kemmis (1986), Edwards & Talbot (1999) and Burns (2000), and the research philosophy adopted in this study i.e. a teacher devising a self-initiated, systematic, classroom based study that aimed to improve the quality of teaching and learning, the actual relevance of action research to this particular study and not just a succeeding study was noted. Considering also, the importance of 'analytic conversations,' in action research and the role of the 'critical friend,' as postulated by Edwards & Talbot (1999), this study also recognised and acknowledged the value of involving others to develop my thought processes and to cross check the data accumulated and the findings reported.

One of the main implications that emerged during this study resulted from the variety of instruments used during the intervention phase. Although these instruments were of extreme benefit to this enquiry, providing a substantial amount of visual, oral and written information, analysing such information was nevertheless, an extremely challenging and time consuming task which required much thought, self-discipline, focus and commitment. As a sole researcher, the enormity of data accumulated from this study could have been rather daunting and somewhat discouraging if I had not been involved in many analytical conversations with my 'two critical friends.' They were always most willing to sift through the code book categories that I had identified checking for any discrepancies and offering advice. The goodwill of these colleagues was greatly appreciated, and although their responses led to an increase in workload (changing the presentation of the data from graphs to matrices), their advice was always given careful consideration, since the aim of this study was to provide findings that would be reliable and credible. Thus, my advice to teachers researching their own practice would be to be aware of the challenge and time required to analyse qualitative data and the consequent need for supportive friends/teaching colleagues who will offer constructive advice to improve the credibility of the research findings.

Although observing the children on-task and recording such performance was extremely beneficial, it was also rather time consuming and for the novice teacher/researcher or for a teacher involved in teaching a challenging year group, this could be deemed to be rather unsuitable. A possible suggestion for others who envisage an observation instrument to be an inappropriate device in relation to their teaching circumstances would be the use of a reflective diary. This diary, for example, would allow the teacher to systematically observe all of the children's actions during the teaching/research session, and then to record such observations at the end of each session (i.e. freeing the teacher from making any formal recordings during actual class contact time).

### ***4.6.3 The Pre-test Learning Styles Frame***

Acknowledging, Kelly's (1995) concern, in relation to the validity and reliability of assessment instruments in ascertaining learning preferences, this study similarly recognised such difficulty e.g. the original learning style frame devised for use contained six categories (i.e. The types of tasks I really enjoy in school; The types of work situation I most enjoy; When I am first given my work I like to; When I have difficulty with my work I like to; When I finish my work I like to and I want to learn in school because), however, at the analysis stage a decision was taken to exclude the later four categories from the findings; a decision based on the lack of direct consistency between these categories and this study's learning style focus i.e. Honey and Mumford's (1986, 1992) learning style criteria. Although the children's responses to these questions were of interest at the classroom level, and could in a subsequent study which has as its premise, a desire to focus primarily on learning styles and approaches be appropriate, they were not however, deemed to be of significance to this study which was primarily concerned with using the criteria of a learning style theory (in this case Honey and Mumford's theory) to structure the reading elective tasks devised for use and to explore the children's opinion of them.

Although, the case study children's responses to Question 1 (The types of tasks I really enjoy in school are) and Question 2 (The type of work situation I most enjoy) were included in the findings, the difficulty in trying to correspond the children's responses to Question 1 with Honey and Mumford's (1986) cognitive learning style criteria was, nevertheless, highlighted e.g. although the children may have expressed a preference for art or reading tasks, without actually knowing the type of cognitive input required to complete such tasks (i.e. art could refer at one end of the spectrum to colouring in and at the other to creating an atmospheric painting based on tone and texture) it was, consequently, too difficult to match specific tasks to particular styles. In order, to address such a flaw in a subsequent study, an option would be to provide the children with a variety of tasks consistent with each of the four styles and to ask them

to select, complete and then comment (one to one basis) on their most preferred. In my attempt within this study to provide a naturalistic learning environment for the children, this analysis difficulty was, however, from the outset unavoidable and only through such practical implementation has such weakness been shown.

#### *4.6.4 Learning Style Theories - Advice to Others*

Although teachers interested in conducting further research in the field of learning styles could choose to explore any one of the wide range of existing learning style theories (Entwistle, 2002; Jackson, 2002; Allinson and Hayes, 1996; Hermann, 1996; Vermunt, 1998), it would be both ethically and educationally inappropriate to 'prescribe' a particular one here. Research in the field of learning styles is a vast area with 70 plus published theories, and in conjunction with such vastness is the variation of educational perspectives postulated by specific theories (Coffield et al., 2002, p. 2). Nevertheless, what this research study would advice others who are interested in using a particular theory as an 'exploration of pedagogy,' (Coffield et al., 2002, p. 134) would be to firstly, identify a theory/theories consistent with a justifiable and ethically enhancing educational position, and then secondly, review how such a theory/theories could be adapted to address the proposed enquiry in terms of both its research purpose and educational context. In a study concerned with exploring gender learning style differences, a theory such as Hermann's (1996), whole brain model could be of some interest. Noting, however, the controversy at the present time surrounding the 'gendered brain' (Hall, 2005), such a study may be deemed by the novice researcher as being too much of a challenge. Given the importance of research to either challenge or support past/current research findings, combined with the popularity of research interest on gender (See Moir & Jessel, 2001; Gurian, 2001; Veronica and Lawrence, 1997, Severiens and Ten Dam, 1997), such a gender focused enquiry would, however, be of much interest.

#### ***4.6.5 The Intervention Phase - Instruments***

Unfortunately, as a result of an electrical fault, the concluding interview for the fiction programme was not recorded. Fortunately, this was discovered on the evening of the day the fault occurred, enabling me to design a questionnaire based on the pupils comments. Acknowledging, nevertheless, the advantage of the children's actual verbal comments as opposed to a statistically monitored one as revealed in a questionnaire, this was also an unforeseen aspect of the study which could have affected the findings i.e. the children's personal responses may have been limited since categories were provided.

#### **4.7 Conclusion**

Having identified through the analysis and discussion of the research findings both the variation and similarity of the case study children's response to the reading comprehension strategy/strategies and learning style tasks, further research in these two areas would be recommended. Acknowledging, however, the various educational factors specific to this study ( the socio-economic location of the school and the learning needs and interests of the children involved), replication of this enquiry in its entirety, would not be recommended on the grounds of educational worth. The reading intervention programme devised and implemented was, for example, unique to the educational needs of the children in this case study; another case of children could present quite different needs. The various research tactics employed and analysis procedures adopted could, nevertheless, appeal to a potential researcher wishing to carry out a similar study. In order to aid such future research by enhancing the credibility of the findings, alterations to the methodology used in this enquiry have been identified. The challenge now would be for teachers as researchers to conduct further studies, in order that the educational and motivational needs of children can be addressed and developed. In the following concluding chapter, a succinct account of the main outcomes and implications of this study in relation to it's research findings are presented.

## **Chapter 5 - Conclusions and Implications**

### *5.1 Introduction*

The purpose of this concluding chapter is to identify and discuss the main conclusions and implications of this study entitled, 'Investigating Reading Comprehension Strategies and Learning Styles with Eight Year Old Children.' This chapter has been divided into three sections: Acknowledging the Aims; Addressing the Research Questions and A Personal Reflection.

In the first section, '**Acknowledging the Aims,**' readers are reminded of the two research aims of this classroom based enquiry. The intention of this section is to highlight, in accordance with these two aims, some of the teaching/learning implications that emerged from the study. The focus in this section is on the construction of the intervention programme and the formative assessment practices employed.

The second section, '**Addressing the Research Questions,**' identifies this study's key research findings in relation to both its reading comprehension and learning style(s) elements. The complexity of the learning process, the individual nature of learning and some of the unavoidable but nevertheless, significant, variables present in educational environments (e.g. peer influence, instructional practices, classroom resources, school policies) are, in relation to the reported research findings, acknowledged and addressed.

In the third and final section of this chapter, '**A Personal Reflection,**' a brief evaluation of my own personal thoughts on this study are provided. Some ideas for developing this particular piece of research are also included within this section.

## **5.2 Acknowledging the Aims**

This enquiry focused on two research aims. The first aim was concerned with the construction of a class reading intervention programme that combined the principles of direct strategy instruction with whole language learning and that included reading elective tasks consistent with Honey and Mumford's (1986, 1992) learning style theory. The second aim was the children's evaluation (i.e. their personal views) of this teacher devised programme. The first aim was based on my own professional development in the fields of curriculum resource construction and classroom pedagogy and, the second was concerned with promoting both the role of the individual child as an evaluator of teaching/learning initiatives and with developing my skills in, and understanding of, formative assessment practices.

Acknowledging that in this study an intervention programme that comprised of all three proposed theories (i.e. direct strategy instruction, whole language learning and learning styles) was devised, my initial intention to develop my skills in relation to 'resource construction' was, thus achieved. Addressing this first aim, did, however prove to be a rather challenging and time consuming venture, requiring much study, thought and reflection. Being a doctorate student at the university obviously had its advantages (tutor support; library access and assistance) in helping me to devise the programme; advantages that may not be so readily available to teachers who are not undergoing some form of postgraduate study. In addition, I was also most fortunate to have been granted an international study visit to Australia to explore my research interest further (April 2002). Certainly, meeting up and discussing my proposed enquiry with some of Australia's most influential literacy researchers (i.e. Professor Brian Cambourne; Professor Len Unsworth and Dr Judy Goyen) was most beneficial, providing me with further insight and knowledge which I took on board when planning the programme e.g. the inclusion of a variety of strategies, the use of the whole language strategy, 'Read and Retell,' the incorporation of collaborative learning opportunities. Considering the above mentioned advantages that I had, as opposed to

teachers who are perhaps not enrolled in some form of research based study but who are interested in devising a similar programme, this thesis does, nevertheless, attempt to 'bridge the gap,' by providing those interested with a possible framework which they might like to consider. In Chapter 2 for example, key sources that influenced the planning phases of this programme are identified; in Chapter 3 an explanation of how this programme was devised and implemented in the classroom is provided; in Chapter 4 a justification of the selection of strategies specific to the children involved in this study is given; in Appendix 2, 3, 4 and 5 the programme used in this study is included and in this concluding chapter, some of the teaching/learning implications to have emerged from this study are highlighted. Thus teachers interested in this field of research have been provided with some assistance to help/inspire them to investigate (if they so desire) this area further.

In addition to the educational support I received (i.e. my studies and visit to Australia), my school was also very supportive. I was, for example, allowed to deviate from the school's existing language framework to teach this 'teacher devised' programme. In schools where such support for research/new initiatives is not so openly welcomed teachers trying to conduct such a study may, therefore, be faced with much opposition. Or indeed, in schools where setting arrangements for the curriculum area of language are in place (i.e. pupils deemed to be the same ability are grouped accordingly), further objection to the type of programme used in this study could, in relation to class/school organisation procedures, also occur. Teachers in such situations who are interested in conducting such a programme may therefore need to employ a different tact (using an environmental studies programme as an initial basis for the programme; using research evidence to persuade the school's senior management team to consider such a programme etc.), if they deem the approach used in this study to be of some use to their teaching of literacy. The resources available in school (i.e. listening units; topic books), the layout of the school and individual classrooms (i.e. independent learning bays, open plan) and the use of both external (i.e. librarians, library books, parents, authors) and



internal (classroom assistants, the school's senior management team; auxiliary staff) support are, likewise, additional factors which interested teachers would need to consider.

In this study six strategies (2 in the non-fiction and 4 in the fiction) were chosen to be included within the intervention; strategies based on a combination of those deemed suitable for children aged 8 years (i.e. from the research literature) and the children's responses to the two pre-intervention tests. Noting, nevertheless, the advice of Maria (1991), regarding the difficulties in selecting strategies for teaching purposes, this is an area whereby much contention and dispute amongst educators could arise e.g. some may argue that too many strategies were taught or that the research studies which I selected the six strategies from were somehow inappropriate. In addition, the selection of Honey and Mumford's (1986, 1992) learning style theory and the aspects from whole language learning which were also included (Cambourne's 'Read and Retell' strategy; the context of the topics selected to be taught) are factors which, could cause much contention among researchers and educators. Considering, nevertheless, the conscious 'uniqueness' of this study (i.e. concerned with the specific educational needs of the children involved), with its desire and interest to pedagogically explore the fields of direct strategy instruction, whole language learning and learning styles, it is important to note that any such objections would not be dismissed but would instead be welcomed, since an intention of this study was to both enhance the cumulative body of research findings in this field, and to create further research interest in this area.

Using the case study children as evaluators of the programme (i.e. second aim), was certainly, a most illuminative and rewarding experience that provided me with a detailed insight of each child's learning interests and needs; an insight which I found to be of extreme benefit when planning subsequent teaching/learning sessions and when reporting on the children's progress (parents' evenings and report cards). However,

acknowledging that not all of the children in the class were exposed to such a rigorous form of detailed assessment with its consequent benefits in relation to teaching, learning and reporting, this is an area which I would recommend be redressed in future classroom practice/ research studies. Furthermore, noting the number of assessment instruments used in this study (i.e. interactive observations, group interviews, one to one conversations with the case study children, questionnaire) and the consequent, difficulties I faced when the Deputy Head Teacher's support was removed (i.e. fiction component - Jan-Mar), this is another area which would need to be given careful consideration in future. Considering, for example, the humanistic nature of teaching and the consequent complexity involved in the day to day running of classrooms/schools (i.e. subject to staff and pupil illness, unexpected visits, pupil conflict, parental concerns, learning support needs, pupil transfer/relocation), a further study would intend to either limit the amount of assessment instruments employed (i.e. ones which could comfortably be conducted by myself) or to enlist the help of external support (e.g. family members of the teacher, willing and available parents), in order to reduce the number of possible assessment complications.

Although the formative assessment practices used in this study centred on the children's personal views of the programme, I would, however, be interested in extending this in a future study to include some form of grading element consistent with the 5-14 levels. Certainly, at the present time whereby there is an onus on staff to meet local authority specified targets, addressing this grading aspect would I believe, be of much benefit to pupils, teachers and schools. Considering, nevertheless, the difficulties, in relation to grading in accordance with 5-14 levels as highlighted by Munro (2003), this is an area which I believe would need to be addressed by the whole school and not just one individual. Thus an opportunity for teaching staff to become involved in working parties concerned with this area would be suggested.

Acknowledging the difficulties I faced in relation to time and the consequent planning required to manage the class of children when involved in conducting the various assessment practices used in this study, this is an area which would also benefit from further review at both a local and national educational level (i.e. allocating a greater portion of time from the curriculum for this purpose, timetabling learning support staff to assist with this process). As a result of such a review, the actual reality of teachers being provided with the time and support necessary to effectively plan, conduct and report on such classroom assessment practices should materialise; a realisation which gives further support to the concerns raised by Bryce (2003).

### **5.3 Addressing the Research Questions**

#### **Reading Comprehension Focus**

- *What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?*

The results from the pre-intervention portrayed that the children did have a repertoire of reading comprehension strategies prior to the planned intervention (i.e. 'Using Key Words;' 'Own Experience and Understanding;' 'Logical Explanation;' 'Consulted Teacher;' and 'Took a Guess'). With particular reference to the strategy, 'Using Key Words,' the one most regularly employed by the children, both the children's knowledge of this strategy as an effective and transferable learning tool and, their awareness of the applicability of this strategy in relation to the questions posed, was suggested to have accounted for such frequency of use. In relation to this strategy, one of the most interesting aspects to have emerged from this phase was thus the 'consolidation' aspect of reading comprehension as promoted by the reading assessment resource used (i.e. school prescribed resource provided by the local education authority). Although, 'Using Key Words,' is an effective and efficient strategy to address set questions, it does, nevertheless, have one significant limitation, and that's its inability to address the comprehension of a passage as a whole. Acknowledging, that the intention of this study

was to merge 'whole' language theory with direct strategy instruction, its educational desire, therefore, was to provide the children with strategies that would encourage them to 'read to learn,' i.e. to learn about the entire content of a passage and not just those questions selected for response. Thus the strategies selected for this study attempted to redress this learning limitation. Considering, nevertheless, the types of comprehension questions posed by the pre-intervention assessment resource used, one of the most apparent implications in relation to the research findings of this study at this preliminary phase was therefore the resource. Acknowledging the influence of teaching resources and their consequent effect on a child's learning (i.e. either to limit or expand their educational potential) the findings at this phase would thus appear to highlight a need for schools to regularly review their reading resources (i.e. reading schemes and reading assessment tasks) in order to ensure that the types of comprehension questions posed in relation to a given text, provide a more balanced variation in the types of strategic approaches required to be employed by learners. As a result of my findings I would suggest that instead of a school relying on one prescribed form of assessment or one produced reading scheme, a variety of resources which have been critically reviewed and evaluated in relation to their comprehension focus be implemented in order to enhance pupil learning in this area. At a local authority level, for example, 'reading comprehension' cluster groups could be composed to address this purpose, or at a school level, working parties concerned with reviewing such reading resources/materials could operate.

- *What strategies do the case study children express a preference for during the intervention programme, and what do their personal views of the taught strategies (throughout) suggest about their learning likes and dislikes?*

At the end of the non-fiction component 6 children identified the strategy 'K-W-L' ('What I Know,' 'What I want to Know' and 'What I have Learned') to be their most preferred, with the remaining 6 children identifying a preference for the strategy 'T-D-MI' ('Topic-Detail-Main Idea'). Interestingly, 9 out of the 12 case study children remained consistent in their strategy preference throughout this phase of the enquiry, for example, 6 children were consistent with their preference for 'K-W-L' and 3 were consistent with their preference for 'T-D-MI'. From the 3 children who were noted to show some form of inconsistency, peer influence was, from the findings, suggested to have been a possible variable to account for such difference i.e. these 3 children chose to use the strategy 'K-W-L' in the assessments, assessments which they also chose to work with either a partner or in a group, yet, in the concluding interview they expressed an overall preference for 'T-D-MI'.

At the concluding phase of the fiction component, the whole language strategy, 'Read and Retell,' was identified as being the children's most preferred with the strategy, 'Predict and Support,' being identified as the children's least preferred. In relation to the strategy, 'Read and Retell,' the rereading and rewriting aspect of this strategy was noted from the children's cumulative responses to be particularly enjoyed. Considering, the children's lack of preference and also acknowledgement (i.e. both positive and negative) of the strategy, 'Using Context Clues,' this is a strategy which I believe would benefit from further exploration (i.e. asking the children to respond more specifically to this strategy) in order to optimise its educational potential (optimise teaching and learning opportunities involving this strategy). Interestingly, in this fiction phase, one third of the case study children (i.e. 4) expressed a preference for a multiple of strategies. Thus the advice of Lipson & Wixson (1991) regarding the provision of intervention

programmes based on the teaching of multiple strategies as opposed to ones based on a singular strategy approach, would appear to be reflective of the learning needs of these 4 children. Furthermore, noting the children's overall preference for the whole language strategy, 'Read and Retell,' and considering the advice postulated by Spiegel (1992), Strickland and Cullinan (1990) Heymsfeld (1989) and Mosenthal (1989) regarding combining direct strategy instruction with whole language learning, such preference expressed by the children is of interest.

In both components the variation of comments received by the children was interesting, reflecting within this study, the personal nature of learning and the consequent implications this can present for classroom teaching e.g. 'one strategy cannot fit all.' From the research findings from the comprehension aspect of this study I would therefore suggest that teachers (as much as humanly possible) give careful consideration to the provision of learning programmes that cater more specifically for the needs of the children involved. This course of action could, however, require teachers to raise objection on some occasions to local authority or school produced schemes/work programmes if they professionally deem them to be inappropriate to the learning needs of the children in their class. Although teachers may initially fear the prospect of raising such objection, they must however remember that teaching for effective learning should not, as Coffield et al. (2004, p.129) state, be based on a value free acceptance of what is deemed to be 'best practice,' but should involve opportunities for practical exploration. Teachers, therefore, must be willing to explore and experiment.

## **Learning Style Focus**

- *What types of learning activities do the case study children express a preference for at the pre-intervention phase?*

Activities associated with the curriculum areas of language and the expressive arts were identified by the children at the pre-intervention phase as being their most preferred. Considering that this study was based on the reading strand of the language curriculum and that many of the learning style activities were to be based on the curriculum areas of language and the drama strand of the expressive arts curriculum, the children's preference at this phase for such tasks was encouraging, e.g. it appeared to suggest that the children would respond favourably to the proposed intervention. At this phase of the enquiry, 6 of the 12 children identified working alone as being their most preferred mode with the remaining 6 children expressing a preference for working with a friend, with a partner and in a group. Possible variables were however, suggested to have accounted for the children's acknowledgement of such tasks and social learning modes over and above their own preferences e.g. teacher preference for the implementation of such activities in relation to classroom management and organisation; the curriculum resources employed by the school and their consequent learning focus or the curriculum content specified by the school's local education authority and thus implemented by the school. As a result of this finding, a suggestion for schools to review regularly the types of learning activities provided by curriculum programmes would be advised, in order to ensure that children are exposed to a variety of learning activities comprising of different learning opportunities.

Through research interest a decision was made at this phase to attempt to categorise the children's learning activity preferences in accordance with Honey and Mumford's (1986, 1992) learning style theory i.e. this theory's cognitive and social criteria. This categorisation process involved identifying from the learning tasks enjoyed by the children, both their cognitive (i.e. those tasks which the children explicitly gave mention

to learning cognition - 'using imagination,' 'finding information') and social learning focus (e.g. alone, with friends, in a group), and then attempting to match such criteria to each of Honey and Mumford's four learning styles (activist, pragmatist, theorist and reflector); an approach which represented a reversal of the usual manner in which a measurement of learning style(s) is assessed. In this field of learning styles, for example, assessment instruments normally involve respondents being asked to select from a list of hypothetical learning activities those which they deem to be most appropriate to their own learning interests with each activity on the assessment instrument being consistent with a particular style. Considering, this deliberate change in assessment procedure, many of the activities identified by the children (e.g. those tasks which did not give explicit mention to the tasks cognitive criteria) could, unfortunately, not be classified in accordance with a particular style. Despite this limitation, this categorising process was, however, effective in highlighting in a very simplistic way the complexity of determining an individual's learning style 'naturally.' In relation to those activities which could, cognitively, be categorised in accordance with a particular style, a preference for tasks consistent with the styles of theorist (finding information) and pragmatist (using their imagination/inventing stuff) were reflected. With regard to the children's most preferred social learning mode, 'working alone' was noted to be the most popular. In accordance with Honey and Mumford's (1986, 1992) social learning criteria, 'working alone' is associated with the style of reflector.



- *What types of learning activities do the case study children choose from the elective task element and what, if anything does this reveal about their preferred learning style(s)?*

In both the non-fiction and fiction components of the intervention, a preference for learning style activities consistent with the cognitive and social criteria of the activist mode were identified. In accordance with the cognitive learning criteria of this style, this involved tasks that were based on role play situations, that were challenging in nature, which provided the children with opportunities to ‘bounce ideas of each other,’ and that socially, were centred on group work. Thus it is interesting to note that during the intervention phase the children’s pre-intervention preference for working alone changed to a preference for group learning.

In accordance with Illeris’s (2002) three dimensional perspective of the learning process (its cognitive, social and emotional spheres), it is interesting to note that in both the non-fiction and fiction components the three most frequently cited categories were, ‘Extends Current Knowledge,’ (cognitive sphere), ‘Motivationally Enjoyable,’ (emotional sphere) and ‘Involves Co-operative Learning’ (social sphere). Thus, from the findings of this study the three key main factors influencing the children’s elective task choices would appear to have been their perceived personal enjoyment of the task, the challenging nature of the task and the task’s provision for co-operative learning.

Although the children’s overall preference for the style of activist (i.e. during the intervention), is of interest from a learning motivation perspective, this study does, nevertheless, acknowledge the difficulties which this could cause learners in future years if activities concerned solely with this style’s social and cognitive criteria were to be continually chosen. Acknowledging for example, society’s need of learners who are capable of adapting and adjusting to a variety of learning situations, further investigation

into enhancing the quality and provision of tasks associated with lesser preferred styles (i.e. the style of reflector in this study) would therefore be suggested.

#### **5.4 A Personal Reflection**

The children's preference for the intervention programme as opposed to the class reading scheme (i.e. Ginn 360) was, from a classroom teacher perspective most encouraging. In order to provide further support for this intervention, the intention of this section, is to give recognition to the 'non-measurable,' but nevertheless, important, literacy features that emerged within the class during and succeeding the study, and also to acknowledge the interest in this study with regard to the wider educational community (student teachers, teachers, academics and book publishers).

In association with the principles of whole language learning theory, it was interesting to note how the children quite 'unwittingly' became aware of, and were involved in using language in each of its four forms (reading, writing, talking and listening), to address specific learning activities, both during and succeeding the intervention. In the non-fiction stage of the intervention, a suggestion by a group of children to devise the class's scheduled assembly was proposed (i.e. each class was appointed a yearly school assembly and with my class our appointed time was term 2 - the non-fiction component of the research study). Consequently, this involved all children in the class in either writing a short script to be read/performed by themselves or another child. The wide range of literacy skills employed by the children, in their quest to produce such a 'dramatic masterpiece,' was certainly, from a teaching perspective tremendously fulfilling. Of particular interest during the planning process of this production, was the children's awareness and use of the 'W' part ('What I want to know') of the strategy 'K-W-L' ('What I Know,' 'What I want to Know' and 'What I have learned'). This aspect of 'K-W-L' was an incredibly popular choice with the children, as they began researching certain aspects on the theme of castles which they wished to incorporate in

their 'pupil driven' assembly. The use of constructive talk, the need to listen to one another's ideas, the co-operative selection of individuals most suited to certain roles, were just some of the many skills developed and employed during this phase.

In the fiction component of the intervention, the children were similarly involved in using 'language' for real purposes. In this phase, for example, group/class discussions based on the identification of an appropriate venue for an educational visit to coincide with the novel, 'The Strawberry Jam Pony,' followed by the necessary steps required to initially plan and then report on the outcome of this visit ensued (letter writing to the venue, permission slips to parents, the compilation of fact finding worksheets that the children would complete during the visit etc.).

In addition, in the term immediately succeeding the intervention (term 4), the use of the strategies 'Read and Retell,' 'Skinny Book' and 'K-W-L' were also popular with the children. In golden time activities (i.e. free time) for example, many children voluntarily opted for language activities which involved the use of these three mentioned strategies i.e. some children were engaged in rewriting a favourite fiction based novel using 'Read and Retell' and 'Skinny Book,' whilst others decided to explore non-fiction interests using 'K-W-L.' With regard to such self instructed pupil learning activities, it is interesting to note that over and above the language opportunities provided by the intervention (reading strategies and learning styles), the classroom, both during and succeeding the intervention, was a hive of activity, with language being a popular feature.

Furthermore, it was not just I who noted such a difference in the pupils' levels of motivation and interest, but also the parents. At the parent/guardian meetings, many positive comments were received on the impact the reading intervention had had on their children, particularly in relation to the increased number of library visits and in the time the children spent at home on self appointed reading/writing activities. In a further

study, a record of such visits and time spent on language activities both prior to, during and succeeding, such an intervention would thus be of much interest. Considering the neglect by the research findings to acknowledge such 'effective literacy habits,' the inclusion of such information within this section was therefore deemed necessary in order to provide further support for the educational value of the programme.

Furthermore, the questions posed and the positive response I received from various university lecturers and teachers both during and as a result of a presentation I gave at the SERA 2004 conference in Perth (Scottish Educational Research Association - Nov. 2004), was also extremely satisfying, providing further support for the need to investigate reading comprehension strategies and learning styles. As a result of the impact of my presentation on those in attendance, I was asked to provide support to undergraduate students (i.e. primary and secondary education) and teachers on the structure and implementation of my intervention programme. Several requests were made for copies of my research findings. Further to such interest, an 'opportune' meeting with a well established Christian publishing group on a recent trip to the United States (Advance 2005) has also created an interest in my materials for Home Schooling purposes. I am now in the process of working on educational packages suitable for this market.

As a result of both the 'measurable' findings (research questions) and 'non-measurable' outcomes (e.g. pupil literacy habits, parental/guardian response, presentation feedback) of this study, I would therefore encourage others involved in teaching to explore similar interventions. Certainly my own enjoyment of planning and implementing successfully such a programme should be of some encouragement to other teachers wishing to embark on such an initiative.

### *Further Research Potential*

As a result of the predominantly white population of the school in which this study was conducted, ethnic origin was, unfortunately, unable to be addressed. This is an area which could, therefore, be explored in a future study. In addition, this study was conducted over two terms, however, in order to monitor the children's ability to transfer strategy use over a wider range of subjects at different stages in their school career the potential to develop this study into a longitudinal one would also be suggested.

Although this study initially intended to include gender as an additional area for investigation, the current controversy surrounding the 'gendered brain' (Hall, 2005) resulted in the omission of this aspect. However, as the body of research in the fields of gender and brain theories progresses in future years, this too is an area which I believe would be worthy of further investigation.

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## **Appendix 1**

### **Learning Styles According to Kolb and Honey and Mumford**

**Name of Style:** Concrete Experience (Kolb)  
Activist (Honey & Mumford)

#### **Preferred Learning Situations**

- Role Play
- Competitive Teamwork
- Trial and error, new experiences
- Presenting work to others
- Bouncing ideas of each other
- Short here and now activities
- Set challenges with inadequate resources
- Talking with other people

**Name of Style :** Reflective Observation (Kolb)  
Reflector (Honey & Mumford)

#### **Preferred Learning Situations**

- Practising skills
- Doing structured practical work
- Enjoy reviewing what they have learned
- Enjoy producing analyses and reports
- Like time to prepare (i.e. read in advance)
- Like to watch, think and ponder over activities
- Work well alone
- Fail to use tutors and friends as resources
- Appreciate other people's points of view

**Name of Style : Abstract Conceptualism (Kolb)**  
**Theorist (Honey & Mumford)**

**Preferred Learning Situations**

- Seek facts
- Seek goal attainment
- Logical thinking
- Learn by thinking through ideas
- Thorough and industrious
- Enjoy time to explore
- Opportunity to question
- Structured activities with a clear purpose
- Enjoy listening to and reading concepts that are well argued
- Rework essays and notes
- Look for similar experiences from which to extract learning
- A good critic
- Critiques information and collects data

**Name of Style : Active Experimentation (Kolb)**  
**Pragmatist (Honey & Mumford)**

**Preferred Learning Situations**

- Enjoy real life situations
- Imaginative
- Divergent thinker
- Innovative
- Relate well to people
- Open minded
- Enjoy listening to others and sharing ideas
- Present work in novel and artistically appealing ways
- Avoid confrontations

## Appendix 2

### Lesson Plan 1

**Lesson Title:** Introducing Reading Comprehension Booklets

**Lesson Focus:** The Purpose and Function of Non-fiction Texts.

**Reading Comprehension Strategy :** K-W-L (K=What I know; W= What I want to find out and L= What I learned).

### Lesson Overview

**Group Discussion** Focus pupils' attention on reading comprehension booklets. Orally identify from pupils the purpose/role of non-fiction reading resources. Teacher records comments on flip chart. Volunteers select a non-fiction text from library. Discuss and record ( i.e. teacher) the differences between fiction and non-fiction texts. Explain the purpose and function of the K-W-L reading strategy. Reinforce to pupils the value of using this strategy to help them to read and to understand text. Pin visual example of this strategy to board.

**Pairs** Pupils in pairs record on the worksheet provided information consistent with the following two headings: What I know about Knights and Castles and What I think I know about Knights and Castles. Place the letter K on the board to illustrate the part of today's strategy which is currently being used.

**Group** Invite pairs to share their ideas in the group setting. Provide group with a couple of examples of content pages from non-fiction texts. Use these examples to illustrate to pupils the notion of topic categories. Elicit from pupils possible categories to coincide with the information they have recorded. Reinforce to pupils that the work involved in these initial steps - What I know and What I think I know and the process involved in categorising information is consistent with the K part of today's strategy. Inform pupils however that we are now going to focus our attention on W- What I Want to Find Out strategy. Place the letter W on the board.

**Individuals** Ask each pupil to write down on the worksheet provided some of the things that they wish to learn from the Knights and Castles topic.

**Pairs** Individuals share their ideas with a partner.

- Group** Open up discussion to the group setting. Inform pupils to open up their reading booklets and to examine the categories outlined on the contents page. Explain to pupils that this part of the session is concerned with the L - What I Learned strategy. Place the letter L on the board. Inform pupils that the contents page is a very useful page particularly in non-fiction texts as it provides concise information/topic categories.
- Individuals** Individuals record on worksheet provided what they have learned that they did not already know about Knights and Castles from today's session.
- Group** Short oral feedback session from individuals in the group setting. Recall/reinforce strategy with pupils.



## Lesson Plan 2

**Lesson Title:** Why Were Castles Built

**Lesson Focus:** Protection from Enemies

**Reading Comprehension Strategy :** K-W-L (K=What I know; W= What I want to find out and L= What I learned).

### Lesson Overview

- Group** Recall previous day's reading comprehension strategy. Elicit the significance of each letter. Place the letter K on board and issue pupils with a worksheet entitled Why Were Castles Built?
- Pairs** Using the title given and working with a partner pupils record information on worksheet consistent with the K strategy: What I know and What I think I know.
- Group** Invite pairs to share their ideas in the group setting. Discuss with group possible categories for classifying their information more concisely. With much pupil assistance model how to categorise information. Record categories on flip chart. Reinforce that this is the K aspect of our strategy.
- Individuals** Ask individuals to record on worksheet provided the things that they wish to find out or expect to learn from this reading session. Place the letter W on the board and remind pupils to note visual mounted on classroom wall illustrating this 3 part strategy.
- Group** Within the group setting share individual pupil responses. Teacher may initially read passage aloud to children prior to selecting pupils at random to read passage for a second time. Elicit through questioning the usefulness of the little sub headings to aid our understanding of text.
- Individuals** Inform pupils that we are now going to concentrate on the L aspect of the strategy - What I have learned. Pin letter L on board. Ask pupils to individually record on worksheet everything they have learned from reading the text.
- Pairs** Individuals share their ideas with a partner.

**Group**

Group discuss what they have learned from passage. Reinforce the purpose of the strategy. Remind children that any questions they may have listed during the W stage and which have not been answered by reading the passage may require further study. Discuss with pupils further action which may need to be taken to address these aspects e.g. locating further relevant sources.

### Lesson Plan 3

**Lesson Title:** The Castle Keep

**Lesson Focus:** A Safe Home to Many

**Reading Comprehension Strategy :** K-W-L (K=What I know; W= What I want to find out and L= What I learned).

#### Lesson Overview

- Group** Recall significance of K-W-L reading comprehension strategy. Place the letter K on board and issue pupils with a worksheet entitled The Castle Keep
- Pairs** Using the title given and working with a partner pupils record information on worksheet consistent with the K strategy: What I know and What I think I know.
- Group** Invite pairs to share their ideas in the group setting. Discuss with group possible categories for classifying their information more concisely. During interactive group teaching session model how to categorise information. Record categories on flip chart. Reinforce that this is the K aspect of our strategy.
- Individuals** Ask individuals to record on worksheet provided the things that they wish to find out or expect to learn from this reading session. Place the letter W on the board and focus pupils' attention on mounted visual illustrating this 3 part strategy.
- Group** Within the group setting share individual pupil responses. Read passage aloud twice (various combinations are possible i.e. teacher and pupils, pupils only, teacher only). Elicit through questioning the usefulness of the little sub headings to aid our understanding of text.
- Individuals** Inform pupils that we are now going to concentrate on the L aspect of the strategy - What I have learned. Pin letter L on board. Ask pupils to individually record on worksheet everything they have learned from reading the text.
- Pairs** Individuals share their ideas with a partner.

**Group**

Group discuss what they have learned from passage. Reinforce the purpose of the strategy. Remind children that any questions they may have listed during the W stage and which have not been answered by reading the passage may require further study.

## Lesson Plan 4

**Lesson Title:** Inside the Great Hall

**Lesson Focus:** A Large Room Where Everybody Ate

**Reading Comprehension Strategy :** K-W-L (K=What I know; W= What I want to find out and L= What I learned).

### Lesson Overview

- Group** Recall significance of K-W-L reading comprehension strategy. Place the letter K on board and issue pupils with a worksheet entitled Inside the Great Hall
- Pairs** Using the title given and working with a partner, pupils record information on worksheet consistent with the K strategy: What I know and What I think I know.
- Group** Invite pairs to share their ideas in the group setting. Discuss with group possible categories for classifying their information more concisely. During interactive group teaching session model how to categorise information. Record categories on flip chart. Reinforce that this is the K aspect of our strategy.
- Individuals** Ask individuals to record on worksheet provided, the things that they wish to find out or expect to learn from this reading session. Place the letter W on the board and focus pupils' attention on mounted visual illustrating this 3 part strategy.
- Group** Within the group setting share individual pupil responses. Read passage aloud twice (various combinations are possible i.e. teacher and pupils, pupils only, teacher only). Elicit through questioning the usefulness of the little sub headings to aid our understanding of text.
- Individuals** Inform pupils that we are now going to concentrate on the L aspect of the strategy - What I have learned. Pin letter L on board. Ask pupils to individually record on worksheet everything they have learned from reading the text. Allow pupils to refer back to text if required. However remind pupils to try and use their own words and not just copy chunks from the passage.

**Group**

Group discuss what they have learned from passage and the usefulness or otherwise of being allowed in today's session to relate back to the text for further clarification. Reinforce as usual the purpose of the strategy. Remind children that any questions they may have listed during the W stage and which have not been answered by reading the passage may require further study. Provide ample opportunity for such independent study.

**Group Preparation**

Ask pupils to read passage entitled "Rooms Inside the Keep" prior to next day's reading session.

## Lesson Plan 5

**Lesson Title:** Rooms Inside the Keep

**Lesson Focus:** The Keep contained many rooms and was a safe place to live.

**Reading Comprehension Strategy :** Topic-Detail-Main Idea Strategy

### Lesson Overview

**Group** Select pupils at random to read aloud passage “Rooms Inside the Keep”. Inform pupils that we are going to be focusing on a new reading comprehension strategy today. Help pupils to identify, through guided questioning the main difference between today’s session and those previously taught i.e. the reading preparation aspect. Discuss the various situations when careful study and preparation of text may be more suitable to a particular reading task as opposed to employing the K and W aspect of the K-W-L strategy. Elicit that careful study of text prior to adopting the K-W-L strategy may be more useful when information is required quickly. Explain that some people for example may be more comfortable with having some preparation time and may find this technique a more efficient method.

Inform group of today’s strategy “Topic-Detail-Main Idea Strategy” and place a flash card with the name of this strategy on the board. Explain to pupils that today’s session is going to involve a lot of teacher demonstration. Explain the significance of this approach - i.e. to help pupils when they come to do this task for themselves.

**Teacher Modelling** Place acetate of passage on O.H.P. Inform pupils that the first thing that we should do when we are using this strategy is to read the entire passage. Read aloud passage to pupils.

Inform pupils that the next step involves taking each paragraph in turn and looking at it more closely. Focus on the first paragraph and place on board flash card with the question “What is this paragraph about?”. Explain to pupils that the answer to this question gives us the topic of the paragraph. Inform pupils that the topic should consist of only 1 or 2 words. Inform pupils that you can always figure out the topic by asking yourself what each sentence is talking about. Write the topic of the paragraph on the acetate (i.e. sub heading).

Inform pupils that the next step involved in this strategy is underlining in the paragraph all the things that the text tells you about the topic. Confirm to pupils that these are known as the details. Select volunteers to identify details required to be underlined.

Explain to pupils that once you have the topic and the details the next task is to try and establish a main idea sentence. Remind the pupils that each detail should be connected to this sentence. Place the following four questions on the board to help pupils with this task:

Is the paragraph describing something: a person, a thing, a process or an event?

Is the paragraph talking about things which are different or things which are the same between two or more things?

Is the paragraph trying to figure out something (i.e. giving a problem) or is it giving the answer to a problem?

Is the paragraph talking about how something has happened and the reason why it has happened?

Establish from modelling session of first paragraph a main idea sentence. Explain to pupils that not all paragraphs have a main idea. For example, often several small paragraphs can be joined together to form one main idea or long paragraphs may contain two main ideas.

Work through all paragraphs outlined on O.H.P. using this pupil/teacher interactive model. Constantly reinforce through auditory and visual stimuli the processes involved in using this Topic-Detail-Main Idea strategy.

**Visual Element** - In order to highlight each of the 3 aspects of this strategy (i.e. Topic, Detail and Main Idea) use 3 different colours of O.H.P. pens when teaching each one. The different colours should help the pupils to visualise a strategy, that should eventually be done mentally.



## Lesson Plan 6

**Lesson Title:** Attack and Defence

**Lesson Focus:** Lots of different machines were used by soldiers to capture a castle.

**Reading Comprehension Strategy :** Topic-Detail-Main Idea Strategy

### Lesson Overview

**Group** Recall previous day's reading comprehension strategy. Elicit the main advantage of this strategy as opposed to the K-W-L one. Explain to pupils that we will be using this strategy over the next couple of weeks to help us to understand our reading.

Place acetate of passage on O.H.P. Recap with children the steps we should take when we use the Topic-Detail-Main Idea Strategy. Once pupils have provided an oral account of the processes involved in this strategy pin visual outlining this strategy on board.

Select children at random to read the entire text aloud. Teacher or pupils should then read text aloud for a second time. Similar to detail recorded on lesson plan 5, take each paragraph one at a time and work through the Topic-Detail-Main Idea Strategy i.e.

**Topic** - Pin questions to board (What is this paragraph about? What is each sentence talking about etc.). Record on acetate in a sub heading format the group consensus regarding the topic of the paragraph

**Detail** - Select children to come out and underline (using a different coloured pen) in the paragraph all the things that text tells you about the topic. Reconfirm to pupils that these are known as the details.

**Main Idea** - Using the four questions: Is the paragraph describing something: a person, a thing, a process or an event? Is the paragraph talking about things which are different or things which are the same between two or more things? Is the paragraph trying to figure out something (i.e. giving a problem) or is it giving the answer to a problem? Is the paragraph talking about how something has happened and the reason why it has happened?

Establish from modelling session of first paragraph a main idea sentence.

- . Work through all paragraphs outlined on O.H.P. using this pupil/teacher interactive model. Constantly reinforce through auditory and visual stimuli the processes involved in using this Topic-Detail-Main Idea strategy.

Group feedback session.

## Lesson Plan 7

**Lesson Title:** A Joust

**Lesson Focus:** A pretend battle between two knights.

**Reading Comprehension Strategy :** Topic-Detail-Main Idea Strategy

### Lesson Overview

#### Group

Recall previous Topic-Detail-Main Idea Strategy. Establish from pupils their preference or otherwise to the use of this strategy.

Place acetate of passage on O.H.P. Recap with children the steps we should take when we use the Topic-Detail-Main Idea Strategy. Once pupils have provided an oral account of the processes involved in this strategy, pin visual outlining this strategy on board.

Select children at random to read the entire text aloud. Teacher or pupils should then read text aloud for a second time.

#### Pairs

Change the format of today's lesson. Instead of having the teacher going through each of the steps involved ask pupils to work in pairs and to tackle this strategy in the same way as the previous two teacher modelled session i.e. Topic-Detail-Main Idea.

Topic - Pin questions to board (What is this paragraph about? What is each sentence talking about?). Ask pairs to record in booklet a sub heading for the first paragraph.

Detail - Ask pairs to underline (using a different coloured pen) in the paragraph all the things that the text tells them about the topic i.e. the details.

Main Idea - Provided with the four questions: Is the paragraph describing something: a person, a thing, a process or an event? Is the paragraph talking about things which are different or things which are the same between two or more things? Is the paragraph trying to figure out something (i.e. giving a problem) or is it giving the answer to a problem? Is the paragraph talking about how something has happened and the reason why it has happened? Pairs establish a main idea

sentence for the first paragraph.

- . Inform pupils to work through each paragraph in turn using this 3 part strategy.

Once pupils are on task teacher monitors, observes, questions and assists pupils.

**Group**

Group feedback session.

## Lesson Plan 8

**Lesson Title:** A Knight's Armour

**Lesson Focus:** Knights wore armour to protect themselves when in battle.

**Reading Comprehension Strategy :** Topic-Detail-Main Idea Strategy

### Lesson Overview

**Group** Recall previous Topic-Detail-Main Idea Strategy.

Place acetate of passage on O.H.P. Recap with children the steps we should take when we use the Topic-Detail-Main Idea Strategy. Pin visual outlining this strategy on board.

Select children at random to read the entire text aloud. Teacher or pupils should then read text aloud for a second time.

**Pairs** Pupils working in pairs tackle passage using Topic-Detail-Main Idea Strategy e.g.

Topic - Pin questions to board (What is this paragraph about? What is each sentence talking about?). Ask pairs to record in booklet a sub heading for the first paragraph.

Detail - Ask pairs to underline (using a different coloured pen) in the paragraph all the things that text tells you about the topic i.e. the details.

Main Idea - Provided with the four questions: Is the paragraph describing something: a person, a thing, a process or an event? Is the paragraph talking about things which are different or things which are the same between two or more things? Is the paragraph trying to figure out something (i.e. giving a problem) or is it giving the answer to a problem? Is the paragraph talking about how something has happened and the reason why it has happened? Pairs establish a main idea sentence for the first paragraph.

Inform pupils to work through each paragraph in turn using this

3 part strategy.

Once pupils are on task teacher monitors, observes, questions and assists pupils.

**Group**

Group feedback session.

## Lesson Plan 9

**Lesson Title:** What were the Crusades?

**Lesson Focus:** The Crusades were holy wars which began in the 11th Century between the Christian and the Moslem Turks.

**Reading Comprehension Strategy :** Topic-Detail-Main Idea Strategy

### Lesson Overview

- Group** Select children at random to read aloud passage (i.e. twice). Reconfirm with pupils Topic-Detail-Main Idea Strategy. Explain to children that today's session is going to involve them working alone with the strategy. Remind children to use visuals displayed in classroom and reading markers which outline/highlight the steps involved in this comprehension strategy. Ensure children are comfortable with this form of organisation prior to task commencement.
- Individuals** Pupils working individually tackle passage using Topic-Detail-Main Idea Strategy. Whilst pupils are on task, teacher monitors, observes, questions, assists and reassures.
- Pairs** Once individuals have completed passage provide an opportunity for pupils to work with a partner in order to discuss their ideas.
- Group** Group feedback session. Identify any difficulties the pupils may have had with this form of organisation. Use group setting as an opportunity for pupils to suggest any possible solutions to overcome any difficulties they may have experienced when working as an individual.

**Reading Comprehension Strategies to be Explored:**

- Using Context Clues to Figure out Tough Words
- Read and Retell
- Skinny Books ( Dictating own text to match actual story illustrations)
- Predict and Support

Lesson Title	Teaching Content/Organisation	Reading Strategy Focus	Resources
<b>Lesson 1</b> <b>The Strawberry Jam Pony</b> Chapter 1 Predicting and Discovering Basic Story Outline.	<p><b>Read Title of Book</b> "The Strawberry Jam Pony".</p> <p><b>Pairs:</b> Predict what they think the story will be about.</p> <p><b>Pairs and Pairs (Group):</b> Discuss predictions. One member of group records a main idea prediction on sheet of paper.</p> <p><b>Class:</b> Feedback from each group.</p> <p>Teacher reads blurb on inside of book cover to class to highlight key content of text.</p> <p><b>Class:</b> Discuss initial ideas with actual key content.</p> <p><b>Class:</b> Read chapter 1 to class and discuss.</p>	<p><b>Predicting text from a title.</b></p>	<p>Text: The Strawberry Jam Pony.            Sheet of Paper for each group of 4.            Large marker pens.</p>
<b>Lesson 2</b>	Place acetate highlighting	<b>Using Content Clues to</b>	Acetate 1 and 2. Worksheet 1 -



<p><b>The Strawberry Jam Pony</b></p> <p><b>Chapter 1</b></p> <p><b>Tough Words</b></p>	<p>paragraphs from text on O.H.P. (Page 1, Page 2 and Page 4).</p> <p><b>Teacher:</b> Model to class using think aloud techniques how to use content clues to determine a word's meaning. Pin the title of this strategy onto class reading wall for pupil reinforcement purposes.</p> <p><b>Class:</b> Place acetate number 2 on board and select willing participants to use similar think aloud strategies to determine word meanings.</p> <p><b>Pairs:</b> Provide pairs with a selection of paragraphs from text "The Strawberry Jam Pony" (Worksheet 1). Pairs use content to try and discover the meaning of tough words.</p> <p><b>Plenary:</b> Class feedback.</p>	<p><b>identify the meaning of tough words.</b></p>	<p>a copy for each pair. Pencils.</p>
<p><b>Lesson 3</b></p> <p><b>Using Other Fiction Sources to Identify the Meaning of Tough Words</b></p>	<p><b>Class:</b> Consolidate previous days reading comprehension strategy. Reinforce the need to read all the words surrounding the difficult word to determine its meaning.</p> <p><b>Teacher:</b> Using examples recorded on chalk board, teacher reminds class through modelling</p>	<p><b>Using Content Clues to identify the meaning of tough words</b></p>	<p>Worksheet 2, pencils</p>

<p><b>Lesson 4</b></p> <p>Consolidating the Use of Fiction Sources to Identify the Meaning of Tough Words</p>	<p>strategy the think aloud steps involved.</p> <p><b>Pairs:</b> Provided with a worksheet highlighting a variety of paragraphs from various fiction texts, pupils use content clues to try and identify the meaning of each highlighted word.</p> <p><b>Class:</b> Feedback from pairs. Commence building up a visual class word bank/glossary.</p> <p><b>Class:</b> Recall previous days session.</p> <p><b>Teacher:</b> Reinforce using think aloud strategies the steps involved in determining the meaning of difficult words. Use examples on chalkboard for this purpose.</p> <p><b>Pairs:</b> Provided with a worksheet highlighting a variety of paragraphs from various fiction texts, pupils use content clues to try and identify the meaning of each highlighted word.</p> <p><b>Class:</b> Feedback from pairs. Continue to build visual word bank.</p>	<p><b>Using content clues to identify the meaning of tough words.</b></p>	<p>Worksheet 3</p>
<p><b>Lesson 5</b></p>	<p>Place acetate (Number 3) taken</p>	<p><b>Read and Retell</b></p>	<p>Acetate 3 Worksheet 4</p>

<p><b>The Strawberry Jam Pony.</b></p> <p><b>Chapter 1</b></p> <p><b>Retelling Pages 1-2</b></p>	<p>from text on O.H.P.</p> <p><b>Teacher:</b> Model to children the steps involved when using Cambourne's read and retell comprehension theory (See Overview of Read and Retell for detailed teaching procedures).</p> <p><b>Pairs:</b> Provide pupils with a short piece of text taken from novel (Worksheet 4). Ask pupils to read text and then to record on paper all they can remember from their reading. (N.B. Once text has been read teacher collects it in to ensure children are not tempted to copy from sheet).</p> <p><b>Class:</b> Feedback from pairs.</p>	<p>Reading folders and pencils</p>
<p><b>Lesson 6</b></p> <p><b>The Strawberry Jam Pony</b></p> <p><b>Chapter 1</b></p> <p><b>Retelling Pages 6 - 7</b></p>	<p><b>Class:</b> Recall previous days reading strategy.</p> <p><b>Teacher:</b> Reinforce through modelling the strategies involved when using read and retell to aid comprehension. Elicit the purpose of this strategy - to summarise in one's own words.</p> <p><b>Pairs:</b> Provided with a piece of text from novel pupils practice using read and retell procedures (Worksheet 5).</p>	<p><b>Read and Retell</b></p> <p>Chalkboard, The Strawberry Jam Pony (novel), Worksheet 5, Pencils and Reading Folders.</p>

<p><b>Lesson 7</b></p> <p><b>The Strawberry Jam Pony</b></p> <p><b>Chapter 1</b></p> <p><b>Read and Retell</b></p> <p><b>Page 12 -13</b></p>	<p><b>Class:</b> Feedback from pairs.</p> <p><b>Class:</b> Recall previous sessions strategy and discuss techniques involved. Explain that today's session will be done individually.</p> <p><b>Individuals:</b> Provided with a piece of text from novel pupils individually practice using read and retell procedures (Worksheet 6).</p> <p><b>Class:</b> Feedback from individuals.</p>	<p><b>Read and Retell</b></p>	<p>Worksheet 6 Pencils Reading Folders.</p>
<p><b>Lesson 8</b></p> <p><b>The Strawberry Jam Pony</b></p> <p><b>Chapter 1</b></p> <p><b>Commencing a Skinny Book -</b></p> <p><b>page 3 picture</b></p>	<p>Place acetate (Number 4) on O.H.P. (i.e. picture from page 3 of novel).</p> <p><b>Class:</b> Discuss picture and its relevance to the actual happenings in the text. Explain to children that using pictures contained within novels/stories with our understanding of the wording/meaning of the text, is another way to consolidate our understanding of stories.</p> <p>Explain to pupils that this is another reading strategy known as a Skinny Book Strategy.</p> <p>Show pupils an example of a skinny book taken from another novel. Explain to pupils that we</p>	<p><b>Skinny Book</b></p>	<p>Acetate Number 4, O.H.P. Blank acetate, acetate pen.</p>

	<p>as a class will be producing our own "Skinny Book" of the Strawberry Jam Pony. This book will feature in our class library and will be read to infants during shared reading times.</p> <p><b>Teacher:</b> Model to children using think aloud strategy how to use the picture and our understanding of the events in the story to dictate a similar meaning. Reinforce to pupils that dictations should be similar to the actual text. Similarly however, emphasise that actual words/passages from the text should not be recorded.</p> <p><b>Class:</b> Feedback from pupils regarding this new reading strategy and its intended outcome/audience.</p>		
<p><b>Lesson 9</b></p>	<p>Place acetate number 5 on O.H.P (i.e. illustration taken from page 5 of text).</p>	<p><b>Class:</b> Pupils help teacher to compose text to coincide with illustration shown and story line of novel.</p> <p><b>Class:</b> Pupil feedback (e.g. any difficulties/advantages of this</p>	<p><b>Lesson 9</b></p>
<p><b>The Strawberry Jam Pony</b></p>	<p><b>Chapter 1</b></p>	<p>Skinny Book - page 5 picture</p>	<p><b>Skinny Book</b></p>
<p><b>The Strawberry Jam Pony</b></p>			<p>Acetate number 5 O.H.P. Blank Acetate Acetate Pen</p>

<p><b>Lesson 10</b></p> <p><b>The Strawberry Jam Pony</b></p> <p>Chapter 1</p> <p>Skinny Book - picture on page 11</p>	<p>strategy). Add to Class Skinny Book.</p> <p>Place acetate number 6 on O.H.P.</p> <p><b>Class:</b> Discuss illustration and its association with novel story line.</p> <p><b>Pairs:</b> Provide pairs with a copy of this illustration. Pairs verbally discuss their dictation's prior to visibly recording these dictations underneath picture.</p> <p><b>Class:</b> Ask pairs to read out their dictation's. Issue each pupil with a photocopy of previous skinny book dictation's (i.e. lesson 8 and 9). Pupils commence their own skinny books using these previous illustrations/dictations with this paired one they have just completed.</p>	<p><b>Skinny Book</b></p>	<p>Acetate Number 6 O.H.P.</p> <p>Photocopies of page 11 for each pair. Pencils.</p> <p>Outer Covers for Skinny Books</p> <p>Assortment of Colour Pencils.</p>
<p><b>Lesson 11</b></p> <p>Using the Fairy Tale - The King Who Wanted to See Paradise to focus on the predict strategy of predict and support.</p>	<p><b>Teacher:</b> Explain to pupils that today we are going to be looking at a new reading strategy called "Predict and Support". Show pupils flash cards highlighting how the predict and support strategy assists comprehension and recall i.e. helps learners make logical predictions, helps</p>	<p><b>Predict</b></p>	<p>Flash cards Chalkboard</p> <p>Chalk</p> <p>Story - The King Who Wanted to See Paradise.</p>

<p><b>Lesson 12</b></p> <p>Using the story <b>The King Who Wanted to See Paradise</b> to introduce the Support aspect of the Predict and Support Strategy.</p>	<p>to constantly set purposes for learners to read on. Emphasise to pupils that as they know more and more of the story they should find it easier to predict the outcome. Record the title - <b>The King Who Wanted to See Paradise</b> on the board. Record the words <b>Predict</b> (on left hand side) and <b>Support</b> (on the right hand side) underneath title. Read the title and invite the children to predict and support at each of the three stopping places. Explain to pupils that two predictions for each of the three stopping places are required. Inform pupils these predictions will be confirmed and adjusted in next day's session..</p> <p><b>Teacher:</b> Use think aloud techniques to demonstrate to pupils how to evaluate and adjust predictions recorded after the first stop in the previous days session. Repeat this type of teacher led demonstration in relation to the second stop.</p>	<p><b>Supporting Predictions</b></p>	<p>Copies of story - <b>The King Who Wanted to See Paradise</b> ( one for each child). This story is taken from <b>"Teaching Reading in Middle School"</b> by Robb, L.</p> <p>Chalkboard containing previous days predictions.</p>
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<p><b>Lesson 13</b></p> <p><b>The Strawberry Jam Pony</b></p> <p>Chapter 2 - Predicting chapter at various stopping points.</p>	<p><b>Pairs;</b> Pupils working in pairs confirm and adjust predictions for the 3rd stop in the story.  <b>Class:</b> Feedback from pairs.</p> <p><b>Teacher:</b> Commence chapter 2 of novel. Stop at various points in text and ask children to predict what they think will happen next in story. Record suggestions on board.  <b>Class:</b> Pupil feedback on lesson.</p>	<p><b>Predicting</b></p>	<p>Novel - The Strawberry Jam Pony.  Chalkboard and Chalk</p>
<p><b>Lesson 14</b></p> <p><b>The Strawberry Jam Pony</b></p> <p>Chapter 2 - Supporting Predictions</p>	<p><b>Class:</b> Recall previous day's session. Discuss/re-read predictions recorded on board.  <b>Pairs:</b> Provided with a copy of chapter 2, pairs confirm and adjust predictions for each of the stopping points.  <b>Class:</b> Feedback from pairs.</p>	<p><b>Supporting Predictions from Text</b></p>	<p>A copy of chapter 2 of novel - The Strawberry Jam Pony for each pair  Chalkboard  Pencils and jotters</p>
<p><b>Lesson 15</b></p> <p><b>The Strawberry Jam Pony</b></p> <p>Chapter 2</p> <p>Skinny Book - pages 19, 23 and 26.</p>	<p>Place acetate number 7 on O.H.P. ( picture on page 19)  <b>Class:</b> Elicit from pupils the strategy to be employed in today's session i.e. skinny book. Select two willing participants to compose text to coincide with illustration and story line.  Discuss dictation's.  <b>Pairs:</b> Provide pairs with a copy of the illustrations shown on</p>	<p><b>Skinny Book</b></p>	<p>Acetate Number 7 O.H.P.  Photocopies of pictures on page 23 and 26.  Pencils Skinny Books</p>



	<p>page 23 and 26 of the novel. Pairs discuss and record their dictation's. <b>Class:</b> Feedback from pairs. Add to individual skinny books.</p>	
<p><b>Lesson 16</b> <b>The Strawberry Jam Pony</b> <b>Chapter 3</b> <b>Read and Retell page 29 - 30</b></p>	<p><b>Pairs:</b> Provide pupils with a short piece of text (p29-30). Provide pairs with a couple of minutes to discuss and suggest from the four strategies covered the one which they believe would be the most applicable if the purpose of reading is to summarise what has been read.. Elicit through questioning the relevance of read and retell to address this specific purpose. <b>Individuals:</b> Read and retell in written format their interpretation of text. <b>Pairs:</b> Individuals share their retellings with their partner. <b>Class:</b> Select children at random to share their retellings.</p>	<p><b>Read and Retell</b></p>
<p><b>Lesson 17</b> <b>The Strawberry Jam Pony</b> <b>Chapter 3</b></p>	<p><b>Class:</b> Explain to children that the during today's session there will be clear stopping points when the story is being read aloud. Elicit through careful questioning the most appropriate</p>	<p><b>Predict and Support</b></p>
		<p>Piece of text (p29 - 30) for each child. Pencils. Read and Retell jotters.</p>
		<p>Copies of text (p 32-35) for each child Reading Jotters Pencils. Chalkboard Chalk</p>

<p>Predict and Support (p 32 - 35)</p>	<p>reading strategy to best cater for this “stopping” purpose (i.e. predict and support).  <b>Individuals:</b> In reading jotters pupils record the titles - Predict and Support. Provide pupils with a copy of text. Teacher reads aloud text and pupils have an opportunity to visually follow.  Inform pupils to record predictions during this initial reading session. Provide pupils with time to reread text on their own. Individuals confirm and adjust predictions.  <b>Pairs:</b> Individuals share their predictions and supporting ideas with a partner.  <b>Class:</b> Feedback from pairs.</p>	
<p><b>Lesson 18</b>  <b>The Strawberry Jam Pony</b>  Chapter 3  Skinny Book - pictures on pages 34, 37, 38 and 41.</p>	<p><b>Individuals:</b> Provided with a choice of 4 pictures, pupils select 2 for their own personal skinny books. Encourage children to think about the sequence of the story events and the need to select wisely to ensure that their own skinny books do not lead to reader confusion. Having selected 2 pictures, individuals compose text to correspond.</p>	<p><b>Skinny Book</b>  Pictures from pages 34, 37, 38 and 41 (i.e. one copy for each child).  Pencils.</p>

<p><b>Lesson 19</b> <b>The Strawberry Jam Pony</b> <b>Chapter 4</b> <b>Tough Words</b></p>	<p><b>Class:</b> Feedback from pupils. <b>Individuals:</b> Provide individuals with a copy of 2 paragraphs taken from the text. Ask individuals to read both paragraphs and to underline in red pencil the words they find difficult to understand. <b>Pairs:</b> Individuals share their difficulties with a partner and together attempt to identify word meanings from text. <b>Class:</b> Teacher records these “tough words” on board and reinforces the clues given in the passages to help confirm word meanings.</p>	<p><b>Using content clues to identify the meaning of tough words.</b></p>	<p>Worksheet outlining 2 paragraphs from Chapter (i.e. page 43 - “That bairn’s bewitched..... and page 48 - “All right I’ll take her.....”).</p>
<p><b>Lesson 20</b> <b>The Strawberry Jam Pony</b> <b>Chapter 5</b> <b>Read and Retell (p62-63)</b></p>	<p><b>Class:</b> Read and discuss page 59-61. <b>Individuals:</b> Provided with a copy of text (p62-63) pupils employ read and retell strategy. <b>Pairs:</b> Individuals share their retellings with a partner. <b>Class:</b> Shared feedback session from pupils.</p>	<p><b>Read and Retell</b></p>	<p>Copy of text (p62-63) for each pupil Novel: The Strawberry Jam Pony Reading Jotters    Pencils</p>
<p><b>Lesson 21</b> <b>The Strawberry Jam Pony</b> <b>Chapter 5</b></p>	<p><b>Class:</b> Show class flash card containing the strategy Skinny Book. Ask pupils to explain the purpose and use of this strategy</p>	<p><b>Skinny Book</b></p>	<p>Flash card - Skinny Book Novel: The Strawberry Jam Pony</p>

<p><b>Skinny Book (p 67 -68)</b></p>	<p>in relation to reading for understanding.  <b>Pairs:</b> Provided with a copy of the illustrations shown on pages 67 and 68, pupils discuss and record their dictation's in accordance with story content.  <b>Class:</b> Feedback from pairs.  Add to individual Skinny Books.</p>	<p>Photocopies of pictures taken from pages 67 and 68 of text.</p>
<p><b>Lesson 22</b>  <b>The Strawberry Jam Pony</b>  Chapter 6  Predict and Support (p71 -74)</p>	<p><b>Teacher:</b> Highlight the distinct stopping points to pupils on the text provided. Elicit from pupils the name and purpose of this “stopping point” strategy.  <b>Individuals:</b> Using the reading materials and activity sheet provided, pupils record initial predictions to coincide with story stopping points. Once predictions have been recorded, pupils, individually, reread passage to confirm and adjust predictions.  <b>Class:</b> Feedback from pupils.</p>	<p><b>Predict and Support</b></p> <p>Novel: The Strawberry Jam Pony  Reading Material (p71 -74) with distinct stopping points.  Predict and Support activity sheet.</p>
<p><b>Lesson 23</b>  <b>The Strawberry Jam Pony</b>  Chapter 6  Read and Retell (p80-81)</p>	<p><b>Class:</b> Issue pupils with a short piece of text (p80-81). Inform pupils that today's reading strategy is concerned with summarising what has been read. Ask pupils to suggest the</p>	<p><b>Read and Retell</b></p> <p>Novel: The Strawberry Jam Pony.  Piece of text (p80 -81) for each child.  Read and Retell Jotters</p>

	<p>most suitable strategy (i.e. from the four taught) to be employed.  <b>Pupil Choice of Learning</b>  <b>Mode:</b> Pupils choose to work either alone, with a partner or in a small group to commence and complete task.  <b>Class:</b> Feedback session.</p>	Pencils
<p><b>Lesson 24</b>  <b>The Strawberry Jam Pony</b>  Chapter 6</p>	<p><b>Teacher:</b> Read Chapter 6 to pupils. Pupils are invited to orally discuss events and to identify any key aspects.</p>	<p><b>Novel:</b> The Strawberry Jam Pony.</p>
<p><b>Lesson 25</b>  <b>The Strawberry Jam Pony</b>  Chapter 6  Skinny Book ( p72, 76, 77, 85 and 87)</p>	<p><b>Class:</b> Provide pupils with a variety of pictures taken from the text. Pupils identify from these picture sources the name and relevance of this reading strategy.  <b>Pupil Choice of Learning</b>  <b>Mode:</b> Pupils choose to work either alone, with a partner or in a small group to commence and complete task.  <b>Class:</b> Feedback Session</p>	<p><b>Novel:</b> The Strawberry Jam Pony.  Photocopies of pictures from pages 72, 76, 77, 85 and 87.</p>
<p><b>Lesson 26</b>  <b>The Strawberry Jam Pony</b>  Personal Response to Text</p>	<p><b>Class:</b> Issue pupils with explanation worksheet - A Personal Story Pyramid.  Discuss in depth the 8 stages</p>	<p><b>Explanation Worksheet - Personal Story Pyramid</b>  White A4 Paper Felt tip pens</p>

	<p>involved in constructing a personal story pyramid. Reinforce that the personal nature of this task requires pupils to work alone. Reassure pupils that one to one teacher support will be available to anyone requiring further assistance (N.B. D.H.T. and Classroom Assistant will be available to help teacher to provide more pupil support).  <b>Class: Feedback</b></p>	<p>Pencils</p>
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**Note:** Skinny Books will be read aloud to infant buddies after each chapter has been completed.

**Assessments:** 2 Formal Assessments will be issued to pupils during term 3. These assessments will be taken from other fiction sources and will involve pupils in selecting the most enjoyable and beneficial strategy which they believe is of value.

**Elective Tasks:** After each chapter has been read pupils will be issued with their elective tasks based on Kolb's Experiential Learning Style Theory.

## Elective Reading Tasks

**Lesson Title:** Why Were Castles Built

**Choice of Learning Style:** Pragmatist and Theorist

### Pragmatist Activity

Think of as many ways as you can to protect your wooden castle from being set on fire. Draw or write down your ideas on the picture of the wooden castle. You may like to write down some notes to explain the action you would take to prevent it from being burnt down.

### Theorist Activity - Work with a partner

Using the books in class or the computer, try to find out the names of Scottish castles which are open to the public.

## **Elective Reading Tasks**

**Lesson Title:** The Castle Keep

**Choice of Learning Style:** Activist and Reflector

### **Activist - Role Play Activity in a Group of Four**

Read again the paragraph - Where did people sleep?

Act out a scene from the Lord and Lady's bedroom.

Things to think about:

What might the Lord and Lady be talking to each other about?

What would the servant probably be doing?

What might the Lord and Lady be saying to the servant?

### **Reflector**

Reread the passage twice. Answer the following questions in sentences.

Group 1

Where in the castle did the most important people sleep?

Who lived in the Keep?

Where did the servants sleep?

If you were a servant would you be happy to sleep on a straw mattress? How might you feel about the Lord and Lady having a cosy bed to sleep on?

How were the baths in castle times different from the baths we use today?



## Group 2

Where in the castle did the most important people sleep?

Who lived in the Keep?

What were garderobes?

Why do you think garderobes may have caused some problems?

Where did the servants sleep?

How do you think the servants may have felt about their sleeping arrangements?

Why do you think people rarely took baths in castle times?

## **Elective Reading Tasks**

**Lesson Title:** The Great Hall

**Choice of Learning Style:** Activist and Pragmatist

### **Activist**

For this task you need to make two groups. Your groups may contain either 2, 3 or 4 people.

#### **Your Task**

Reread the passage on the Great Hall. Some of the words are missing from this passage. Once you and your group have reread it, you must be able to tell the other group the real meaning of this passage.

However

When you are presenting your ideas to the other group you cannot use your voice. You must think of other ways to give the other group this information. The sand timer will tell you how long you have to do this task.

### **Pragmatist - Group of Four**

Reread the passage on the Great Hall. In your group select a paragraph which you find particularly interesting. Think of different ways you could tell others in the class about this paragraph.

For example, you may like to make up a list of some of the most important information contained in the paragraph. You may like to do a short drama scene on it. The choice is yours!

## Elective Reading Tasks

**Lesson Title:** Inside the Keep

**Choice of Learning Style:** Reflector and Theorist

### Reflector

Use a thesaurus to find alternative words for the following:

Group 1

roasted  
boiled  
sprinkled  
fresh  
flavour

Group 2

roasted  
boiled  
preserve  
disguise  
tastes  
storage  
enjoyed

Now rewrite paragraph two using one word from your new list that you believe still gives the passage the same meaning.

### Theorist - Work with a partner

Using the notes provided, write a short passage on the different rooms inside the Keep.

## **Elective Reading Tasks**

<b>Lesson Title:</b>	Attack and Defence
<b>Choice of Learning Style:</b>	Activist and Reflector

### **Activist**

Using the materials provided, construct a model sized version of a battering ram. When you have finished your construction, explain to others in the class the steps involved in making it.

### **Something to think about**

How might you find out more about how an actual battering ram would look like?

### **Reflector**

Reread the passage on Attack and Defence.

Take your time to think about information in the passage that you think is important.

Make a list of this key information.

## **Elective Reading Tasks**

**Lesson Title:** The Joust

**Choice of Learning Style:** Theorist and Activist

### **Theorist - Work with a partner**

School Library

Find some books in the school library on the Joust. Make a list of some of the key information on the Joust.

### **Activist - Group of Four**

Act out a main idea sentence for the third paragraph with the members of your group.

## Elective Reading Tasks

**Lesson Title:** Knight's Armour

**Choice of Learning Style:** Reflector and Pragmatist

### Reflector - Working with the Teacher

Today you have an opportunity to work with the teacher to help you to learn other ways to find information from reading passages

### Pragmatist

Using the materials provided, design armour for a knight nowadays.

## Appendix 5

### Elective Reading Tasks - The Strawberry Jam Pony

#### Chapter 1

##### Activity 1

##### Group Task

Learning Code = P

In 1926 boys like Tommy could leave school at 14. Nowadays, children can't leave school until they are 16. In a group discuss some of the advantages (good things) and disadvantages (bad things) of leaving school at 14 instead of 16. List these points on the sheet provided.

##### Activity 2

##### Individual Task

Learning Code = R

Reread the first chapter of the story. Ask your teacher for the question sheet on this chapter. Answer the questions in sentences.

##### Activity 3

##### Paired Role Play Task

Learning Code = A

Reread from page 9 "The door suddenly opened ....." to page 12 " And he folded his arms".

With a partner, act out the scene between Tommy's mother and father.

##### Activity 4

##### With a partner or in a group of 3

Learning Code = Th

Use the computer or books in the library to find out 3 things about mine work in 1926.

\* P = Pragmatist style; Th = Theorist style; R= Reflector style and A = Activist style

## Elective Reading Tasks

### Chapter 2

#### Activity 1

**With a Partner**

**Learning Code = Th**

Here are some key words taken from Chapter 2 -

Tommy          ponies          Mr Gibson          Gleam          Norman

Danny Bates          village          rode          frightened

Now, reread chapter 2. Using these key words, write a couple of paragraphs explaining what chapter 2 was about.

#### Activity 2

**Individual**

**Learning Code = R**

Cloze Procedure

Read over the sheet - Chapter 2 Missing Words. Using the words given on the sheet, fill in the blanks so that the passage makes sense.

#### Activity 3

**In a group of 3**

**Learning Code = A**

You will need: a sand timer, a highlighter pen and a copy of chapter 2.

Using the sand timer as a stop watch, highlight (using the pen) on your copy of chapter 2 as many key points as you can.

#### Activity 4

**Paired Task**

**Learning Code = P**

Reread p20-22 from “The pony stood patiently.....for his school team.”

With your partner, write down as many ways you can think of to tell others in class about these pages.

**For example:** read passage to class, record yourself reading these pages onto a tape and playing tape to pupils etc.



## Elective Reading Tasks

### Chapter 3

#### **Activity 1                      With a Partner                      Learning Code = P**

Using the instructions and materials given, work with your partner to make a kite.

#### **Activity 2                      Individual                      Learning Code = R**

Put the instructions for making a kite into the correct order. Now, write out these instructions on a piece of paper and hang these instructions up in class.

#### **Activity 3                      Group of 3                      Learning Code = A**

Using the materials provided and the sand timer, make a kite that you think will fly. Once you have finished making your kite ask your teacher if you can test it out in the playground.

#### **Activity 4                      In a pair                      Learning Code = Th**

Use the 2 kites the teacher has made. Take both kites out to the playground and fly each one, one at a time. Write down on your Critique Sheet, the good and bad things about the way in which each kite flies.

## Elective Reading Tasks

### Chapter 4

#### **Activity 1                      With a Partner                      Learning Code = P**

Imagine you are Tommy. Write down as many excuses you can think of to prevent you from having to take Maggie out with you.

#### **Activity 2                      Group of 3                      Learning Code = A**

Read through the play script provided. Decide who will be the Narrator, Tommy or Maggie. In your group work on acting out this scene (page 50). Once you are ready, perform this scene to the class.

#### **Activity 3                      With a Partner                      Learning Code = Th**

Read the passage provided. Some of it is not what happened in the story. With your partner, rewrite the passage so that it refers to chapter 4 of the novel.

#### **Activity 4                      Individual                      Learning Code = R**

Reread chapter 4. Ask your teacher for the question sheet on this chapter. Answer the questions in sentences.

## **Elective Reading Tasks**

### **Chapter 5**

#### **Activity 1**

**Group of 3**

**Learning Code = P**

On the last page of Chapter 5 the mention of the word ghosts gives Tommy an idea as to how he might get the ponies back. In your group discuss what you think Tommy's idea might be.

#### **Activity 2**

**Individual**

**Learning Code = R**

Cloze Procedure

Read over the sheet - Chapter 5 - Missing Words. Using the words given on the sheet, fill in the blanks so that the passage makes sense.

#### **Activity 3**

**Group of 3**

**Learning Code = A**

Decide who will be the Narrator, Tommy and Norman. Using the play script provided, act out this scene. Once you are ready perform this scene to the class.

#### **Activity 4**

**With a Partner**

**Learning Code = Th**

In chapter 5 Norman tells Tommy that he is "too little for this kind of trouble". Considering Tommy's character in the story, do you think that Tommy should be involved in the attack. Discuss this with your partner.

## **Elective Reading Tasks**

### **Chapter 6**

#### **Activity 1**

**In a Group of 3**

**Learning Code = P**

In your group write down all the things you will need to make some jam sandwiches for 3 people.

#### **Activity 2**

**Group of 3**

**Learning Code = A**

Using the food and equipment provided, make some strawberry jam sandwiches. Now, think of as many ways as you can to carry your sandwiches without squashing them or having the jam squashed out. Select from your list your best idea and try it out.

#### **Activity 3**

**Individual**

**Learning Code = R**

Look at the sheet showing children's favourite types of jam sandwiches. Write about the information shown on this sheet.e.g. the most favourite jam, the least favourite etc.

#### **Activity 4**

**With a Partner**

**Learning Code = Th**

Using the sheet showing 5 types of jam. Find out from the pupils in the class their favourite type of jam.

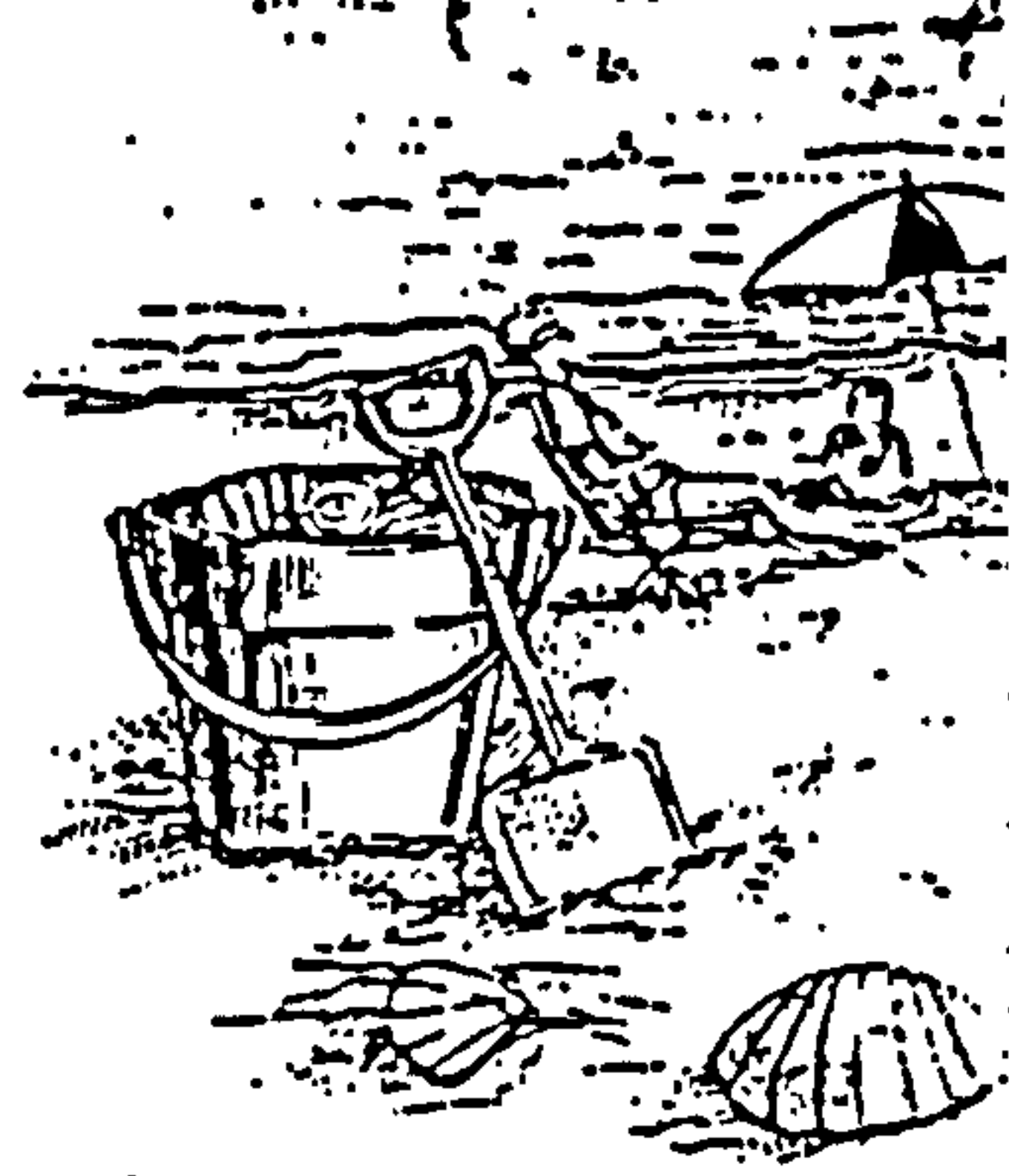
## **Appendix 6 - Non-Fiction Assessment Tasks**

**The Two Non-Fiction Assessments were based on two texts contained within the reading booklets (Appendix 7). These texts were entitled:**

**Becoming a Knight**

**Foods and feasts**

**During these two assessments the children were provided with an opportunity to select either K-W-L (What I Know What I Want to Know and What I have learned) or T-D-MI (Topic-Detail-Main Idea).**



## THE PICNIC

It was warm and sunny. Katie's mum said, "Let's go to the beach for a picnic."

"Can Ben come with us?" asked Katie, but before her mother could answer, Katie was already running along the road to her friend's house. When Ben's mum came to the door, Katie was so out of breath she could only say, "We're ... going ... to ... the ... beach. Can ... Ben ... come ... please?" It took Ben only a few minutes to grab his swimming trunks, bucket and spade.

Back at Katie's house her mother was busy packing the picnic basket. Katie's dad was preparing the car for the journey. "All aboard," he said at last and off they went.

At the beach Katie and Ben paddled in the sea. "It's like ice," shivered Ben as the water covered his feet. But soon they were having fun jumping over the waves and splashing each other. Afterwards they searched in rock pools for crabs and jellyfish and filled Ben's bucket with shells.

They all sat down to have their picnic. "Look over there," shouted Ben, pointing to a seagull. "I don't think it can walk." They all went over to where the seagull was lying on the sand.

"It has a sore leg," said Katie's dad. He lifted it up gently and put it into the empty sandwich box.

"We'll take it to see the vet on the way home," said Katie's mum.

Katie and Ben were sad as they held the box between them in the back of the car. But they were soon smiling when the vet said that the seagull's leg would be better in a few days. "You can come for it next week and take it back to the beach," he said.

As Katie's dad drove home, he said, "That was more of an adventure than a picnic." Katie and Ben said nothing. They were both fast asleep.

**Title of Passage:**

**The Picnic**

**Background Question:** What is a picnic? Where might you go to on a picnic? Who might you go with?

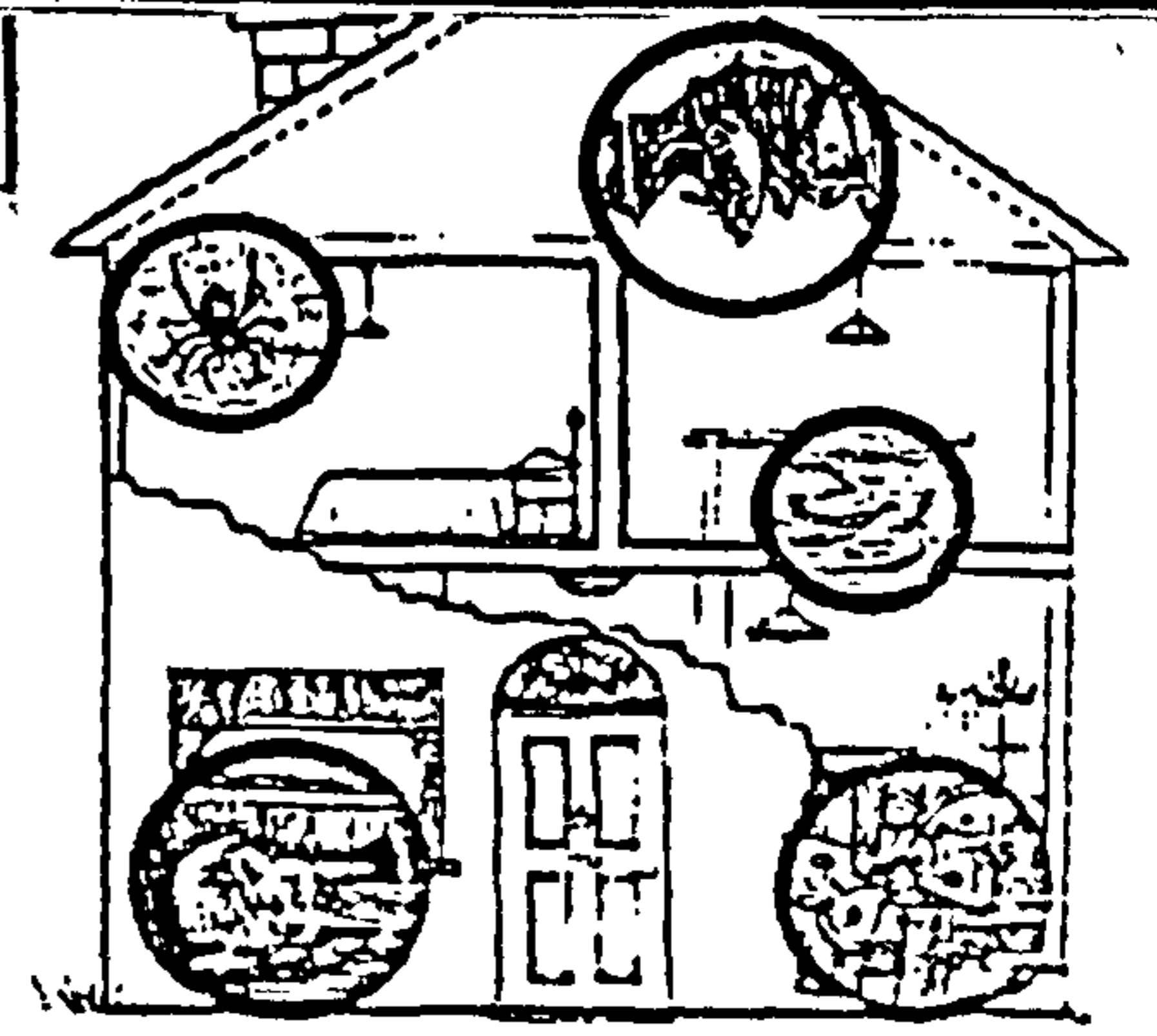
**Prompt:** In this story Katie goes on a picnic. Read to find out where they go and what they do.

**Questions**

1. What made it a good day to go on a picnic?
2. Who did Katie want to take with them?
3. Name the three things that Ben grabbed.
4. Whilst mum was packing the picnic basket, what was dad doing?
5. Although it was a warm day Ben was shivering. Why was this?
6. What sorts of things did Katie and Ben do at the beach?
7. Why do you think it was a good idea to put the injured seagull into the sandwich box?
8. What word do you think best describes the way Katie and her family dealt with the injured seagull?
  - a. nice
  - b. caring
  - c. friendly
9. Why do you think Katie's dad felt that the family's day out had be more of an adventure than a picnic?
10. The passage is part of a book. Which book do you think it is a part of?
  - a. Animals that live by the Sea.
  - b. Adventures with Katie.
  - c. The Seashore.



## ANIMALS THAT LIVE WITH US



Animals make their homes in many places. Some live in holes in the ground. Some live in nests in fields and trees.

Others depend on us and our homes to give them food and shelter. Many of these creatures are harmless but others can cause a lot of damage.

Spiders are common in our homes. They spin webs that can make rooms look untidy. Some people are frightened of them. Spiders also do good. They catch flies and pests that can bring diseases into our homes.

Woodworms live in trees but sometimes they like to live indoors. There they bore holes in wooden furniture to make homes. It is very difficult to get rid of woodworms.

House mice make holes in floorboards and walls. They eat food in the kitchen. They also cause nasty smells. Carpet beetles eat carpets and blankets. Moths lay their eggs in woollen clothes. When the eggs hatch in the Spring the tiny caterpillars eat the wool. When we take our favourite cardigan out of the wardrobe it might be full of holes!

Sometimes bats live in the attics of houses. Some birds like to build their nests near the roofs.

These and many other little creatures might not be able to live if we did not allow them into our homes.

**Title of Passage:**

**Animals that live with us**

**Background Question:** Think about your own house. What types of uninvited animals/insects live in our homes?

**Prompt:** The passage tells us about animals and their homes. Read to find out more about the different places animals make their homes.

**Questions**

1. Name two places where animals make their homes?
2. In the second paragraph what word could you use instead of the word depend? What helped you to choose this other word?
3. What do spiders do that make rooms look untidy?
4. Why are spiders good to have in our homes?
5. Name two places where woodworms live.
6. What do you think is the worst thing about having woodworms in our homes?
7. How might you know that moths had been in your wardrobe?
8. Do bats and birds live in the same part of our homes? Explain your answer.
9. What might happen to these little creatures if we did not let them live in our homes?
10. One of these sentences tells us what the main message is in the passage. Which one do you think it is –
  - a. Some animals depend on us to give them food and shelter.
  - b. Spiders spin webs.
  - c. Woodworms live in trees.

# Knights and Castles

## Non-fiction Passages

### Primary 4



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## **Why were castles built?**

### **Protection**

A long time ago people lived very nasty and violent lives. Men called noblemen (i.e. men who had lots of money) built castles therefore to protect their gold, their lands and their families from thieves and murderers.

The earliest castles were not built to be lived in. Instead these early castles were used as a camp to give protection and shelter to soldiers when an enemy attacked.

### **Motte and Bailey Castles**

Hundreds of years later, wooden castles known as motte and bailey castles were built by soldiers on top of small hills. Wooden towers were built first of all on top of the small hills and a wooden fence was built in an open space at the bottom of the hill. The wooden tower was called the keep, the hill was called the motte and the place inside was the bailey. If the enemy managed to attack the castle and get inside the bailey, everyone else would retreat to the keep.

### **Stone Castles**

As time went on people began to develop more destructive weapons and as a result of such an advancement in weapons, the wooden keeps could be set on fire. Rich noblemen therefore decided to use stone to rebuild their original motte and bailey castles. Using stone as a building material obviously made the castles stronger and safer and more comfortable to live in. These stone castles came to be known as the first real castles.

Hundreds of stone castles began to be built. People who lived nearby the castles served the lord of the castle. All lords did not however own their own castles; a king or duke who ruled over the country would most probably have owned the castle. The lord defended the castle and the surrounding lands for the king.

### **Places to Build Stone Castles**

River crossings, mountains and other important places were usually chosen as places to build stone castles.

## **Life in the keep**

### **People and Belongings**

The most important people and their belongings stayed in the keep. This was because the keep was the safest place. The keep kept out enemies and bad weather.

It was not just the lord and lady of the castle and their family who lived in the keep. People such as: servants, knights, men-at-arms, pages, squires, ladies-in-waiting and the castle priest also stayed in the keep.

### **Toilet Arrangements**

Unlike our homes today, the keep did not have a flush toilet for human waste. Instead, the lord and lady kept a pot in their bed chamber. This pot was known as a chamber pot and was used by the lord and lady if they needed the toilet. Unfortunately, the servants had to empty these pots.

Some medieval castles did nevertheless have a very primitive form of toilet. These very early toilets were known as garderobes. Garderobes were basically seats placed above chutes in the outer walls of the keep. After people did the toilet, their waste was carried down to the bottom of the keep by the chute. Garderobes did however cause some problems.

### **Sleeping Arrangements**

The lord and lady (i.e. the rich people) had cosy beds with curtains around them to keep out the cold. Servants on the other hand were less lucky. They had to bring out their thin straw mattresses and sleep wherever they could find a spot on the floor. Servants usually slept in the Great Hall.

### **Bathing Arrangements**

Noblemen and women very rarely had baths. When they did chose to bathe however, huge tubs shaped like barrels were brought into the lord and lady's bedroom by servants. These baths were so big that people needed steps to climb into them.

## **Inside the Great Hall**

### **Biggest Room**

The Great Hall was the biggest room inside the keep. It had a high beamed ceiling and because it had relatively few, narrow windows it was rather dark and gloomy. A large fire could be found in the middle of the floor and because there was no chimney the room was always very smoky. Tapestries, painted patterns and heavy curtains did nevertheless help to make this room marginally brighter.

### **A Place to Eat**

All the people in the castle ate their meals together in the Great Hall. Rich and important people sat at the top table with the lord and lady. Less important people sat on lower tables in front of them. Slices of stale bread were used as plates. These “bread plates” were then handed out to the poor later.

### **A Centre of Life Indoors**

The Great Hall was the centre of life indoors. The lord met his tenants there, listened to any complaints they may have had and collected their rents. The Great Hall was also a place of merrymaking and ceremonies. Most of the men in the castle slept in the Great Hall on benches or wrapped in cloaks on the floor amidst the straw.

### **The Treasury**

A little room known as the Treasury formed part of the Great Hall. This little room contained the lord’s best wine and a chest filled with rolls of parchment on which were written agreements the lord had made with his tenants. Another chest contained his treasure. There was a leather bag of gold coins, a collection of rings, jewelled brooches and silver ware such as cups, goblets and candlesticks.

### **Rooms inside the Keep**

As well as the Great Hall, the keep was home to many rooms, staircases and passages.

In the castle kitchen meat was roasted on a large spit or boiled in an equally large cauldron. Bread was baked in brick ovens. Meat, fish and vegetables had to be dried or stored in salt to preserve them (i.e. to make sure that they would not go bad). Lots of herbs and spices were used in cooking to disguise any bad tastes which could result if the food had been in storage for a long time. The servants in the castle enjoyed drinking home brewed ale the Lord however would drink wine.

The dungeons which were huge storerooms were situated below the Great Hall. Large barrels of salted meat and fish, large lumps of cheese, sacks of grain, vats of ale and wine, tools, weapons, wood, iron and stones were all stored in the dungeons. There was also a well and a cell for locking up prisoners.

The sleeping chambers were found on the top floor of the keep. Only the Lord and Lady had a soft feathered bed screened by cosy curtains. Most of the other people who lived in the castle slept on low truckle beds, straw mattresses or cloaks. The windows were larger on the top floor in order to provide the ladies of the castle with enough light to sew and spin.

Within the thick walls of the keep there were staircases, passages and rooms. These rooms included: the guard room (by the main door on the first floor); the armoury; the chapel and a tiny lavatory called the garderobe.

Young children also helped out in the kitchen or in the stables. A Lord's young son would for example be sent away to a neighbouring castle to be a page. As well as running errands for the ladies and waiting on tables in the Great Hall a page was also taught by the castle chaplain/priest to read and write. Occasionally a page was allowed to go out on a hunt.

Although the keep was not the most comfortable of places it was nevertheless a safe place to live. For example, it was safer to live in a keep than it was to live in a lonely cottage or village.



### **Attack and Defence**

When enemies wanted to capture a castle they would make a surprise attack on the main gate. If this did not work they “**laid siege**” to the castle. They would build ladders and siege machines to help them to force their way inside.

**Siege towers** were constructed to help the enemy get inside the castle. These towers were pushed in close to the walls of the castle. Enemy soldiers would then use these towers to get to the battlements which were at the top of the castle. Wet animal skins (i.e. hides) covered these towers. This was to stop the towers from being set on fire. Although **scaling ladders** were also used these were not very safe since they could be pushed from the castle walls with large poles.

**Battering rams** were also used to break down the gates and walls protecting the castle. A battering ram was basically a large tree trunk fitted with chains. Enemy soldiers would swing it backwards and forwards against the gates or walls until they gave way. A roof was built on top of the battering ram and was covered with wet hides. These hides helped to protect the enemy soldiers during an attack from boiling water and flamed arrows.

Machines for **hurling huge rocks** at the castle walls were also built. The **ballista**, **mangonel** and **trebuchet** were three types of such machines. The ballista was like an enormous crossbow. The mangonel was like a giant catapult. The trebuchet was like a huge seesaw with weights at one end and a sling holding the rock at the other.

If the castle had no moat and was not built on solid rock the enemy might have decided to dig a **secret tunnel** and “**undermine**” the castle walls. The enemy would then place wooden posts along this secret tunnel. Once these wooden posts were set on fire the tunnel would cave in and the wall above it would collapse.

Occasionally, the enemy would just **camp outside** and wait for the castle guards to run out of food and weapons. This could however take years. On other occasions one side or the other would just **give up** in despair.

### **Becoming a Knight**

- Boys from rich families -** Boys who came from good, rich families were allowed to become knights. Men from ordinary families could not. Neither could women.
- Stage 1      A Page      -** A page was the first stage of becoming a knight. Boys were usually sent away from home to become pages. They waited on ladies at dinner. They learned to read, write, count, sing and how to write poems. They were taught how to hunt and how to fight. The most important thing of all however, was that they learned to be kind, honest, brave and loyal.
- Stage 2      A Squire      -** When they reached the age of fourteen, the boys became squires. Every knight had a squire to help him. The squire looked after the knight's armour and helped him to put it on. The knight taught his squire how to fence with a sword and tilt with a lance.
- Stage 3      A Knight      -** When he was twenty one years old, the squire's training was finished. It was an exciting and important time. He spent a whole night praying in the chapel. Next morning, the Lord and all his knights gathered in the Great Hall. First, they helped the squire into his armour. Then they listened as he promised to serve God and to be a good and brave knight. The great moment came when he knelt before his lord to be "dubbed". Solemnly, the Lord touched him on the shoulder with his sword saying "I dub thee knight. Arise!".

## **The Joust**

A knight was a soldier and his duty was to fight for his Lord. When knights were not fighting they could show off their skills in a tournament. This was a friendly but rather dangerous mock battle (i.e. pretend battle). Tournaments were held on holidays or when important visitors came to stay at the castle. There was fun and games for everyone on the day of the tournament. It was a bit like a fair day. Coloured tents were put up and people came from neighbouring towns to experience the fun.

Squires helped their knights put on full battle armour and mount their brightly robed horses. A fanfare of trumpets sounded and a herald appeared to announce the contest. Jousts were the most popular and exciting parts of the mock battles.

In a joust, two knights on horseback charged at each other with blunted wooden lances. Each tried to knock his opponent off his horse. The fighting was so fierce that a lance was easily broken. The young squires stood by, each ready to help his knight up if he was toppled from his horse or to hand him a new lance. A man called a marshall acted like a referee during a joust. It was his job to make sure that everyone played by the rules and did not cheat.

At the end of the joust the winning knight would be offered the loser's armour and horse. The winning knight could either keep it, or sell it back to the loser. Some knights made a living this way, going from joust to joust.

### **A Knight's Armour**

Knights wore armour to protect themselves in battle. In Norman times, they wore armour made of tiny metal rings linked together like chains. It was called chain mail. They also wore thick padded vests to soften blows. Chain mail protected knights from cutting blows from an enemy's sword. Chain mail did not however stop a fast flying arrow or a thrust from the sharp tip of a sword or spear.

Saracen and Christian knights who fought one another during the Crusades also wore chain mail, but a new kind of armour guarded their knees. This new type of armour was called plate armour and was made of thin sheets of iron or steel. This new armour protected knights so well in battle that they were soon wearing complete suits made of metal plate. Metal plates were shaped to fit different parts of their bodies. The plates were hinged or strapped together so the knight could move easily. In his heavy suit of shining armour, a knight could ride unharmed through a shower of arrows. Sword blows simply slipped off the smooth metal. Knights then began to use iron clubs and maces to topple one another from their horses.

Knights in battle had to know friend from foe. The visors on their helmets did nevertheless hide their faces. In order to help a knight to know who was his friend or foe each knight had a special picture or pattern of his own. This special picture or pattern was known as his coat-of-arms. It was painted on shields and stitched on tunic, flags and banners.

Exploring Knights and Castles - Kingfisher Explorer Books (1978)

## **Castle People**

### **Adults**

There was a lot of work involved in running a castle. Blacksmiths or armourers were very important. They had to shoe horses, repair tools and look after the soldier's armour. The soldiers patrolled the countryside on horses. They had to be looked after in stables. Carpenters repaired furniture and repaired carts. Other men looked after the buildings and repaired the walls. There was usually plumber to make new lead roofs and pipes. "Plumber" means someone who works with lead.

Life in the Middle Ages was hard. People had to work very hard either growing food or in someone else's service. They did not live as long as they do today - many died of diseases, such as the plague and others died in wars. A 40 year old was considered old.

### **Children**

Children had a part to play in the life of a medieval castle. They fetched and carried and ran to deliver messages to people. However very few went to school. Clever boys would be taught by monks at a nearby monastery. Girls were usually taught how to cook and sew by their mothers. Richer families could afford to pay a teacher or tutor to educate their children. In the poorer families, sons were trained by their fathers to do a job or craft.

Children in castle times enjoyed games which are still popular today. Boys played sports similar to bowls and football. They also rode hobby horses. Girls had wooden dolls to dress. Both girls and boys enjoyed hoodman blind where someone was blindfolded and tried to grab others in the game. Very young children had rattles and spun wooden tops.

Medieval Castles - History Highlights (1989)

## **Foods and Feasts**

People during the Middle Ages enjoyed eating food and feasting. At times however, food was scarce for both rich and poor. A lot of bread was eaten and it was therefore called a basic food. Bread was made mostly from three different types of grain - rye, barley and wheat. Next to bread, fish was also a very common food because Fridays, Wednesdays and Saturdays tended to be meatless days. Like most meats during castle times, fish was salted to keep it fresh (i.e. to preserve it). Chicken, duck, geese, Beef, venison (from deer) and pork were also enjoyed. Rich people also liked to eat peacock and swan.

Spices and herbs were used a lot in cooking to disguise the taste of the meat. The most popular spices were ginger and pepper. Spices were however very expensive since they came all the way from the Far East. Garlic, parsley, sage and saffron were some of the herbs used in cooking and these were grown in the castle's herb garden.

During the Middle Ages new foods such as raisins, dates and figs were brought to Europe by the Crusaders. Before 1100 the only way to sweeten food was with honey.

Most people used their fingers to eat their food. Forks were brought in towards the end of the Middle Ages. Some people thought that it was silly to use forks but everyone had to try and behave properly at mealtimes. There were many rules on the correct way to eat and where people had to sit at the table.

People got up early in the castle and had only a hunk of bread to eat before starting their work. Dinner, the main meal of the day, was therefore usually served at about 10 or 11 o'clock in the morning.

# Knights and Castles

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## Non-fiction Passages

### Primary 4



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## **Why were castles built?**

### **For Safety**

Castles were built to keep the people who lived inside them safe from enemies and robbers. The first castles were not built to be lived in. They were built to keep soldiers safe.

### **Wooden Castles**

The first castles to be built were made of wood. These castles were called motte and bailey castles and were built on small hills. The wooden tower on top of the hill was called the keep. The hill was called the motte and the land at the bottom of the hill was called the bailey.

### **Stone Castles**

Wooden castles became easy to set on fire. Stone castles were therefore built. These stone castles were much stronger than the wooden ones. Stone castles made it more difficult for enemies to attack.

### **Places to Build Stone Castles**

Castles were often built on hills and near water. Building a castle on a hill meant that you could see if an enemy was going to attack. Building a castle beside water was also a good idea. Firstly, it would help to slow down an enemies attack. Secondly, it would give those living in the castle water for drinking and washing.

## **The Castle Keep**

### **What was a keep?**

The keep was a large building where people in the castle lived.

### **Who all lived in the keep?**

Lots and lots of people lived in the keep. Some of these people included: the lord and lady and their family; servants; knights; men at arms; pages; squires, ladies-in-waiting and the castle priest.

### **Did keeps have toilets?**

The answer to this question is both yes and no. Yes, people did have to go to the toilet and pots known as chamber pots were used by the lord and lady and his family. Chutes known as garderobes were also used by people in the castle as a toilet. Once a person had done the toilet at the top of the chute, this would then travel down the chute to the bottom of the keep. These toilet arrangements are totally different to the flush toilets we use today.

### **Where did people sleep?**

The lord and lady and his family slept in nice warm beds. The servants slept on straw mattresses on the floor.

### **Did people have baths?**

The lord and lady had baths but not very often. Huge barrels were used as a bath.

## **Inside the Great Hall**

### **Largest Room**

The Great Hall was the largest room inside the keep. It had a high ceiling and a large, smoky fireplace. It was quite dark because there were only a few narrow windows. Tapestries, heavy curtains and painted patterns on the wall helped to make it brighter.

### **Eating**

All the people in the castle ate their meals in the Great Hall. Important people sat at the top table and everyone else sat on benches. Stale bread was used as plates. These “bread plates” were later given to the poor for food.

### **Work, Enjoyment and Rest**

The lord of the castle did his work from the Great Hall. He would collect rent from people who lived on his land. These people were called tenants. The Great Hall was also a place for large feasts and important ceremonies. Most of the men who lived in the castle also slept in the Great Hall.

### **The Treasury**

A little room called the Treasury could also be found in the Great Hall. The lord of the castle kept all of his most important documents and jewels in this room.

## **Rooms Inside the Keep**

Inside the keep there were many rooms, staircases and passages. Although the Great Hall was the largest room, all of the other rooms in the keep were important too.

In the kitchen meat was roasted on a large spit or boiled in a cauldron (large pot). Bread was baked in brick ovens. To help keep meat, fish and vegetables fresh they were sprinkled with salt or dried. Nowadays we do not have to store our meat in salt because fridges and freezers are used to keep it fresh. Herbs and spices were also used in cooking to help flavour the food if it had gone off a wee bit.

The dungeons were below the Great Hall. As well as being used to lock up prisoners, they were also used to store lots of things: grain, wine, weapons, wood, iron and stone.

The sleeping chambers were found on the top floor of the keep. The Lord and Lady slept here in soft cosy beds. Other people living in the castle slept on straw mattresses or cloaks.

Other rooms in the castle were the guard room, the armoury, the chapel and the small castle like toilet called the garderobe.

Children helped out in the kitchen and stables. A Lord's young son was sent away to another castle to learn to be a page. A page ran errands for the ladies in the castle and helped out at dinner time in the Great Hall. Sometimes the page went on a hunt.

The keep was a safe place to live.

## **Attack and Defence - The Siege**

Attacking soldiers built different kinds of **machines** to help them to break into a castle. These machines were called **siege machines**.

Towers called **siege towers** helped the attacking soldiers to get inside the castle. Sometimes the attackers dug **tunnels** under the walls or smashed a hole in the wall with a heavy pole called a **battering ram**. Long **ladders** were also used by soldiers to scale the high castle walls. **Blazing arrows** and **rocks** were also hurled from huge **catapults**.

The defending soldiers **fired arrows** through the gaps in the battlements. They dropped **heavy rocks** on the enemy or poured **boiling oil** over them.

A siege was one of the best ways to try and weaken a castle's strength. The attackers camped at a safe distance from the castle and stopped anyone taking in food or other supplies to the people inside. After a time, the people in the castle ran out of food. Then they had to give in (**surrender**).

## Becoming a Knight

- Boys from rich families** - Only boys from rich families could become knights. Women were not allowed.
- First Step      A Page** - A page was the first step to become a knight. Boys were usually sent to another castle to learn to be a page. They learned how to read, write and count. They learned good manners and trained with weapons.
- Second Step      A Squire** - When a page became fourteen years old he became a squire. Squires looked after their knight by helping them to dress into their armour and to care for their weapons and horses.
- Third Step      A Knight** - When a squire reached twenty one years of age his training as a squire was finished. At this age the squire was ready to be knighted by the King or the Lord of the castle. A sword was rested on the squire's shoulders and he was declared a knight. This was called "dubbing".

What were castles for? Usborne Starting Point History.

## **A Joust**

A joust was a mixture between a pretend battle and a fun day out. Knights would fight each other on horseback in front of cheering and booing crowds. The knights weren't supposed to kill each other but sometimes they did by mistake.

Squires helped their knights to get ready for a joust. They put on their armour and helped them to mount (get on to) their horse. Just before a joust started trumpets were played and a herald would announce the contest. A man called a marshall acted like a referee during a joust. It was his job to make sure that everyone played by the rules and did not cheat.

At the end of the joust the winner was offered the loser's armour and horse. The winning knight could either keep it or sell it back to the loser.

## **A Knight's Armour**

In battle and tournaments, knights wore armour to protect themselves. The first armour was made of thick leather and links of metal called chain mail. Later on it was made up of very tough pieces of metal fixed together with joints.

It was the job of the knight's squire to make sure that the armour did not rust. A knight's armour had to be oiled and polished. A barrel filled with sand was used to rub off any rust from the chain mail.

Each knight had a coat-of-arms on his shield. This helped knights during a battle to know who was their friend and who was their enemy since their helmets hid their faces. A coat-of-arms was a design made up of special pictures and symbols.



## **Castle People**

### **Adults**

Lots of people worked in the castle. Blacksmiths or armourers were very important people. They had to put shoes on the horses, repair tools and look after the soldier's armour. Carpenters fixed broken carts and furniture. Other men looked after the buildings and repaired the walls. The plumber made new lead roofs and pipes.

People during castle times did not live long because their lives were very hard.

### **Children**

Children liked to help out in the castle. They ran to deliver messages to people and they fetched and carried. Very few children went to school. Girls were taught how to cook and sew by their mothers. Clever boys were taught to read, write and count by monks in a nearby monastery.

Children in castle times liked some of the games we still play today. Boys played bowls and football. Girls had wooden dolls to dress. Both boys and girls liked to play hoodman blind. In this game someone was blindfolded and tried to grab others who were playing the game.

**Medieval Castles - History Highlights (1989)**

## **Foods and Feasts**

People in castle times liked to have feasts. A feast was like a large party with lots of eating, drinking laughing and shouting.

Bread was eaten alot and was called a basic food. Three types of bread were popular - rye, wheat and barley. Next to bread fish was also eaten a lot. This was because on Fridays, Wednesdays and Saturdays no meat was allowed to be eaten. Other meats which people enjoyed were chicken, duck, geese, beef, venison (from deer) and pork. Rich people ate peacock and swan.

Spices and herbs were used in cooking to make the meat taste better. Ginger and pepper were two favourite spices. Garlic, parsley and sage were some of the herbs used in cooking.

Honey was used in the same way as we use sugar today - to sweeten food. Other sweet foods which were eaten were raisins, dates and figs.

Most people used their fingers to eat food. When forks were first introduced people found them very strange to use. Good table manners were important.

People ate a piece of bread before starting their work. Dinner was served very early in the morning. It was served between 10 or 11 o'clock.

## Appendix 8

### The Pre-Test Post-Test Control Group Design

These types of design have been described as true experimental designs because they always include processes of randomization. As with the static group comparison design, it is important to be aware that the comparison which is made is not between a controlled intervention and nothing at all, but between two different types of experiences of two different groups, the one being planned and designed and the other being what would have happened anyway. The pre-test post-test control group design is shown in figure 5.4.

Randomly picked experimental group	Pre-Test	Special Treatment	Post-Test
Randomly picked control group	Pre-Test	No Special Treatment	Post-Test

**Figure 5.4** Pre-test post-test control group design.

## Appendix 9

Name:

Alphabetical Code:

The types of tasks I really enjoy in school are

The type of work situation I most enjoy is

When I am first given my work I like to

When I have difficulty with my work I like to

When I finish my work I like to

I want to learn in school because

## 1. Type of Task

Acting	Art	Finding Information	Working with the teacher
Making Games	Drawing	Reading Non-Fiction	Interesting Reading Books
Singing	Painting	Interesting Topic Books	Handwriting practice.
Cooking	Painting pictures from my imagination	(i.e. fact finding)	Reading books on own.
Playing Games	Using my imagination	Answering hard questions about my reading book	
Talking	Looking after my class	Getting information from books:	
Inventing stuff	Creating things from my own imagination	Pyramid Tasks	
Making books		Organs in our body	
Finding things in a group		Learning about animals through books.	

## 2. Type of work situation I most enjoy

Working in groups	Working with a friend	Working with a partner	Working alone
Group work			

**3. When I am first given my work I like to**

Start straight away

Ask a friend for help

Read and re-read

Ask a friend

Listen to the teacher really well

Ask a friend and then the teacher.

**4. When I have difficulty with my work**

Try it on own

Ask a friend for help

Ask the teacher

**5. When I finish my work I like to**

Hand it in straight away as I hate checking over my work.  
Hand it in.

Get on to the next

piece of work.

Check it with a

another person and check

their work and they'll check

my work.

Re-draft my work.

Check it over myself.

Check on my own.

Redraft it.

**6. I want to learn in school because**

It is fun to learn

Get a good job  
Earn money  
I will get a good job

To be smart and not  
stupid  
I don't want to be  
stupid  
Grow up to be smart  
So I can be clever  
To learn it properly.

I like getting good marks.  
If some day I am on a competition  
I will know the answer (i.e rote  
learning).

**Group of 4: Child I (Girl); Child J (Girl); Child C (Boy) and Child F (Boy)**

**Teacher:** This afternoon Miss Lawson would like to find out from you all what you think about the new reading programme we have been using on Knights and Castles. Miss Lawson wants to know just how you feel about using the new 'K-W-L' strategy. Also I want to know a little bit about why you chose to do particular elective tasks. I am going to tape record your thoughts and feelings during this session, since this will help Miss Lawson to remember all the things we talk about. I hope everyone is now ready to put forward their thoughts and feelings on the 'K-W-L' strategy and the elective tasks.

Now, would anyone like to begin by telling me and the rest of the group what they really think about this new reading strategy ..... Child I

**Child I:** It's fun and exciting. It's not really hard...It's easy.

**Teacher:** Are you enjoying it Child I? Are you finding it quite easy?

**Child I:** Yes.

**Teacher:** Now, why do you find it easy? What parts of it do you find easy?

**Child I:** Em..all of it really.

**Teacher:** All of it. Now remember there are three strategies/three particular parts to the strategy - 'K-W-L.' Can anyone tell me what they all each stand for?

**Child I:** What I know.

**Teacher:** Yeah K stands for what I know or what I ?

**Child I:** want to know,

**Teacher:** No, think I know.

**Teacher:** What does W stand for?

**Child J:** What I want to know and what I have learned.

**Teacher:** Right so we have K...What I know or what I think I know, things we might not be 100% sure about. W is what I want to know or what you want to find out and L is what I have learned , okay. Now Child I says she finds all of them easy. Okay . How do you feel about these,



yes strategies... Child J? Are you enjoying this new programme we are doing? (Child nods head)  
What do you like about it?

**Child J:** It's exciting because you are learning about years and years ago.

**Teacher:** Right, so you are enjoying it because you are learning about years and years ago and do you find that when you work through the K part of the strategy that it is quite easy to complete. Does anyone find the K part - What I want to know or what I think I know quite hard..be honest..don't just tell me what you think Miss Lawson wants to hear. I want to hear the truth. Child F how do you feel about it..that is the K part?

**Child F:** Em, it's a wee bit hard at some bits and it's a wee bit easy at some bits. When you're working with (names another child not in the case) in the morning he is just like that (Child portrays a zonked out facial expression).

**Teacher:** Right, so it can sometimes be that if you are working with a partner they can put you off.

Now the K part, What I know, do you find that okay writing down your ideas for that bit. Does anyone find it hard writing down what you know ...say Miss Lawson says write down everything you know about why castles were built. Do you all find that easy or do you find that hard? You find it quite easy (referring to Child F).

Child C, what do you think? Do you find it quite easy? You find it quite easy . But Child F said at some point that if he was working with a particular partner that he can find that a wee bit frustrating. Does anybody here find that if they work with a partner that it maybe holds them back a bit or do you find it better working with a partner?

**Child J;** It hold us back.

**Teacher:** You feel it holds you back a little bit ( Child I nods head in agreement). Child I you find it holds you back, so would you just rather get on and do it on your own?

**Child C:** It holds me back.

**Teacher:** So would you all prefer to work on each of the strategies on your own. So that's what you're saying to Miss Lawson - without even any help form a partner.

**Child J:** Child K keeps on talking about something different.

**Teacher:** Oh, does she indeed.

**Child J:** I don't have a partner because ( J's) left.

**Teacher:** Well we would have given you another partner Child J.

Now that we've talked about the K, What we Know and you all find that quite easy just to write down or brainstorm or all the things that you know. Now, when we work on what you want to find out. How do you find that?...completing that part..what I want to find out? - making up the research questions Miss Lawson keeps saying. Do you like that part of the strategy, Child I?

**Child I:** Yes.

**Teacher:** Why do you like that part of the strategy?

**Child I:** Because, you get to.....if you say the wrong answer you can read it in your passage in the book what the answer is really and what em...(I can't remember what else I was going to say).

**Teacher:** What do you mean 'If you write/say the wrong answer?' Because, the W part is not answers, it's what you want to find out. What do you mean? Could you just rephrase that. I know what you're trying to say but could you just rephrase for the tape what you're meaning by - when you write down the question. What are you asked to do once you have written down that question? What do you get to do at a later date?

**Child I:** Em, when you get on to the L part of the strategy you find it out.

**Teacher:** That's right, so you can sometimes when you get on to the L part of the strategy, things you've written down that you want to find out and in the L part of the strategy you sometimes find the answers to the questions you've written which can be very helpful.

But what do we do Child J, if we can't find the answers or we don't know the answers in the L part - it's not covered in our passage. What do you have to do at the W part?

**Child I:** You can go on the Internet or read a book.

**Teacher:** That's right you can use the Internet and read a book, now, you are finding that helpful?

**Child I:** Yes.

**Teacher;** Who was enjoying that today? You two. Did you enjoy that today, Child I working on the W part or did you not enjoy it? Be honest.

**Child I:** It was okay, but I couldn't find out any answers. I was going through books and they didn't have any answers.

**Teacher:** So, you were going through a lot of the books, but some of the questions you had written down you couldn't really find the answers.

**Child I:** No.

**Teacher:** But do you know what you could actually do then? What might you do to help you?

**Child C:** Think back and learn it from other days.

**Teacher:** Sorry, look back and see if you have learned it before. If not what might you do? What might be wrong? What is it with your question that you are not finding the answers do you think? Is it maybe just that your questions are quite hard? Maybe you've just set yourself some hard questions. Or, maybe you should just say to Miss Lawson, Miss Lawson I can't find.....Because some people were approaching me today and were saying Miss Lawson I can't find this particular answer.

**Child C:** Like me and Child J.

**Teacher:** You and Child J and then I was trying to help you. I was picking out words from your questions and trying to get you to look at the Index page at the back or the Contents page.

**Child J:** I looked at the Contents and the Index but it didn't have it.

**Teacher:** So, remember though that it might be because of the words you have chosen. Remember, Miss Lawson said that if it was the word, perhaps, kitchen, you might not find kitchen inside the Index page. What other words, therefore, might you associate with kitchen?

**Child J:** Food and Drink.

**Teacher:** Food, drink ....so?

**Child J:** I seen food but it didn't have anything about the kitchen in it.

**Teacher:** Right, Child J so it didn't. Maybe it was just some of the books you were using today. Maybe you will have to use the Internet for particular questions. So the W part can be hard at times.

So what do you think about it (referring to Child F).

**Child F:** I thought it was hard.

**Teacher:** You thought that was hard. Why did you find that part hard Child F?

**Child F:** Because I didn't know what you meant by em turning it to the back and reading it out again.

**Teacher:** So you didn't really understand how to use the words from the questions. You maybe found going back to the Index page, looking out for key words, trying to find bits in the book that related to it ..you found that quite hard, did you?

Right, now that's very understandable. I can understand that, so that's something I'll need to look at. That's great. This is what it's all about. It's about me finding out from you how I'm going to make this reading programme more beneficial.

Right, when you get on to the L part, what do you do when you are on the L part? Who can tell me? Who can explain? Do you want to explain Child C?

**Child C:** You can read the book and then em, write it down in your book without looking at it.

**Teacher:** Right, but can you say for the purpose of the tape recorder, what book is it that we are reading from? Is it from all the library books at the L part?

**Child C:** No.

**Teacher:** No, what is it that you've got?

**Child C:** A Knights and Castle book.

**Teacher:** You've got the Knights and Castle book that Miss Lawson made up for you. So you look at the particular lesson that Miss Lawson has given to you and what do you do?

**Child C:** Read it and then em keep reading it until you think you know it and then put it back in your folder and then write it down.

**Teacher:** Excellent, so you put the book back in your folder where the passage has been and you try and remember don't you and write it down. Can anybody tell me how they feel when they're working on that L part?

Child J, how do you feel when you're working on the L part of the strategy?

**Child C:** It's hard.

**Teacher:** You find that one the hardest strategy. Why is that the hardest strategy for you Child C?

**Child C:** Because you have to read it until you know it and then you might forget it again.

**Teacher:** So you sometimes find it quite hard to remember. What do you feel about working on that part of the strategy Child J?

**Child J:** I think that's the hardest one because once you start writing you can't go back to it.

**Teacher:** So once you start writing you can't really go back and refer to it at that point can you? Miss Lawson says try and do it without looking back at the book. okay, so you find that hard. Child I what do you feel about doing the L part?

**Child I:** Easy really...because it's just what you have learned and because you have learned it you just write it down on the page and you know what you're doing.

**Teacher:** Right, what helps you to remember what you have read?

**Child I:** Reading it and reading it over again.

**Teacher:** How many times would you read it until you have really understood?

**Child I:** Three or four times.

**Teacher:** You would read it three or four times. Child J how many times do you usually read it just now?

**Child J:** Three, four or five.

**Teacher:** Three, four or five. Child F what do you think about the L part?

**Child F:** Hard.

**Teacher:** You find it hard. Why do you find it hard?

**Child F:** Because I didn't know what you meant by, turning it over.

**Teacher:** Right, when you are sort of told to read it and read it, turn it over, put it away and write down all that you have learned from it, you find that hard. You've not really been understanding that much about that part have you? Right that's fine because Miss Lawson will be able to work with you on that, that's something we will need to work on. Child C?

**Child C:** See how when you write allot down and you can't rub it back out and then it's only a wee bit and then you might forget it and then you have to think and think and think and think all day.

**Teacher:** But what does Miss Lawson say to you to use that's in the passage you've been given to help you with that? What's in the passage that should help?

**Child F:** The little titles.

**Teacher:** The little titles. I think maybe part of the problem is that you are trying to write down word for word what the passage says. That's not what you are supposed to do. What you should be doing is looking at the little titles and try to sum about basically what each title is about. I think that's how you approach it Child I?

**Child I:** Yes.

**Teacher:** Yes, because when I came round to work with you I saw, and I was asking you at that particular point. I was looking and reading what you had written and you were just looking at the little titles and trying to sum up what it was all about and then writing it down. Do you think that approach would help you Child J, if you try and look at it like that? Look at the title, remember Miss Lawson kept saying now don't try and write it word for word. Just look at the title and then try and write down basically what you think it is about.

**Child J:** I didn't know what you meant at first cause I had been off for a week.

**Teacher:** Alright, so you had been off ill, you came back and you had missed a few of the 'K-W-L' sessions. Child C? Anything else you would like to comment on? So most of you....what strategy do you find the easiest one - the K, the W or the L? What would you say Child I? Which one is the easiest for you? Which one do you like working on the best?

**Child J:** L

**Teacher:** You like the L - what you have learned. Which one do you prefer Child J?

**Child J:** W

**Teacher:** You like the W - What you want to find out. You like writing these research questions - fab!

**Child C:** W

**Child F:** K

**Teacher:** You like K. Why do you like it?

**Child F:** Cause it's the easiest.

**Teacher:** You find that quite easy - all that you know and you can just write it all down. Good.

**Child C:** I said W because it's the start of my name.

**Teacher:** Oh it's the start of your name but you can't really use that as an explanation Child C - which one?

**Child C:** W still.

**Teacher:** Still W though. Why do you like the W then? Why do you find that the best one?

**Child C:** Because I like writing down the questions and then when it's L finding them out.

**Teacher:** Trying to find them out if it's L, good. That's good. Right, now we've dealt with all of them I want you all to look at these 2 sheets you've got in front of you - Elective Task 1 which

says Why Were Castles Built? Can everyone look at that sheet just now. Okay, who chose activity number 1? Child F, Right Child F can you tell me why you chose activity and not activity 2? Why did you decide to do that one and not the other one?

**Child F:** Cause, it was different. Cause, nae one else was doing it and it was easy.

**Teacher:** Oh, it was different and because it was easy.

**Child F:** And it was quite the same as the Internet one cause I went over to them at the end and they said this is hard and I said no it is nae - you need to find out castles in Britain that are open.

**Teacher:** So you went for activity number 1 - thing of as many ways to protect your castle. So, you actually preferred that one. Why did you choose the activity you chose Child C?

**Child C:** I can't remember what I had to do.

**Teacher:** Well...you chose number two which was using the books in the class or the computer you had to find out the names of Scottish castles that are open to the public. Why did you want to do that task?

**Child C:** Because I wanted to find out about castles.

**Teacher:** You wanted to find out about castles so you preferred that one to labelling a drawing about a wooden castle. Child J, why did you choose to do using the books in class or the computer? Why did you choose that particular task?

**Child J:** Because you were finding out what castles were open to the public.

**Teacher:** And you preferred that activity did you?

**Child C:** And she was doing the computer.

**Teacher:** And she was doing the computer, so maybe that was something to do with it. Child I, why did you choose your activity?

**Child I:** Because...because it sounded harder than the first one and I like hard work.

**Teacher:** Excellent, you wanted a bit of a challenge there. That's tremendous, excellent we've got different reasons. Right now to your next activity. Okay, that one is the lesson title The Castle Keep.

**Child C:** All o'us picked number one.

**Child J:** All of us picked the same one.

**Teacher:** Oh did we all indeed. oh...

**Child I:** Yes, because...

**Child J:** Probably because we all like drama.

**Teacher:** You all like drama do you?

**Child J:** I do drama in my dancing.

**Teacher:** Child F, why did you choose the drama task and not writing the answers to the questions?

**Child F:** Cause I always dae drama. I dae it in the house. I do it with my friend Emma and we always play hotels.

**Teacher:** You always play hotels, so you quite enjoy that. Did you not feel embarrassed having to stand up in front of the class and perform? (Child shakes head) No, no. Can you tell me why you like performing in front of the class?

**Child F:** I don't know.

**Teacher:** You don't know...you just enjoyed that one. Now look at that one answering the questions in sentences. Why did that not appeal to you?

**Child F:** Cause I don't know what it meant.

**Teacher:** All you had to do was read the passage answer in sentences what you normally do. So, why did you not want to do that?

**Child F:** Cause you need to write.

**Teacher:** You need to write, all right and that was off putting, was it?

**All:** Yeah!

**Teacher:** Child C, why did you choose to do the drama task?

**Child C:** Em, because I like drama.

**Teacher:** You like drama. Why did you not want to do the answering in sentences.

**Child C:** Because I didn't want to write.



**Teacher:** You didn't want to write either. You thought, oh that looks a better alternative to writing doing some drama. But, did you enjoy doing the drama task? What was good about it?

**Child C:** When we were lying down.

**Teacher:** It meant you were lying down. Oh, you were lying down to pretend that you were..

**Child C:** (Giggling) On the stairs and Child I was scared to come and lie next to me to become the lady.

**Teacher:** Who had to become the lady?

**Child C:** Child I but then Child K wanted it and then Child J done it.

**Teacher:** Oh right so there was all sorts of swapping and changing and you were working it with the class and you were trying to see who was the best. Child J why did you choose to do this activity? Why did you want to choose to do this activity and not the one answering in sentences?

**Child J:** Because I like doing drama and it's fun.

**Teacher:** You like doing drama and you find it fun, so what do you think about answering in sentences?

**Child J:** Em, I didn't want to write.

**Teacher:** You didn't want to write either. Child I?

**Child I:** Em, cause I like drama and my hand was sore cause I banged it on the wall.

**Teacher:** But would you have done the other ones? Did they seem quite appealing as well? Did you think that they were quite interesting?

**Child I:** Em, uhuh. But, I just didn't want to do them.

**Teacher:** You just didn't want to do it. You just thought that's a better one doing some drama instead. Well that was very good. That was very interesting. Sorry, Child I.

**Child I:** I like performing in front of people.

**Teacher:** Do you all like performing in front of other people?

**Child J:** Yes, I do a show every year. (Child I states so do I)

**Teacher:** Child C, you've never performed so it's something you might want to look into. Child F?

**Child F:** Em, I like performing.

**Teacher:** You like performing.

**Child F:** My Auntie Donna was trying to get me on to T.V. to sing.

**Teacher:** My goodness. Well I think that's us finished with our discussion for this afternoon. But, what I would like to do. I would like to thank you all for helping me with my research and I want to tell you that I will probably be having another wee interview in a couple of weeks time and talking to you about the other lessons we are going to work through in the Castles topic. We'll see which elective tasks you have chosen then and what you feel about different strategies that we are going to be using, so that should be very interesting. Now does anybody want to comment, last comment, about the new programme, the new reading programme. Do you prefer it to using your Ginn Readers or ...Child C?

**Child C:** I think Knights and Castles are very interesting.

**Teacher:** So you find the new reading programme much more interesting than the Ginn Readers. Why is that?

**Child C:** Cause, when I was a baby I never heard of anything until I was 5.

**Teacher:** Okay, Child J, what do you think about the new way we are doing our reading this term?

**Child J:** I think it's more interesting because you find out things that happened lots of years ago.

**Teacher:** Right so you find out and do you find that these strategies K-W-L are helping you to learn better than you would have before?

**All:** Yes

**Teacher:** Why's that? Does anybody know why? Do you know why that's helping you, the new strategy? Child I do you?

**Child I:** An easier strategy.

**Teacher:** It's quite easy, because you've got a clear...K's the first part, then W and then L and so you are guided through it.

**Child J:** It's easier because it's in different parts.

**Teacher:** Right, so maybe it's because it's split down into part 1, part 2 and part 3 and we work through it and we've got our booklets to go with it. Child F, what do you think about this new strategy?

**Child F:** I think it's easy cause I learned about castles.

**Teacher:** You're learning more about castles, that's very good. Excellent, well thanks again.

Interview One - Non-fiction

Date: 4.11.02

Second Group of Children - 6 in Total (Child B and Child H absent)

Those in attendance: Child A (Boy); Child D (Boy); Child E (Boy); Child G (Girl) Child K (Girl) and Child L (Girl)

**Teacher:** Testing 1, 2. Testing 1, 2. Okay Child D would you just like to start of by telling me and the rest of the group how you feel about using the new 'K-W-L' strategy. If you find it helpful or if you don't find it helpful. Could you just give me some of your comments on it?

**Child D:** I find it all helpful and em..

**Teacher:** Is there any particular part of it that you find more helpful. For example, do you prefer the K part or the W or the L part?

**Child D:** The W part.

**Teacher:** Why the W part?

**Child D:** Em.....

**Teacher:** What is it we have to do at the W part?

**Child D:** You make questions up and you have to find the answers.

**Teacher:** Why do you find that the best one? What do you enjoy about that part?

**Child D:** You just need to like find the answers.

**Teacher:** So you like looking through the books to find the answers then.

**Child D:** Yup.

**Teacher:** Yes, what do you think about the L part when you've to read the passage and write down as much as you can. What do you feel about that part?

**Child D:** It's hard.

**Teacher:** You find it hard. Why do you find it hard?

**Child D:** Em....

**Teacher:** What strategies do you use to try and remember all the information in the passage? Do you know?

**Child D:** Keep the words in my head.

**Teacher:** You try and keep the words in your head but do you find that a wee bit hard? (Child shakes head) That's very good. Excellent! Child A, can we go on to you now. Can you tell us what you feel about the 'K-W-L' strategy?

**Child A:** Em, I like the L part because it gets your brain working and it like wakes up your brain so you know what you've remembered. Like when you've read how like the beamed ceiling and narrow windows it gets it back to you like a page you think of a page as in a book or a squire, a squirrel.

**Child K:** Or a choir.

**Teacher:** Is that Child K helping you there? So you enjoy the L part. What helps you to remember all the information that you've read about?

**Child A:** Em, it just comes back to me every time I look at something about Knights and Castles.

**Teacher:** It just comes back. Do you think though in the group when you're listening to the teacher go over it that that helps of is it when you are reading it by yourself? Do you picture things in your mind? What do you do/

**Child A:** It's when em, when somebody like, anybody reads something about Knights and Castles it would come back to me.

**Teacher:** It would come back to you. You just feel that there's a trigger there that just triggers off. Child E, what do you think about the new 'K-W-L' strategy? Is there any particular part you enjoy using?

**Child E:** L

**Teacher:** The L part.

**Child E:** I like the L part because it helps me get imagination for like say there was ...like the story I thought of today like the Lord and all that that I telt Miss Wason (DHT), it helps me.

**Teacher:** What do you do though when you're doing the L part to try and remember it? What helps you to remember what the passage has been about?

**Child E:** Stories, I saw wee pictures in my head, like wee films and ah that.

**Teacher:** So you see a wee picture in your head when you're reading it.

**Child E:** And then when I've got it all under control I can see, I can see the eyes like say eh....  
**Child D** was sitting beside me he would be like a Knight or something like that.

**Teacher:** So you imagine other people in the class are taking parts of the story and you can imagine them in that role. Excellent! **Child G**, what do you think about the new 'K-W-L' strategy? Do you like it all? Are there bits you prefer? Are there bits that you don't like?

**Child G:** I like it all.

**Teacher:** Right, which one do you find the most useful?

**Child G:** The L part.

**Teacher:** Why?

**Child G:** Because when you read you can find out...you can find out what you can learn and then you can write it down.

**Teacher:** What helps you to remember what you have learned?

**Child G:** Eh, reading all the information in the passage.

**Teacher:** Do you use anything else in the passage to help you to remember it? What helps you remember all the information in the passage? There's a lot of information...do you try and write it all down?

**Child G:** Yeah, but I use my imagination as well.

**Teacher:** You use your imagination. What do you imagine?

**Child G:** I just em.....I just imagine words in my head and then I write it down.

**Teacher:** So see the words, is it you imagine words in your head or is it words that come from the passage that you see in your head?

**Child G:** Words that come from the passage.

**Teacher:** Right so you see them in your head and that helps you write the words down. **Child L**, what do you think of this new strategy 'K-W-L'?

**Child L:** Aaa, I think it's fun and interesting cause I've never heard of that before.

**Teacher:** Good and is there any particular part of the 'K-W-L' that you enjoy the most?

**Child L:** I like the L cause you have to think back what you have learned and the W all the

questions you can write down and the answer and you have to think about that as well.

**Teacher:** So you enjoy it ..you enjoy thinking about things.

**Child L:** Yeah.

**Teacher:** Excellent, excellent...Child K?

**Child K:** Em...Is it?

**Teacher:** Which part - K-W-L? What do you feel about it?

**Child K:** I liked the L part.

**Teacher:** Why?

**Child K:** Because it keeps your mind going and it's so when you are older you know things, you can remember things that you learned in primary school.

**Teacher:** Excellent, so you think it will help you to remember. Now does anybody...Is there any particular part of the strategy that you don't like or you find difficult or you want to comment on?

**Child K:** Yeah, W.

**Teacher:** You find the W part...

**Child K:** I don't really like it.

**Teacher:** You don't like the W part. Why not Child K?

**Child K:** I don't really like...em...writing the questions down and trying to find them.

**Teacher:** Which part do you find the most difficult, trying to find the answers or trying to write the questions?

**Child K:** Em, write the questions that I want to learn about.

**Teacher:** You find that difficult. Do you know why you find that difficult?

**Child K:** Em, no.

**Teacher:** No, you just find it difficult. Does anyone else find any particular part of it quite difficult?

**Child E:** The L part like it is difficult, when I'm looking at people cause I've got the picture in my head and the people are Knights and all that it can be...it is difficult eh to eh see what's happening because eh one that has fighting in it it can like they're moving up in their chairs and like somebody's hitting them and aah that it get my ...I need to stop it right away when that happens.

**Teacher:** Right now, that's good so you're all telling me about that. Now the 'Ginn' programme is your normal, when you normally get reading books home with you. Can anybody tell me if they prefer the 'Ginn' programme or if they prefer the new reading programme that we've been doing on Knights and Castles... Child D?

**Child D:** The new one, the new one.

**Teacher:** Why?

**Child D:** Em.

**Teacher:** What do you think is better about that one (i.e. referring to Knights and Castles)? We'll come back ...you think about that Child D?

**Child E:** Eh the new one.

**Teacher:** Why?

**Child E:** It helps me do my work and that and see know how the booklet it well it helps me too cause it might I might just be something about Knight's armour and I might eh say that the horse has a face armour and it doesn't have any water out over it just like a normal horse with shield it just goes on top of them and not under their belly.

**Teacher:** So you find the booklet quite good because it's giving you maybe further information. Is that what you're saying? It's telling you a wee bit more. Child A, what do you think?

**Child A:** Em, because it's ..I want to learn more about Knights and Castles and new one looks more harder than the other one. It's got harder words than the other one.

**Teacher:** Excellent. You find the booklet..the comprehension booklet a wee bit more challenging, excellent and you're enjoying that.

**Child G:** I prefer the new ones because it gives you more information than the other ..eh..the other ones.

**Teacher:** ..so rather than the reading programme you feel this new one that we're doing ..you're learning allot more.



**Child L:** The new one because I think that helps me more and every time I learn about it it gives me more about Knights and Castles.

**Teacher:** Excellent, Child L.

**Teacher:** Excellent, Child K what..?

**Child K:** The old one.

**Teacher:** Right Child K you prefer the old one. Can you tell us why?

**Child K:** Em.....I don't really like going on to something new all the time.

**Teacher:** Right so you don't really like new things being introduced but this has only been introduced since the October week and we're going to be working on it for the next, another six/seven weeks left at school so by that point in time do you think you will get used to it? (Child lifts up her hands to suggest she is unsure of what her opinion of the new programme will be) Don't know...well, we'll find out while we're going along. Excellent, Child K, Child D why do you like it?

**Child D:** It helps me learn about Knights and Castles.

**Teacher:** Right, so it's the information part that you're enjoying learning. Do you think the strategy part helps in any way? 'K-W-L?' 'If you weren't using that 'K-W-L,' if Miss Lawson was just giving you the passage and giving you questions on it, do you think that would be as helpful of do you think you learn more because we are doing K-W-L?

**Child L:** I learnt more with 'K-W-L' cause it helps me...what I know about it and what you think you know and it gives you more information than you know.

**Teacher:** Good Child L, that's a very good answer.

**Child E:** Eh, see the trip we're going that's got to help me..its got it might have it's got to be the horses, it's called the dual when they hit each other, hit each other.

**Teacher:** There, can I just stop you there a wee minute. I know the trip we're going on is very important Child E, but thinking about the 'K-W-L' parts of this strategy, do you think that's been helpful this term?

**Child E:** Yip, the K bit is helpful because what I know about the stuff and what I'm unsure of, then the W part is helpful because what I want to know then the L part's good cause what I want to know I know.

**Teacher:** Excellent, you then know. Good, Child A.

**Child A:** Em, the trip I'm going on I already know everything about it because I think I've been there about..

**Teacher:** But we're looking at the strategy just now. We're not going to talk about the trip.....thinking about the strategy..

**Child A:** Em, the K bit when you know and you would like to try and know em and then the W part when you've got to try and make up questions and then try and find them and.....

**Teacher:** Do you think that's a useful way to learn?

**Child A:** Uhuh!

**Teacher:** Okay, now you've got your elective choice tasks in front of you, I'm going to go along and ask you to tell me from Activity 1 whether you did the question on labelling the castle and saying how you would prevent it from being burnt down or whether you used the books and the Internet to em find answers, well find out about castles. Right, so I want you all just now to just look at the first one, it will say Why Were Castles Built - the elective task and tell me which one you chose to do. I'll start off with Child D, which one did you choose to do?

**Child D:** Activity two.

**Teacher:** That was using books in the class or the computer. Why did you choose to do that one and not Activity one?

**Child D:** Cause em, you need to find stuff on the computer and em find castles open to the public and its

**Teacher:** So why did you prefer to do that one rather than the one about the wooden castle, the labelling one?

**Child D:** Em....

**Teacher:** What made that one more appealing to you? What made you think oh yeah I want to do that one? Anything?

**Child D:** Don't know.

**Teacher:** Don't know. Right infact we'll just go on to Cameron. We'll stick to that one (i.e. lesson focus) Why Were Castles Built. Which one did you do Child A?

**Child A:** Em...Activity two.

**Teacher:** Right that was using books in the class or the computer. Why did you choose to do that one and not the first one?

**Child A:** Em..I wanted to go on to the computer to find out stuff that was open to the public so em if we weren't doing anything one day me, my mum, my dad and my wee brother could go there in the car or we could take the train or something.

**Teacher:** Oh, excellent so you thought about this maybe being something you could perhaps do outside of school if you could find the information in school, you would tell your family you could do something. Were you not really that keen to do the one on labelling the drawing or did you just think the other one was more appealing?

**Child A:** The other one was it was more better because I don't really get on the computer allot cause I normally get on the computer sometimes on Tuesdays and em sometimes when I'm going out somewhere, therefore, I normally go somewhere with a computer and if I'm allowed to go on it.

**Teacher:** Right, so using the computer. You like using the computet and thought that that was good. Excellent, right Child E which one did you choose?

**Child E:** Activity two.

**Teacher:** Why?

**Child E:** Because my dad's got two computers and I know how to work them and eh I can eh I know how to work a computer easy and I just thought..... I could nae see the castles bits that right cause the printer.

**Teacher:** Oh that was right. When you got the answer, the printout, you couldn't really see it clearly that was the only thing that was disappointing. Why did you not want to do Activity one?

**Child E:** Because I I thought I thought I would get onto the computer but I never.

**Teacher:** Right you thought but why did you not want to do Activity one though?

**Child E:** Because em...

**Teacher:** That was the one about labelling the wooden castle.

**Child E:** Because I thought you would have to draw the pictures of it?

**Teacher:** And do you not like drawing pictures?

**Child E:** nut. No, because I'm not that good at drawing.

**Teacher:** Child G which one did you choose?

**Child G:** Activity one.

**Teacher:** Why?

**Child G:** I had a good idea how to prevent it from being burned down.

**Teacher:** So you had good ideas in your mind.

**Child G:** Yip.

**Teacher:** Did the other one not appeal to you?

**Child G:** No.

**Teacher:** No, why did it not appeal to you?

**Child G:** I didn't think of it and I didn't want to ..I didn't think anything.

**Teacher:** Right, you just thought that one wasn't as good. Child L?

**Child L:** Activity one.

**Teacher:** Why?

**Child L:** Em, I like drawing. I need to practice drawing but that helped me writing and drawing.

**Teacher:** So it was more...It was writing and drawing. Did the one about using the Internet or using the books appeal to you or did it not?

**Child L:** I didn't want to do that cause I know allot about castles..I don't just want to know about Scottish castles I want to know about other castles.

**Teacher:** ....so you thought that activity was a bit limited. Child K which one did you choose?

**Child K:** I choosed Activity one.

**Teacher:** Why?

**Child K:** Eh, it's because em I had to draw instead of write. You could have a choice of either one, the first, the .....I mean cause I didn't really have to go onto the Internet on this ..in school cause I could do it anytime at my own house cause I've got a computer with an Internet in my house so I thought I could do something different like that.

**Teacher:** In class, good, so you preferred that one. Right turn over now to your next sheet and see which activity you've ticked on the next sheet. We'll start off with you Child K this time. Was it the drama or answering in sentences.

**Child K:** The drama.

**Teacher:** you chose the drama, why?

**Child K:** Because em I like acting..cause my dad's an actor and I might be going to drama school and I think it's July or June or February or something.

**Teacher:** And did you not want to answer in sentences?

**Child K:** No.

**Teacher:** Why not?

**Child K:** Em....I don't really like writing in sentences and that.

**Teacher:** Fine.....Good, good. Right, Child L.

**Child L:** Activity two.

**Teacher:** Right, why did you choose Activity two?

**Child L:** Em, it's helped me more about the Keep and the Castle.

**Teacher:** So, you preferred the answer in sentences one because you felt you would learn more about the Keep and the Castle by doing that one, did you?

**Child L:** Yeah.

**Teacher:** Good. Child G which one?

**Child G:** Activity two.

**Teacher:** Right, that was the answer in sentences. Why did you choose that?

**Child G:** I chose it because I didn't think I was good at acting out a scene in the Lord and Lady's bedroom.

**Teacher:** What did you think of answering in sentences? Did you enjoy doing it?

**Child G:** Yes, I thought it was quite easy.

**Teacher:** Good. Right, Child E which one did you choose?

**Child G:** Em, Activity one.

**Teacher:** Why did you choose the drama?

**Child G:** Because it.....Tommy can....Tommy's no funny but he can be sometimes and Sean and me are nearly the funniest out oh the class. So me and Sean made up a language....eh, last year ago....eh, wit people would think interested in so I thought o it right the idea and then I just said...

**Teacher:** Right, okay, okay that's brilliant you were making up this language, you were carrying out this scene em so you obviously like doing drama Child E. Why did you not want to answer in sentences?

**Child G:** Because I don't like writing.

**Teacher:** You don't like writing.

**Child E:** Cause my wrist gets sore.

**Teacher:** Child A which one did you choose?

**Child A:** Two.

**Teacher:** Why did you choose to answer in sentences?

**Child A:** Because I wanted to em write in sentences to get my hands stopped getting sore because every time I write on things em my hands get sore so I want to keep doing it ...my hands sometimes if I keep doing it my hands will stop going sore.

**Teacher:** So you wanted to do it to keep your hands busy, you didn't want to do it for any other reason?

**Child A:** No.

**Teacher:** Which one did you choose Child D?

**Child D:** Eh, Activity two.

**Teacher:** That was answer in sentences. Why did you choose that one and not the drama?

**Child D:** Cause I like writing.

**Teacher:** You like writing. Did you find it a useful exercise?

**Child D:** Yeah.

**Teacher:** Did you learn more?

**Child D:** Mmmmh.....

**Teacher:** Good. That's excellent you have all given me lots of feedback on whether or not you prefer this new topic on Knights and Castles and our 'K-W-L' strategy and also you've told me a wee bit about your elective tasks, that's super. Has anybody got anything else that they would just like to say about this particular topic, strategy or the elective tasks.

**Child E:** It's fun and it's good.

**Teacher:** Oh it's fun.

**Child K:** Cause, you get like acting in it and when your playing it out of class you think it's sometimes funny.

**Teacher:** You're getting lots of different things aren't you....lots of different ways of learning this term.

**Child L:** It helps me because I've never learned about Knights and Castles before.

**Teacher:** Good Child L.

**Child E:** The acting bit when it's funny when you're dain it tae the class eh and when your going back sitting in your seat everybodies talking about yae an ah that, it's funny.

**Teacher:** Excellent, right we are going to stop there. Can I just stop you there Child E since it's nearly bell time. Thank you all very much.

1st Group of Children

Child B (Boy), Child D (Boy), Child E (Boy), Child H (Girl), Child J (Girl) and Child K (Girl).

### **Comparing 'K-W-L' and 'Topic-Detail-Main Idea.'**

**Teacher:** We've looked at the different ways when we should use the 'K-W-L' strategy and the 'Topic-Detail-Main Idea' strategy. Now, all I would like to do is to ask each one of you individually just to comment, tell me a wee bit about, the strategy that you prefer using and why you prefer using that particular strategy - how it helps you to learn. Right, Child J can we start with you first of all. Can you tell me which of the two strategies that we've been looking at this term, 'K-W-L' or the 'T-D-MI' that you prefer and why?

**Child J:** The 'Topic-Detail-Main Idea.'

**Teacher:** The 'Topic-Detail-Main Idea.' Why is that?

**Child J:** Because it's easier for you to learn and it doesn't take so long.

**Teacher:** Right, you find it easier to learn. What makes it easier to learn than 'K-W-L'?

**Child J:** Because it's quicker and you don't have to wait so long until you get on to your next thing.

**Teacher:** So you find it's a quicker strategy. Yeah, because obviously the 'K-W-L' has three parts and you're having to take a sheet for each part, whereas with this one ('T-D-MI') you're just doing it there and then altogether. Okay, Child H, can you tell me which of the two strategies that we've been using that you prefer?

**Child H:** I prefer the 'Topic-Detail-Main Idea' strategy.

**Teacher:** Why?

**Child H:** Because it's easier and quicker.

**Teacher:** .....how is it quicker and why is it easier for you?

**Child H:** Because you don't need to write millions of paragraphs and write it all down.

**Teacher:** Right, so you don't have to...obviously the L part, once you've read it all you have to try and write it all down but with this one ('T-D-MI'), what do you have to do?



**Child H:** You only have to make a title out and a main idea sentence and underline all the words that explain it.

**Teacher:** Do you find it easy to think of a title?

**Child H:** Yes.

**Teacher:** Yeah..Which of the parts do you find the easiest - writing your title, underlining or writing your main idea sentence.

**Child H:** Underlining it.

**Teacher:** What helps you to find the things that you think are the main details?

**Child H:** Once you've got the title, what tells you that makes up the title, the words that tell ye.

**Teacher:** Excellent, excellent. Child J, I never actually asked you that. When you're coming to do it which part do you like doing - the topic, writing down your title for the paragraph, underlining or writing down your main idea sentence.

**Child J:** The main idea sentence.

**Teacher:** Why do you like doing that best?

**Child J:** Because you have to underline details and then you have to think of a sentence for it.

**Teacher:** You like thinking of sentences do you?

**Child J:** Mmmhuh.

**Teacher:** Do you find it easy to think up the sentences?

**Child J:** Yeah.

**Teacher:** All the time?

**Child J:** Mmmhuh.

**Teacher:** Okay, Child E, which of the two strategies do you prefer?

**Child E:** The one where you underline it.

**Teacher:** That's the 'Topic-Detail-Main Idea,' why?

**Child E:** Eh, because it doesn't, it doesn't waste more time.

**Teacher:** Right, you find it less time consuming. Okay, why do you find the 'K-W-L' more time consuming?

**Child E:** Because, when you, when everybody had to have finished at the same time before we moved on.

**Teacher:** So we were all working on the K part then we moved to the W and then to the L part. Right, out of the 'Topic-Detail-Main Idea' strategy which part do you prefer working on?

**Child E:** The one where you do the sentence.

**Teacher:** The main idea sentence. What helps you to get the main idea sentence?

**Child E:** Cause, when I do the lines and know how when I do my first one I do another one and I just do the big arrows it means that I'm going down the way first and then I'm doing that way because that means look up and down for the teacher eh look at it.

**Teacher:** Excellent, so you prefer that one. Okay, Child D which of the two strategies have you preferred this term?

**Child D:** The 'Topic-Detail-Main Idea.'

**Teacher:** Why do you prefer that strategy? What makes it more useful for you to use?

**Child D:** Em, don't know.

**Teacher:** Can you think why?

**Child D:** No.

**Teacher:** No, you can't really think, you just enjoy it better.

**Child D:** Yeah.

**Teacher:** Do you find though, when you're writing like your topic, that is your title, do you find that quite easy to find or do you find underlining the details easy or writing the main idea? Which part do you find the easiest to do?

**Child D:** The title.

**Teacher:** The title, you find that...What helps you think of a good title for the paragraph?

**Child D:** Well, like the words, the words and you're going to underline once you've done the title, they'll help you do the title.

**Teacher:** Right, so you read that first of all and you get a good title and then you can underline all your keywords and do you find it easy to write a main idea sentence?

**Child D:** Yeah.

**Teacher:** Yeah, mmh. Right, Child B, which of the two strategies have you preferred using and why?

**Child B:** Topic-main idea sentence because it's just easier for me and quicker. I can get through it allot easier.

**Teacher:** You can get through it allot easier, okay. Any particular part of that strategy you prefer working on, for example, your topic or do you just like underlining details or writing the main idea sentence - which part?

**Child B:** Em, underlining the words.

**Teacher:** You like that part.

**Child B:** Yeah.

**Teacher:** Why?

**Child B:** Don't know ..just easier for me.

**Teacher:** Just easier. Child K which of the 2 strategies do you prefer and why?

**Child K:** The main idea, topic-main idea sentence.

**Teacher:** Why?

**Child B:** Em, it's easier to do.

**Teacher:** It's easier to do. You find it easier to do. Why do you find it easier to do?

**Child K:** Em, cause em, you can get onto the next one quicker and em you just have to like do quick things in it like do a sentence, underline words and, and do a main idea title.

**Teacher:** So it saves you having to write out the whole passage like if you were doing the L part of the 'K-W-L' passage. But do you think that you learn more about a passage by doing the topic-detail-main idea sentence? Does anybody have any comments on that? When you're thinking about the passage, do you think that having a main idea sentence for each paragraph really helps you to remember that paragraph...the passage?

**Child E:** Me.

**Teacher:** Yes, Child E.

**Child E:** Ah because when say eh cause it better cause you get to do lines and cause when first in the 'K-W-L' strategy you had it was just two, one big column but split in half and you just writed down, it's not enough for a full sentence. You would have to go down, down, down all the lines and if it was a very long sentence eh it would have to like going down tae the bottom of it and eh you can't get anymore.

**Teacher:** Okay, would anyone like to comment on the reading strategies we've been using this term as opposed to..tell me a wee bit about what you think of these new reading strategies?

**Child H:** I like them because they help you tae read and tae understand it.

**Teacher:** Excellent, good. What do you think Child J?

**Child J:** It's easier tae understand when you're doing your work.

**Teacher:** You find it easier to understand. Do you think it's helping you with your reading?

**Child J:** Yeah, because your em.....(long pause with no further response)

**Teacher:** It's all right, it's okay.

**Child E:** I keep, I get the hang. I can get just zoom past this because I've got the hang of it easily.

**Teacher:** Excellent, excellent. Yeah you have been working very hard on this strategy Child E. Your performance in class has been superb. Can anyone else tell me anything more, comment on these strategies we've been using? Nope, nn. Thank you, thank you very much.

**Non-fiction Interview Continued - Second Group of Children**

**Child A (Boy), Child C (Boy), Child F (Boy), Child G (Girl), Child I (Girl) and Child L (Girl).**

**Teacher:** Okay, so this afternoon as you know we have brainstormed all our thoughts on 'K-W-L' and the 'Topic-Detail-Main Idea' strategy and you've given me some super ideas regarding the good things, the things that you like about using a particular strategy and the things that you dislike about using a particular strategy. now, what I would like to do is just to find out from you which of the two strategies that we've been using when you are doing your reading. Which of the two do you find the easiest to do or the most beneficial, the most helpful in your reading. Right, Child A can we start with you, which of the two strategies, the 'K-W-L' or the 'Topic-Detail-Main Idea' strategy do you prefer?

**Child A;** The K and eh the L.

**Teacher:** Right, you prefer the 'K-W-L' but you prefer the parts K and L. Why do you prefer using those particular parts of that strategy?

**Child A:** Em, because when it comes to K all you need to do is write down what you know. When it comes to L all you write down is what you have learned.

**Teacher:** Why did you not mention the W part?

**Child A:** Em, because I cannae think of any good questions.

**Teacher:** Right you find that part hard, thinking up some good research questions at that point. Now, what do you think of the 'Topic-Detail-Main Idea' strategy? What are your views on it?

**Child A:** Well, I think it's hard and the main idea sentences. I don't know how, I don't know how. I can't make up main idea sentences and all that.

**Teacher:** So you find that hard. Do you not find that the underlined words or your title can help you with that?

**Child A:** No.

**Teacher:** No, no you find that hard, so you find the K and the L parts of 'K-W-L' really quite helpful, good. Right, Child I which strategy do you prefer and why?

**Child I:** I like the 'K-W-L' bit and the W and L parts.

**Teacher:** You prefer the W and the L. Why do you not like the K part?

**Child I:** Because it's it's quite hard when it says what I know cause you don't really know allot when yeah, you start of fae scratch. You don't really know that much.

**Teacher:** So you like the W, the research questions, you like doing that part.

**Child I:** Yeah.

**Teacher:** Yip. The L part what do you like about the L part?

**Child I:** Cause it doesn't take really really long cause you can just put it down on the paper very easily cause it's what you have learned.

**Teacher:** Right so you.....Do you not like the 'Topic-Detail-Main Idea' strategy do you find the easiest or the hardest? What parts of that?

**Child I:** I find the main idea sentence the hardest cause sometimes you can't get them and yet when you eventually do think of one you can't write it down cause it's wrong, you can't write it and the bit I like about the 'Topic-Detail-Main Idea' strategy is that it doesn't take as much time.

**Teacher:** Right, so you do like that part, that it's less time consuming but you find it difficult thinking up a main idea sentence, but why do you think it's wrong? How do you think your main idea sentence is wrong? What makes you think it's wrong?

**Child I:** Because it just..it just confuses you sometimes.

**Teacher:** You think all the words you've underlined underneath your title that it's hard just to look at all those words and try and think of one sentence just to sum it all up.

**Child I:** Yeah.

**Teacher:** Yeah, yeah. Child C which of the two strategies do you prefer?

**Child C:** W and L.

**Teacher:** you like the 'K-W-L' but you prefer the W and L part. Why don't you like the K part?

**Child C:** Cause it's too easy.

**Teacher:** You find ooh it's too easy to write down what you know. What do you like about the W and the L parts?

**Child C:** Em they're a bit harder and you need to take long to do it.

**Teacher:** Takes longer to do. What do you think about the 'Topic-Detail-Main Idea' strategy? Do you like using it?

**Child C:** Yeah.

**Teacher:** You do but you still prefer the W and L parts. What do you like if you are using the 'Topic- Detail-Main Idea' strategy? What do you like about it? Which part, do you prefer writing your title, underlining your details or writing the main idea sentence?

**Child C:** Underlining the details.

**Teacher:** Oh, you find that the easiest bit. What makes that easy?

**Child C:** Cause you have to look through and just underline words that you think goes with the title.

**Teacher:** Oh, right good so you quite like that one. Right Child L which of the two strategies do you prefer and why?

**Child L:** I like the 'K-W-L.' I like all of them.

**Teacher:** Right you like 'K-W-L' and you like each part.

**Child L:** Yeah.

**Teacher:** K-W and L okay, why do you prefer the 'K-W-L' strategy to the 'Topic-Detail-Main Idea.'

**Child L:** Cause, I've never learned about that before and I like learning stuff that is new to me.

**Teacher:** When you are doing the 'Topic-Detail-Main Idea' you are still learning about new things because the passages are telling you new things, but why do you prefer the 'K-W-L' strategy?

**Child L:** Em, cause I think it tells me more about Knights and Castles.

**Teacher:** So you think you learn more form doing it that way because it does take a wee bit longer doesn't it, so that's why you like it. Is there any particular part of it that you think you learn most from, which letter?

**Child L:** The W.

**Teacher:** The W, your own research questions. So you like to write out your research questions and then..

**Child L:** I like writing them down cause you have to look at books and you might find something interesting and it might tell you about it.

**Teacher:** Excellent, excellent, that's brilliant. Child G which of the two strategies so far that we've bee learning do you prefer?

**Child G:** K-W-L.

**Teacher:** Why?

**Child G:** Em, I find it a bit easier than the 'Topic-Detail-Main Idea' strategy.

**Teacher:** Which part of the 'K-W-L' do you really prefer? Is there any particular letter that you prefer working on?

**Child G:** W and L.

**Teacher:** W and L, why's that?

**Child G:** I don't find the K bit hard because you don't know that much when you just start.

**Teacher:** Right and you don't like..okay, do you like the 'Topic-Detail-Main 'or do you not like it?

**Child G:** I like it but I don't like it as much as 'K-W-L.'

**Teacher:** Good, good. Which part of the 'Topic-Detail-Main Idea' strategy do you like working on the most?

**Child G:** I think W.

**Teacher:** W, em sorry 'Topic-Detail-Main Idea' strategy?

**Child G:** Okay.

**Teacher:** Which part do you like working on, the topic, underlining the details or writing your main idea sentence?

**Child G:** Writing my main idea sentence.

**Teacher:** You prefer that, okay, good. Child F which of the two strategies so far have you preferred?

**Child F:** Em, the K and em the L.

**Teacher:** Right, the K and the L parts of 'K-W-L, 'why's that?

**Child F:** Well the K is easy so you can spend more time in school and I know about Castles now so when you are doing K again you know how to do it.



**Teacher:** Right, excellent so you would find that quite easy. What do you like about the L part of the strategy, what you have learned?

**Child F:** Well you did it in the K and then you find all the answers and you put them in the L cause you already know.

**Teacher:** Excellent, excellent so you read that passage and you write down everything you can remember. What do you think of the 'Topic-Detail-Main Idea' strategy? Do you think it's helpful or do you not think it's helpful or is there parts of it you prefer or?

**Child F:** Parts of it I prefer.

**Teacher:** Which parts do you quite like in that one (i.e.'Topic-Detail-Main Idea')?

**Child F:** Em, when I write down the first bits and I think it's good cause it learns me stuff really quickly.

**Teacher:** Right okay, so do you like writing out a main idea sentence? (Child nods) Yes, but you still prefer the K and L part of 'K-W-L.' Well done, good.

Okay, now would anybody else just like to tell me anything to do with the reading strategies we've been looking at? Have you quite enjoyed using them this term or do you think they've been helpful or..?

**Child L:** I think they've been helpful because I've never learned about Knights and Castles before and I've always wanted to learn about them.

**Teacher:** Okay and do you think these strategies were are helping you to understand what you are reading?

**Child L:** Yeah.

**Teacher:** Yip.

**Child F:** Em, I liked learning about it cause I never knew castles had a Keep and now I know they have a Keep and when I'm drawing a castle I have this think in the middle and its the Keep.

**Teacher:** Excellent, excellent anybody else got any other comments? Nope. Okay, well thank you very much for telling me your most beneficial strategy this afternoon.....thanks again.

**Group 1 :** Child A (Boy); Child B (Boy); Child E (Boy); Child F (Boy); Child G (Girl); Child J (Girl) and Child L (Girl).

**Teacher:** Morning everyone.

**Chorus of Children:** Good morning Miss Lawson.

**Teacher:** Now are we all feeling good today?

**Children:** Yeah.

**Teacher:** Yeah, are you all motivated?

**Children:** Yeah.

**Teacher:** Right okay. We are just going to start of the session with you giving me some comments on the new reading strategies we've been looking at. Now, we've looked at three so far this term; all to do with trying to understand more about The Strawberry Jam Pony. Can you tell me the three strategies that we've been looking at Child A?

**Child A:** The first one is eh 'Using the Content Clues' to find the meaning of tough words and the next one is 'Read and Retell' and the next one is 'Skinny Book.'

**Teacher:** 'Skinny Book,' so do you find that quite helpful that I've put up these flash cards in the class to remind us of the strategies that we're using and in particular sessions which one that we are concentrating on. Okay, Child J can you give me your comments, what do you think about these new reading strategies?

**Child J:** They're fun and they're quick to do.

**Teacher:** You find them fun and quick to do, why?

**Child J:** Don't know.

**Teacher:** Don't know you just find them fun. Have you any preference or favourite one?

**Child J:** 'Skinny Book.'

**Teacher:** 'Skinny Book.' so you find that..why do you like 'Skinny Book?'

**Child J:** Because it shows you a picture and you have to say what's happening.

**Teacher:** You're trying to describe what's happening and rewrite what's been going on in the story - good. Okay, are there any of the strategies Child J that you don't like?

**Child J:** I like them all.

**Teacher:** You like them all. Do you think they're helping you with your reading?

**Child J:** Yes.

**Teacher:** How? What are they helping you to do?

**Child J:** Because when you get stuck when you're reading a book you can use 'Content Clues.'

**Teacher:** We're looking for different words aren't we to help us. We're a bit like detectives, so you recognise that as being quite a good strategy, helping you to find the meaning of words, excellent. What do you think about writing these books just now for The Strawberry Jam Pony?

**Child J:** It's fun and when we're older we can read them to our children.

**Teacher:** It's fun and when you're older, excellent, excellent. Okay, Child G can you tell me what do you think about the new reading strategies?

**Child G:** I think they're fun to learn and it keeps your brain working.

**Teacher:** It keeps your brain working. What's your favourite one?

**Child G:** Em, 'Read and Retell' because it's easy to do.

**Teacher:** Easy to do. 'Read and Retell,' right that's when we get the passage and we read it and read it and then we turn it over and we try and write down as much as we've remembered. Is there any you dislike, Child G?

**Child G:** No I like them all.

**Teacher:** You like them all. Okay, what are your comments on writing these story books?

**Child G:** You get a picture in your mind which makes you, helps you, helps you write a book.

**Teacher:** Right, all these pictures in your mind just now and these are helping you to write. Do you enjoy writing this book?

**Child G:** Yeah, it's fun.

**Teacher:** It's fun is it? Is it difficult at all?

**Child G:** No.

**Teacher:** No, why not?

**Child G:** I don't know.

**Teacher:** You don't know. You just don't find it difficult. Right, Child F, what do you think about these new reading strategies we've been looking at so far?

**Child F:** I think they're good.

**Teacher:** They're good are they? Do you have a preference? Which one is your favourite?

**Child F:** Em, nearly all of them.

**Teacher:** Nearly all of them. You just like all of them. Okay, is there any you don't like, any you dislike? (Child shakes head) Nope, nope. So what do you find good about 'Using the Content Clues' to find the meaning of tough words?

**Child F:** Well I think it's good because sometimes I know some of them an, an I think it's good cause you look, yeah look in the dictionary and you find other words in it eh too.

**Teacher:** So that's when you're going to check it then. So once you've tried to find out from the paragraph and all the wee words round about it, you go back and check the dictionary and you see if you've got the right meaning - excellent. Okay, do you like the 'Skinny Book 'one'? (Child nods) Why?

**Child F:** I don't know cause I can't quite remember what you do with it. I like its name too.

**Teacher:** You like its name. That's the one remember, where you get the picture and you've to try and write down what's happening in the picture and remember it's what happened in the story and using all these different things to help you, help you write down.

**Child F:** I think that's good too.

**Teacher:** You like that one. Right, what are your thoughts on writing this book just now, you own book on The Strawberry Jam Pony?

**Child F:** The same thing that I've been saying when you gave it tae me. I think it's good.

**Teacher:** You think it's good. You really enjoy that. Excellent, okay, em, Child B, what are your thoughts on these new reading strategies?

**Child B:** They're good and they help you, they help you when you're older and you get a job and all that.

**Teacher:** You think that these reading strategies will help you. Have you been reading any books at home just now and thinking right, that's the 'Content Clue' strategy I should be using there or turn that over and I'll try using 'Read and Retell.' Have you tried these strategies at home with any of your books?

**Child B:** Yeah.

**Teacher:** You have, you've tried it.

**Child B:** Uhuh.

**Teacher:** And are you finding it effective? Is it working?

**Child B:** Mmhuh.

**Teacher:** Excellent, fantastic! Have you got a favourite?

**Child B:** Em, 'Read and Retell.'

**Teacher:** 'Read and Retell.' Why 'Read and Retell?'

**Child B:** It's just easy for me.

**Teacher:** You find that easy. Your brain just takes it in. Right, excellent. Is there any you don't like?

**Child B:** I like all of them.

**Teacher:** All of them. You like using all of them.

**Child B:** Yes.

**Teacher:** What do you think about writing this story book just now. Our own story book on The Strawberry Jam Pony.

**Child B:** Fun.

**Teacher:** Fun, why is it fun?

**Child B:** Don't know.

**Teacher:** Don't know.

**Child B:** Just is fun.

**Teacher:** Do you look forward to reading your book to the infant class?

**Child B:** Yes.

**Teacher:** Right, Child E, can you tell me your thoughts on these new reading strategies?

**Child E:** Good.

**Teacher:** Good, any favourites?

**Child E:** 'Read and Retell.'

**Teacher:** Why?

**Child E:** Cause I can remember it.

**Teacher:** You can remember it. Is it hard? Do you find it hard when you have to turn that paper down and you have to try and remember it?

**Child E:** No cause em, no cause if there are some little bits whits peoples have missed out you dan do that if you remember it.

**Teacher:** So, how does your brain remember all the words or as many of the words on the page as possible? What do you do?

**Child E:** Wee pictures.

**Teacher:** Wee pictures, you make up wee pictures when you're reading it and then you turn it down and try and write as much as you have remembered. Excellent. Is there any one that you don't like?

**Child E:** 'Content Clues.'

**Teacher:** Right, why do you not like using 'Content Clues?'

**Child E:** Too hard.

**Teacher:** You find that quite hard just now. So maybe you find that one a wee bit more difficult. Well that's something we can work on. That's good. Well done for putting that comment forward Child E. Right, what are your thoughts on writing your book 'The Strawberry Jam Pony'?

**Child E:** Good.

**Teacher:** Why?

**Child E:** Cause you get to make a book and read it.

**Teacher:** You get to make a book and read it and have your one to one conference with Miss Lawson when you come out and tell me what you're writing and we talk about it and we see how we're going to improve it. That's really, really good.

**Child E:** And if the first one's rubbish you get to do it again.

**Teacher:** That's right. It's your book isn't it? Miss Lawson is just there to encourage you. You can change it. You don't need to keep it. You can rub things out and you can scribble things in because it is your book. Excellent. Child L what are your comments on the new reading strategies?

**Child L:** I think it gets ma brain working.

**Teacher:** Gets your brain working, does it?

**Child L:** Yeah.

**Teacher:** Okay, which one's the favourite?

**Child L:** The 'Skinny Book.'

**Teacher:** Why?

**Child L:** Because it helps me.

**Teacher:** It helps you. How does it help you?

**Child L:** Cause when I'm older I can make a big book.

**Teacher:** You can make a big book with all the pictures.

**Child L:** Yeah.

**Teacher:** What helps you when you're doing your 'Skinny Book' one? What helps you to remember? How do you know what to write down?

**Child L:** Em, I think. I think that em that you say it works in my brain, it helps me.

**Teacher:** It helps you so when we talk about the picture and Miss Lawson's asking you all the questions it helps your brain work and then you think oh, what happened in the story and all these different things. It's quite hard when you think about it but you guys make it look really, really easy, very good. You're really doing very well. Is there anyone you don't like?

**Child L:** I like them all.

**Teacher:** You like them all do you. Child L okay and what are your comments on this new book that we're writing on the Strawberry Jam Pony?

**Child L:** I like it. I'll keep it for em...I'll keep it for when I'm finished. I can keep it when I grow up.

**Teacher:** When you grow up you can read it to your own children or your own family, that's brilliant. Excellent. Now at the moment we are working from the novel 'The Strawberry Jam Pony.' Would anybody here prefer it, however, if we went back to the 'Ginn' reading scheme and used that instead of using this book. Remember, our reading books we go up and down to Mrs Craig (School Auxiliary) for? I've not got one with me just now, but, if you remember Kyle gave me one the other day.

**Child E:** I've got one in my bag.

**Teacher:** Yes that one (Teacher shows book to pupils) Would anybody prefer to be using this book and the accompanying workbook rather than 'The Strawberry Jam Pony?'

**Children:** Nope.

**Teacher:** Nope. Anybody here? (Child F nods his head) You would prefer the 'Ginn.' Why Child F?

**Child F:** Because you look in a book and you can just write the things down that you don't know about it.

**Teacher:** Right, but I'm on about the Ginn Programme Pet, the class reading scheme, the books like 'Ginn Level 7,' 'Ginn Level 8.' Would you prefer to use that this term?

**Child F:** Aah, well em if there's more people doing the things I don't do I would do the things all the other people are doing.

**Teacher:** Right, okay so you actually think that the 'Ginn' would be quite a good resource, you like it. Is it because it has got a clear structure or is it because you know what you've to do in it? For example, you don't need to use the new reading strategies. What is it you prefer about the 'Ginn?'

**Child F:** Em, if I know it. That's what I would prefer about it.

**Teacher:** Because you fell it's not new, uhuh and that you're not having to look at a new strategy. What does everybody else think about the 'Strawberry Jam Pony?'

**Child J:** Fantastic!



**Teacher:** You think it's fantastic, Child G?

**Child G:** I think 'The Strawberry Jam Pony's' good.

**Teacher:** You like that one.

**Child L:** I like 'The Strawberry Jam Pony.'

**Child E:** I like it (Strawberry Jam Pony) cause ah when yeah first had tae dae it you had to guess whit it was about and aa said yep, eh strawberry jam and ponies and made a strawberry jam pony.

**Teacher:** Excellent, so you liked that bit when Miss Lawson gave you the title at the beginning and asked you to predict, tell me what you thought the story was going to be about. You liked that first lesson and have been enjoying it. Child B, what do you think?

**Child B:** 'Strawberry Jam Pony.'

**Teacher:** Oh so your favourite is 'The Strawberry Jam Pony' then.

**Child B:** Yeah.

**Teacher:** Why? Why do you prefer that one to 'Ginn'?

**Child B:** The other books (i.e. 'Ginn') are too easy.

**Teacher:** They're too easy for you then, okay.

**Child A:** The 'Ginn, 'when yer on the 'Ginn' book ...you can turn back the pages, but that's too easy for you.

**Teacher:** It's too easy. So it's not as challenging is that what you're saying Child A? You prefer more challenging work.

**Child J:** 'The Strawberry Jam Pony' is the best book.

**Teacher:** The best book is it?

**Child A:** When You said 'Skinny Book' I thought you meant you had to look for a book that was dead skinny!

**Teacher:** One that was on a diet, is that what you're saying?

**Chorus of Children:** Aay.

**Teacher:** Can I just thank everybody here because your comments are really valuable to me. I'm really interested to hear your thoughts. I'm just going to stop the tape just now....thanks again.

**Group 2**

**Child C; Child D; Child H; Child I and Child K.**

**Teacher:** Morning everyone.

**Group of Pupils:** Good morning Miss Lawson.

**Teacher;** Today, we are going to think about all these new strategies that we've been learning this term. The three new strategies and how we've been using them on the novel 'The Strawberry Jam Pony.' Now, Miss Lawson is just going to ask you if you can tell her whether you think these are helpful strategies, if you think they are helping you to understand what you are reading or whether they are not very helpful. I'm just going to ask whether you have a favourite one or favourite ones or ones that you don't like. Basically, we will be talking a wee bit about these strategies and the way you are using them in the class just now. Okay, Child I, can we begin with you, Child I can you tell me what you think about the strategies, the three new strategies we've been using this term?

**Child I:** I think they're great. They're fun. They're fun tae learn and it's fun to use them when we're writing our books.

**Teacher:** So you're finding them helpful when you're writing your book. Do you have a favourite one?

**Child I:** Em, 'Skinny Book.'

**Teacher:** Why?

**Child I:** Because it's...I think that one's more fun than the rest of them.

**Teacher:** You think that one's more fun than the rest. Any reason why it is more fun? What makes that one more fun?

**Child I:** Em, I don't know.

**Teacher:** Well think, what is it you've got when you're doing Skinny Book, what are you given?

**Child I:** Em, I forgot how to do that one now and it's my favourite.

**Teacher:** Your favourite, remember that's the one with the picture.

**Child I:** I can, like, just look at the picture an yae put, think about whit like it could be about.

**Teacher:** Good.

**Child I:** And you write down what it could be about and it makes it fun.

**Teacher:** Makes it fun. You're also thinking about the story and what's happening in the story and how this ties in, excellent. Is there any strategy that you don't like?

**Child I:** I like all of them.

**Teacher:** You like all of them, that's brilliant, excellent. Child I, what are your thoughts on writing your book on 'The Strawberry Jam Pony?'

**Child I:** I like, I like it, it's good cause you can read it. You can keep it for long and you're allowed to read it to the infants.

**Teacher:** Right, you can keep it and you can keep it for the infants and you're going to go down and read your books, down to the Infant Department, that's brilliant. Now, do you like the fact as well, that is when you're writing these books that you can change them? Miss Lawson's encouraging you to change them. Do you think that that is quite good?

**Child I:** Yeah!

**Teacher:** You can change part or have one to one conferences with myself to help you. That's excellent. That's excellent. Thanks Child I, well done. Right, Child C what are your comments? What do you think about these three new strategies that we've been using this term?

**Child C:** Fine.

**Teacher:** Fine, right. Any particular one that you like?

**Child C:** 'Skinny Book.'

**Teacher:** Why?

**Child C:** Because I like drawing the picture and colouring in.

**Teacher:** right, you like using the picture and colouring in. Now, when you're given that picture and you're asked to write down things that are in the story and things that you think are happening/you should be writing, what helps you to do that?

**Child C:** Don't know.

**Teacher:** Your brain, does it see pictures or does it remember all the things that you've read in the story or do you just use the picture and think well, what's happening in this picture, and use that as your focus?

**Child C:** What's happening in the picture.

**Teacher:** Right, so you're just looking, you like to look, really at the picture and try and write from that what's happening. Do you try and remember what has been happening in the story, though, does that help you, or do you..?

**Child C:** It helps me.

**Teacher:** It does help you a wee bit, right. Is there any strategy that you don't like Child C?

**Child C:** Nope.

**Teacher:** Nope, you really like them, excellent. Now, what are your comments on writing these story books on 'The Strawberry Jam Pony?'

**Child C:** It's good.

**Teacher:** Why?

**Child C:** Because, I like writing stories and remembering stuff.

**Teacher:** Right, so you like writing stories and remembering things, that's excellent, excellent. Right, Child K, what are your comments on these three new strategies?

**Child K:** Em.

**Teacher:** What do you think about using them?

**Child K:** Don't know. Don't know.

**Teacher:** Do you think that they're helpful?

**Child K:** Uhuh.

**Teacher:** Why? Why are they helpful? What do they help you to do?

**Child K:** Em, help your mind and that an they help you remember stuff, like when you grow up and people ask you questions and so you'll know the answers, like if you're on 'Who Wants to be a Million, em, how do you say that?

**Teacher:** Who Wants to be a Millionaire. Do you think these strategies are going to help you to remember when you read books now that you will remember more about what you're reading?

**Child K:** And you understand some of it.

**Teacher:** You're understanding some of it. Okay, let's focus on 'Content Clues,' Child K. What do you use in the passage to help you find these words from the content clues, what do you look for when you are given a tough word and Miss Lawson says there's a tough word, try and tell me it's meaning.

**Child K:** Look at the word before it and that.

**Teacher:** Right, you look at words before and then you look at words

**Child K:** After an that.

**Teacher:** After, and do you find that quite helpful?

**Child K:** Mhuh.

**Teacher:** Mhuh. 'Read and Retell,' can I have your comments on that?

**Child K:** Em, em.

**Teacher:** Do you like that one?

**Child K:** Uhuh, it's my favourite one.

**Teacher:** Is it? Why?

**Child K:** I've forgotten.

**Teacher:** Have a wee look at the notes you've written down, that will give you some pointers.

**Child K:** It's good for your mind again.

**Teacher:** Good for your mind....Do you like the 'Skinny Book?'

**Child K:** Yeah.

**Teacher:** What do you like about that one?

**Child K:** I like to read and read it and then like do your own story about it an put it into your book an when you're going to read to the infants.

**Teacher:** Excellent, excellent. So do you enjoy writing these books?

**Child K:** Yeah.

**Teacher:** Mhuh, you're enjoying it.

**Child K:** And I like drawing the pictures in it.

**Teacher:** You like drawing the pictures as well, good, excellent. Child D what do you think about these three new reading strategies this term?

**Unfortunately this piece of tape with Child D's responses was inaudible - child must have turned off the microphone.**

**Child H:** It's quite good because when the infants hear the books they'll get to be good at writing stories when they're older.

**Teacher:** Excellent, because they'll be impressed by you because they'll be saying, 'That's Primary Four writing those books, my goodness when we get to that stage we're going to be writing books like that, that's fantastic.'

**Teacher:** What are you learning when you're writing your own book?

**Child H:** What the meaning of words are too.

**Teacher:** Right, so it's helping you to find out and use words that you might not use before, excellent.

**Child I:** It helps, some of the strategies help you with tough words and others help, others help you understand, understand most what you're reading and em, there's another one, 'Skinny Book's,' the one where you've got your picture in front of you and it's like a T.V. screen inside your head. Yea, yea, can remember like most of the picture, seals over, pictures inside your head.

**Teacher:** Excellent, excellent. So what are you also learning when you're writing? Do you think that you are learning anything else apart from using the strategies?

**Child D:** We're going to be an author when we grow up.

**Teacher:** It might be that, when they're writing it they might be thinking, I might want to be an author.

**Child K:** A good writer.

**Teacher:** A good, do you mean as in handwriting or do you mean..

**Child K:** Typist

**Teacher:** Using full stops and speech marks and things. Whose learning how to write in proper sentences, trying to use speech marks? What have you learned in particular?

**Tape is hard to hear.**

**One Child:** All of them.

**Teacher:** Right, all of them are helping you put in full stops and write that's good.

**Child H:** When yea see the full stop you know if you're writing something like that yer, there's a full stop there an if there's a capital at the beginning and yea don't know that capitals at the beginning you'll find out because when you look at all the stories you'll find a capital at the beginning.

**Teacher:** Do you enjoy it when I ask you to go and read someone else's story and see if that makes sense, and when I ask people to stand up and read what they've written, is that helpful to you?

**Child I:** Yeah.

**Teacher:** Yeah, Child I, why is that helpful?

**Child I:** Eh, because if you've missed out a part you can always go back in your book and write down the part you've missed.

**Teacher:** Right, but what's been helpful? Is it maybe when I ask people to stand up and read or is it when you're sitting working with someone else?

**Child I:** When some, well really both of them.

**Teacher:** Both of them you find helpful. Right, they're both quite good. Yip, Child D?

**Child D:** When you stand up.

**Teacher:** You like when I pick people to stand up and read what they've written and that helps you as well. It triggers off something like you say oh golly I'll go back and change it. Well done. Now, remember I spoke to you about the 'Ginn Reading Programme,' remember 'Ginn Level 7, 8 and 9.' Well, since Miss Lawson is doing this research just now, she's taken you off those reading books. For example, last term we did Castles and we looked at all these other things and we worked on two other strategies and this term we're doing a unit study. Would anyone prefer to go back to their Ginns? You would prefer that way Child K.



**Child K:** Uhuh, it's easier.

**Teacher:** You find that one easier. Is it easier doing the 'Ginn Reading Book.'

**Child K:** It's funnier.

**Teacher:** You find it much more fun doing the Ginn. Why do you find it more fun?

**Child K:** Is it the reading books?

**Teacher:** Yes, the books that have levels on them. Do you prefer those to the novel 'The Strawberry Jam Pony?'

**Child K:** I don't like reading it.

**Teacher:** No, you prefer the unit study, 'The Strawberry Jam Pony and Castles.'

**Child D:** Yeah.

**Teacher:** Child D why do you prefer the new reading approach?

**Child D:** Cause, the other books are too easy.

**Teacher:** The other books are too easy. Right, what do you think Child C, do you like doing the unit study and our reading programme based on Castles or would you prefer to go back to the 'Ginn Books?'

**Child C:** I've liked learning about castles an

**Teacher:** Would you prefer to go back to the 'Ginn?'

**Child C:** No.

**Teacher:** Why not?

**Child C:** Too easy.

**Teacher:** Too easy. Child H what do you think about them?

**Child H:** I think the ones we're dain the noo is better because we're learning about what we're reading as well as learning new things.

**Teacher:** Excellent, that's a very, very good answer Child H. Very good answer. What were you learning when you were doing the Ginn?

**Child H:** I cannae really remember what we were learning.

**Teacher:** Can't really remember that much. In the 'Ginn,' were you being taught strategies?

**Child H:** No.

**Teacher:** No, not as much. Child I?

**Child I:** I like both the 'Ginn' and the unit study but the 'Ginn' was too easy and the 'Ginn' had like, and the 'Ginn' was funny and there was adventures an that about animals and that...the 'Ginn's' easier than the unit one.

**Teacher:** Why?

**Child I:** Because em, the unit study you've got more hard words to learn about an you've got more strategies in your reading.

**Teacher:** Are you going to be able to use all the strategies when you're doing your own reading at home, are you?

**Child I:** Yeah.

**Teacher:** Do you use these just now?

**Child I:** I use these, my strategies at home.

**Teacher:** You use these at home, any particular one?

**Child I:** Ah, get lined paper and I miss it and I draw a wee picture, draw a wee picture from one of my books and read the story and try and do skinny book.

**Child D:** I used tae, I used to do 'Read and Retell,' wae the 'Ginn.'

**Teacher:** Did you, before I even?

**Child D:** I kept reading them and I wrote it down in the book.

**Teacher:** Was that before I taught you that one that you tried it on your own? Do you find that strategy an effective way of understanding what you're reading?

**Child D:** Nods head.

**Teacher:** Excellent, excellent Child D that was good. You should be trying to use these strategies when you're reading at home?.....Child K another comment, last comment.

**Child K:** Em, I used to em like make up my own stories on the computer and I used to always make they books with my dad's stapler and that.

**Teacher:** Okay, but were you using, 'Read and Retell' or?

**Child K:** I was using the eh.. I was using two of them.

**Teacher:** Were you?

**Child K:** The 'Read and Retell' and the 'Content Clues.'

**Teacher:** 'Content Clues' for the tough words, but you probably didn't know that they were the two strategies you were using at that point. Did you say, oh that's the 'Read and Retell,' I'm using there? No (child shakes head). No you weren't aware of their names then but now you are and you can use them even more, that's fantastic.

Can I just thank everybody there because your comments were superb and Miss Lawson's going to use all of these comments to help her when she's writing up her research. Fantastic, thank you.

**Appendix 14 - Questionnaire for Fiction Programme**

**Name:**

**Date:**

**Views on Reading Strategies**

**Read and Retell**

How do you use this strategy? Give a short explanation.

Did you find using this strategy helpful?

Yes

No

---

**If you answered Yes**

Tick the reasons why you found this strategy helpful. You may tick as many or as few as you wish.

Rereading the story over and over again helped my brain to remember it.

I found rewriting the story in my own words helped me to remember it better.

I enjoyed adding pages to my novel.

**Any Other Reasons** \_\_\_\_\_

---

**If you answered No**

Tick the reasons why you did not find this strategy helpful. You may tick as many or as few as you wish.

Rereading the passage over and over again took a long time.

Trying to remember what I read was difficult.

I found it hard trying to write what I read in my own words.

**Any other reasons** \_\_\_\_\_

---

**Additional Comments on Strategy** \_\_\_\_\_

---

## Using Content Clues to Find the Meaning of Tough Words

How do you use this strategy. Give a short explanation.

Did you find using this strategy helpful? Yes  No

---

### If you answered Yes

Tick the reasons why you found this strategy helpful. You may tick as many or as few as you wish.

The words round about the hard word helped me to find the meaning.

I read lots of stories with difficult words. I now use this strategy to help me.

It's helpful if you don't have a dictionary.

I now know the meaning of words that I didn't know before.

Any Other Reasons \_\_\_\_\_

---

### If you answered No

Tick the reasons why you did not find this strategy to be helpful. You may tick as many or as few as you wish.

Sometimes the passage has too many hard words. Therefore, finding the meaning of a particular word can be extremely difficult.

Sometimes there are not enough clues to help you to find the meaning of a hard word.

Any other reasons \_\_\_\_\_

---

Additional Comments on Strategy \_\_\_\_\_

## **Skinny Book Strategy**

How do you use this strategy? Give a short explanation.

Did you find this strategy helpful?

Yes

No

---

### **If you answered yes**

Tick the reasons why you found this strategy helpful. You may tick as many or as few as you wish.

The pictures helped me to remember what the teacher had read.

I looked carefully at the pictures and then I tried to add some of my own thoughts and ideas. For example, what the characters may have said to one another.

**Any Other Reasons** \_\_\_\_\_

---

### **If you answered No**

Tick the reasons why you did not find this strategy to be helpful. You may tick as many or as few as you wish.

Sometimes there wasn't enough detail in the pictures. This made the writing up part difficult.

I found it hard to remember which parts of the story related to the picture.

**Any other reasons** \_\_\_\_\_

---

**Additional Comments** \_\_\_\_\_

---

## **Predict and Support**

How do you use this strategy? Give a short explanation.

Which part of this strategy did you find the most helpful?

Predict

Support

---

### **If you found the Predict aspect particularly helpful**

Tick the reasons why you found this aspect of the strategy helpful. You may tick as many or as few as you wish.

I enjoyed thinking up my own ideas.

I found it easy since there was no right or wrong answer.

I tried hard to listen for clues that would help my predictions.

**Any Other Reasons** \_\_\_\_\_

---

### **If you found the Support aspect particularly helpful**

Tick the reasons why you found this strategy to be helpful. You may tick as many or as few as you wish.

I enjoyed re-reading the passage to find clues to support my predictions.

I liked comparing my predictions with the actual events in the story.

**Any other reasons** \_\_\_\_\_

---

**If you found the Predict aspect difficult**

Tick the reasons why you found this strategy to be difficult. You may tick as many or as few as you wish.

In the story, "The Strawberry Jam Pony," so many different things happened. This made predicting difficult.

I find it hard to know what will happen next in stories.

**Additional Comments**

---

**If you found the Support aspect difficult**

Tick the reasons why you found the strategy to be difficult. You may tick as many or as few as you wish.

It took too long to find supporting clues.

I found it difficult to find things to support my predictions.

**Additional Comments**

---

**What was your most favourite strategy?**

**Content Clues      Read and Re-Tell      Skinny Book      Predict and Support**

**What was your least favourite strategy?**

**Content Clues      Read and Re-Tell      Skinny Book      Predict and Support**



**Appendix 15**

**Research Question 1a**

**Comprehension Focus**

**What strategies do the case study children use at the pre-intervention phase to assist their comprehension of text?**

**Table 1 - Types of Approaches Employed by Children**

**Fiction Passage**

Type of Approach	UKW	OEU	LE	V	CT	G	FH
Number of Responses	75	28	4	3	1	3	6

Using key words is identified by the children as being their most frequently used approach.

**Table 2 - Types of Approaches Employed by Children**

**Non-fiction Passage**

Type of Approach	UKW	OEU	LE	CT	UR	G	FH
Number of Responses	82	15	5	2	1	5	10

Using key words is identified by the children as being their most frequently used approach.

**Key**

**UKW = Used Key Words**

**LE = Logical Explanation**

**G = Took a Guess**

**V = Visualised Answers in Head**

**OEU = Own Experience and Understanding**

**CT = Consulted Teacher**

**FH = Found Hard**

## Research Question 1b

### Comprehension Strategy Focus

### Non-fiction Component

What strategies do the case study children express a preference for during the intervention and, what do their personal views of the taught strategies suggest about their learning likes and dislikes?

Children's Personal Views on Non-fiction Component of Reading Intervention.  
Matrix 1

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child A	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Likes L part - uses the brain (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds subtitles (1), rereading (1) and reading aloud helpful (1)</li> <li>Enjoys group aspect of strategy (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Enjoys group (2) aspect of strategy</li> <li>Likes K part best - enjoys writing down own ideas (1)</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Likes K - finds easy (1)</li> <li>Likes L - uses the brain (1)</li> </ul>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Finds writing a main idea sentence hard (1)</li> </ul>	K-W-L x 2	K-W-L	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Likes L part - uses the brain (2)</li> <li>Likes K part (2)</li> <li>Enjoys group aspect of strategy (3)</li> </ul> <p><b>Total Number of</b></p> <p><b>Cognitive = 4</b></p> <p><b>Cognitive and Emotional = 4</b></p> <p><b>Social = 3</b></p>

Consistency in preference for K-W-L is acknowledged throughout non-fiction reading component. Through the child's recorded responses, the cognitive, cognitive and emotional, and the social spheres of the learning process would appear to be of personal concern.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 2

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child B	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Absent - missed interview</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Enjoyed the partner aspect of strategy (1)</li> <li>Found rereading passage helpful (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Worked in a group (1) and acknowledged benefits (1)</li> <li>Worked alone (1) and acknowledged disadvantages of group work (1)</li> <li>Finds K-W-L easier</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Likes this strategy but didn't chose to use it (1)</li> </ul> <p><b>Concluding</b></p> <ul style="list-style-type: none"> <li>Finds it easier and quicker (1)</li> </ul>	K-W-L x 2	T-D-MI	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 5</b>  <b>Emotional = 1</b>  <b>Social = 5</b></p>

Despite child choosing to use K-W-L in both assessment tasks, T-D-MI is identified at the concluding phase of the enquiry as being the most preferred. From the type of responses given by child, the social sphere of the learning process would appear to be of most personal concern.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 3

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child C	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds W the easiest - likes devising questions (1)</li> <li>Finds L part hard - difficult to remember (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds L part hard (1)</li> <li>Finds K-W-L strategy hard (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Worked with a partner (2)</li> <li>Likes K-W-L finds it an easier strategy (1)</li> <li>Likes K part best (1) - Assessment No. 1</li> <li>Finds L part hard (1)</li> <li>Really likes L part (1) - Assessment No. 2</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Really likes W and L part - likes</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Finds T-D-MI more difficult (1)</li> </ul>	K-W-L x 2	K-W-L	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Finds L part hard (3)</li> <li>Worked with a partner (2)</li> <li>Really likes L part (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 6</b>  <b>Cognitive and Emotional = 3</b>  <b>Emotional = 2</b>  <b>Social = 2</b></p>



### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 4

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child D	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds W part helpful. (1)</li> <li>Finds the L part difficult. (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds rereading helpful (2)</li> <li>Acknowledges the benefits of working alone (1) 'less chit chat'</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Works in a group (2) and acknowledges the benefits of group work (2)</li> <li>Likes K-W-L, finds it easier than T-D-MI (1)</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Finds writing a main idea sentence hard. (1)</li> </ul>	K-W-L x 2	T-D-MI	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Finds rereading helpful. (2)</li> <li>Works in a group (2) and acknowledges the benefits of group work (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 5</b>  <b>Cognitive and Emotional = 1</b>  <b>Social = 5</b></p>

Despite child choosing to use K-W-L in the two assessment tasks and considering the difficulties he expressed in relation to the T-D-MI strategy (i.e. writing a main idea sentence), child identifies the T-D-MI strategy as his most preferred at the end of the non-fiction component. In accordance with Illeris's (2002) learning perspective, both the cognitive and social spheres would appear to be of most personal concern to child.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 5

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child E	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Likes L part best (1)</li> <li>Finds K and W helpful (1)</li> <li>Pictures everything in his mind (i.e. uses mind like a T.V. screen) to aid memory for L part (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Pictures everything in mind to give him instant recall (2)</li> <li>Wants to do well to gain points for group (1)</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Enjoys T-D-MI - involves less writing (1)</li> <li>Chooses to work alone in both assessments (2) and acknowledges the benefits of this mode of working (2) - 'others can hinder/annoy you'</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>T-D-MI is a quicker strategy (1)</li> <li>Likes the MI (Main Idea) part best (1)</li> </ul>	T-D-MI x 2	T-D-MI	<p><b>Total Number of Similar Comments K-W-L</b></p> <ul style="list-style-type: none"> <li>Pictures everything in mind (3)</li> </ul> <p><b>T-D-MI</b></p> <ul style="list-style-type: none"> <li>Chooses to work alone (2) and acknowledges the benefits of this mode of working (2)</li> </ul> <p><b>Total Number of Cognitive = 5 Emotional = 2 Social = 4</b></p>

Consistency in preference for the T-D-MI strategy is shown after its introduction. In accordance with Illeris's (2002) perspective of the learning process it is interesting to note child's acknowledgement of all three spheres. With regard to the child's cognitive comments an ability to monitor his reading (i.e. pictures everything in mind) is reflected.

## Children's Personal Views on Non-fiction Component of Reading Intervention

### Matrix 6

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child F	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds L and W parts <b>hard</b> (1)</li> <li>Finds K <b>easy</b> (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds rereading passage <b>helpful</b> (1)</li> <li><b>Prefers to listen than read</b> (1)</li> <li>Finds creating pictures and thinking of words <b>helpful</b> (2)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Works in a <b>group</b> (1)</li> <li>Works <b>alone</b> (1) - too many disruptions in the group.</li> <li><b>Prefers K-W-L</b> (1)</li> <li>Finds K-W-L <b>easier</b> (1)</li> <li>Finds W part a bit <b>difficult</b> sometimes (1)</li> </ul>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Acknowledges that T-D-MI is a quicker strategy, but <b>prefers</b> K-W-L (1)</li> </ul>	<p><b>K-W-L x 2</b></p>	<p><b>K-W-L</b> - especially the K and L parts.</p>	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Finds W part <b>hard/dfficult</b> (2)</li> <li>Finds creating pictures and thinking of words <b>helpful</b> (2)</li> <li><b>Prefers K-W-L</b> (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 7</b>  <b>Cognitive and Emotional = 1</b>  <b>Emotional = 2</b>  <b>Social = 2</b></p>



Consistency in preference for the K-W-L strategy is shown throughout the non-fiction component. In accordance with Illeris's (2002) perspective of learning, it is interesting to note child's concern for the cognitive dimension.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 7

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child G	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Likes K-W-L strategy (1)</li> <li>Finds the L part the most useful (1)</li> <li>Memorises words in head to aid recall for L part (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Rereads passage three times (2)</li> <li>Records full sentences (2)</li> <li>Expresses enjoyment (2)</li> <li>Assessments Works alone (2) and states benefits (2) - 'others can make you lose your concentration.'</li> <li>Prefers K-W-L (1) to T-D-MI - easier (1)</li> <li>Finds K-W-L really helpful in</li> </ul>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Doesn't dislike T-D-MI but prefers K-W-L (1)</li> <li>Enjoys writing a main idea sentence (1)</li> </ul>	K-W-L x 2	K-W-L	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Rereads passage three times (2)</li> <li>Records full sentences (2)</li> <li>Expresses enjoyment (2)</li> <li>Works alone (2) and states benefits (2)</li> <li>Finds K-W-L easier than T-D-MI (2)</li> <li>Prefers K-W-L strategy (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 9</b>  <b>Cognitive and Emotional = 1</b>  <b>Emotional = 7</b>  <b>Social = 4</b></p>

	<p>understanding text (1)</p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Finds K-W-L <b>easier</b> than T-D-MI (1)</li> <li>• Particularly <b>enjoys</b> the W and L parts (1)</li> <li>• <b>Doesn't like</b> the K part (1) - 'you don't know that much when just start.'</li> </ul>				
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Consistency in preference for the K-W-L strategy is shown throughout the non-fiction component. With regard to Illeris's (2002) learning perspective, both the cognitive and emotional spheres would appear to be of most concern to child.

**Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 8**

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child H	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Really enjoys K-W-L strategy (1)</li> <li>Likes K part best (1) - finds it challenging sometimes (1) and easy sometimes (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Expresses enjoyment in strategy (2)</li> <li>Uses passage subheadings to aid memory (1)</li> <li>Remembers first sentence of each paragraph to aid recall (1)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Works with a partner (1) - enjoys the support (1)</li> <li>Acknowledges the disadvantages of group work (1) - 'groups can lead to arguments.'</li> <li>Chose this strategy because of her enjoyment of thinking up titles - T part (1) and writing a main idea sentence - MI (1)</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Likes K-W-L but prefers T-D-MI - quicker (1) and easier (1)</li> <li>Finds the T part of the strategy the easiest (1)</li> </ul>	<p>T-D-MI x 1</p> <p>Absent and missed second assessment</p>	T-D-MI	<p><b>Total Number of Similar Comments K-W-L Strategy</b></p> <ul style="list-style-type: none"> <li>Expresses enjoyment (2)</li> </ul> <p><b>Total Number of Cognitive = 7</b></p> <p><b>Cognitive and Emotional = 2</b></p> <p><b>Emotional = 6</b></p> <p><b>Social = 3</b></p>

Consistency in preference for the T-D-MI strategy is shown after its introduction. In accordance with Illeris's (2002) perspective of the learning process, both the cognitive and emotional spheres appear to be of most concern to the child.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 9

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child I	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds K-W-L fun (1), exciting (1) and easy (1).</li> <li>Reads passage 3 or 4 times to aid memory (1)</li> <li>Particularly enjoys L part (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds rereading helpful (2)</li> <li>Finds L part difficult (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Finds K-W-L easier than T-D-MI (1)</li> <li>Works with a partner (1) and acknowledges the benefits (1) - 'discussing with someone else makes it easier.'</li> <li>Works with a group of 4 (1) and acknowledges the benefits (2) 'it makes the task</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Finds writing a Main Idea (MI part) sentence particularly difficult (1)</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Finds writing the main idea sentence (MI part) the most difficult part of T-D-MI (1)</li> <li>Acknowledges that T-D-MI is quicker than K-W-L (1)</li> </ul>	K-W-L x 2	K-W-L	<p><b>Total Number of Similar Comments K-W-L</b></p> <ul style="list-style-type: none"> <li>Finds rereading to be helpful (3)</li> <li>Finds K-W-L easier than T-D-MI (2)</li> <li>Acknowledges the benefits of group work (2)</li> </ul> <p><b>T-D-MI</b></p> <ul style="list-style-type: none"> <li>Finds writing a Main Idea (MI part) sentence difficult (2)</li> </ul> <p><b>Total Number of Cognitive = 11</b>  <b>Emotional = 6</b>  <b>Social = 5</b></p>

	<p>easier and you can do your work quicker.'</p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Likes T-D-MI but prefers K-W-L (1)</li> <li>• Finds K-W-L easier (1)</li> <li>• Particularly likes the W and L parts (1)</li> <li>• Finds K hard (1)</li> </ul>			
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Consistency in preference for K-W-L is shown throughout the non-fiction component. In accordance with Illeris's (2002) perspective of learning, it is interesting to note child's concern for the cognitive dimension.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 10

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child J	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds K-W-L an <b>exciting</b> strategy (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Works alone (2) and <b>acknowledges the benefits</b> (2)</li> <li>Finds rereading <b>helpful - L part</b> (2)</li> <li>Uses subheadings to assist recall (1)</li> <li>Remembers words and not pictures (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li><b>Doesn't like K</b> part (1) - <b>doesn't enjoy guessing</b> (1) <b>prefers to think</b> (1)</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Works alone (2) and <b>acknowledges benefits</b> (2) - 'in a group you might get the answers wrong.'</li> <li>Chose T-D-MI because it is <b>harder</b> (2) and expresses an <b>enjoyment for difficult</b> tasks (2)</li> <li>Finds T-D-MI <b>much quicker</b> than K-W-L (1)</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li><b>Prefers</b> the T-D-MI strategy (1) - <b>easier and quicker</b> (1)</li> <li>Particularly <b>enjoys</b> writing a Main Idea sentence (1) - finds this <b>easy</b> (1)</li> </ul>	T-D-MI x 2	T-D-MI	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Chose T-D-MI because it is <b>harder</b> (2) and <b>expresses an enjoyment for difficult</b> tasks (2)</li> <li>Works alone (4) and <b>acknowledges the benefits</b> (4)</li> <li>Finds rereading <b>helpful - L part</b> (2)</li> <li>Finds T-D-MI <b>quicker</b> than K-W-L (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 9</b>  <b>Cognitive and Emotional = 3</b>  <b>Emotional = 5</b>  <b>Social = 8</b></p>

Consistency in preference for the T-D-MI strategy is shown after its introduction. It is interesting to note the number of comments given by child in relation to the social sphere of the learning process, particularly her enjoyment for working alone.

### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 11

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child K	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Likes the L part (1) - uses the brain (1)</li> <li>Dislikes the W part (1) - doesn't like thinking up questions (1)</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>Finds recalling text difficult (1)</li> <li>Finds it easier to verbally recall text than to write (1)</li> <li>Uses subheadings to aid memory (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Works with a friend (1) and states that she enjoys working with a partner (1)</li> <li>Finds K-W-L easier than T-D-MI (1)</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Doesn't like the MI part (i.e. writing a main idea sentence) of T-D-MI (1)</li> <li>In her own reading, enjoys combining parts of each strategy i.e. K from K-W-L and T from T-D-MI (1) - 'I write down what I know (K), and then I underline the details (T).</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>Prefers T-D-MI (1) - easier and quicker (1)</li> </ul>	<p>K-W-L x 1</p> <p>Absent and missed first assessment</p>	<p>T-D-MI</p>	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Total Number of</b></p> <p>Cognitive = 5</p> <p>Cognitive and Emotional = 2</p> <p>Emotional = 5</p> <p>Social = 2</p>

Despite child's comments in the assessment task (i.e. harder than K-W-L), T-D-MI is identified as being the child's concluding preference. Child does, however, state that she has a preference for a combined strategy - part K from K-W-L and part T from T-D-MI. Interestingly, child worked with a friend on the assessment task. Both the cognitive and emotional spheres would appear to be of most concern to child.



### Children's Personal Views on Non-fiction Component of Reading Intervention Matrix 12

Child	Views on K-W-L	Views on T-D-MI	Choice of Strategy in 2 Assessment Tasks	Concluding Strategy Preference	Similar Responses
Child L	<p><b>Initial</b></p> <ul style="list-style-type: none"> <li>Finds K-W-L strategy to be <b>fun</b> (1), <b>interesting</b> (1) and <b>informative</b> (1)</li> <li>Particularly <b>likes</b> the L part (1) - 'cause you have to think back.'</li> </ul> <p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>States that she uses the subtitles to create pictures (1) - this helps her memory (1)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Works with a <b>partner</b> (2)</li> <li>Chose K-W-L because it is <b>harder</b> than T-D-MI (1) and she <b>enjoys difficult work</b> (1)</li> <li>Really enjoys W part i.e. making up questions (1)</li> </ul>		K-W-L x 2	K-W-L	<p><b>Total Number of Similar Comments</b></p> <ul style="list-style-type: none"> <li>Prefers K-W-L (2) because it helps her to remember more about the passage (2)</li> <li>Works with a partner (2)</li> <li>Really enjoys W part i.e. making up questions (2)</li> </ul> <p><b>Total Number of</b>  <b>Cognitive = 7</b>  <b>Cognitive and Emotional = 4</b>  <b>Emotional = 4</b>  <b>Social = 2</b></p>

	<ul style="list-style-type: none"> <li>• Finds the L part the most <b>difficult</b> (1)</li> <li>• <b>Prefers</b> K-W-L (1)</li> <li>• Helps her to <b>remember more</b> about the passage (1)</li> </ul> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• <b>Prefers</b> K-W-L (1)</li> <li>• Helps her to <b>remember more</b> about the passage (1)</li> <li>• <b>Really enjoys</b> W part - <b>making up</b> questions you <b>wish to answer</b> (1)</li> </ul>				
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Consistency in preference for the K-W-L strategy is shown throughout the non-fiction component. In accordance with Illeris's (2002) perspective of learning, it is interesting to note child's acknowledgement of comments consistent with the cognitive dimension.

## The Children's Overall Views on K-W-L and T-D-MI Matrix 13

Views on K-W-L	Views on T-D-MI	K-W-L and T-D-MI - Total Comments
<p><b>K-W-L - Positive</b></p> <ul style="list-style-type: none"> <li>• Prefers K-W-L (7)</li> <li>• Finds K-W-L easier (10)</li> <li>• Likes K-W-L (2)</li> <li>• Finds K-W-L really helpful (1)</li> <li>• Finds K-W-L - fun (2)</li> <li>• enjoyable (2)</li> <li>• exciting (2)</li> <li>• interesting (1)</li> <li>• informative (1)</li> <li>• Chose K-W-L because it is harder (1) and enjoys challenging work (1) (30)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds K-W-L hard (1) (1)</li> </ul> <p><b>K Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Likes K part best (3)</li> <li>• Likes K part - easy (2)</li> <li>• challenging (1)</li> <li>• enjoys writing down own ideas (1) (7)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Doesn't like K part (2)</li> <li>• Finds K part hard (1) (3)</li> </ul> <p><b>W Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Really enjoys W part (2)</li> <li>• Finds W helpful (1)</li> <li>• Finds W the easiest (1) (4)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Doesn't like W part (1)</li> </ul>	<p><b>T-D-MI - Positive</b></p> <ul style="list-style-type: none"> <li>• Prefers T-D-MI (2)</li> <li>• Finds T-D-MI easier and quicker (4)</li> <li>• Finds T-D-MI quicker (4)</li> <li>• Enjoys T-D-MI - less writing (1)</li> <li>• Likes T-D-MI but didn't choose it in assessment (1) (12)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds T-D-MI more difficult (1) (1)</li> </ul> <p><b>T Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Finds T part the easiest (1) (1)</li> </ul> <p><b>MI Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Enjoys MI part best (2)</li> <li>• Finds MI part easy (1) (3)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds writing a main idea sentence (i.e. MI part) hard (4)</li> <li>• Doesn't like MI part (1) (5)</li> </ul> <p><b>Combinations - Positive</b></p> <ul style="list-style-type: none"> <li>• Combines K-W-L and T-D-MI (i.e. K and T parts) (1)</li> <li>• Enjoys T and MI parts (1) (2)</li> </ul> <p><b>Work Mode Preference</b></p> <ul style="list-style-type: none"> <li>• Worked alone (4)</li> <li>• Worked with a partner (1) (5)</li> </ul> <p><b>Work Mode Feedback</b></p> <ul style="list-style-type: none"> <li>• Acknowledged benefits of working alone (4)</li> <li>• Enjoyed the support of working with a partner (1)</li> </ul>	<p><b>Positive</b></p> <p><b>K-W-L = 53</b>      <b>T-D-MI = 16</b></p> <p><b>Negative</b></p> <p><b>K-W-L = 13</b>      <b>T-D-MI = 6</b></p> <p><b>Combinations</b></p> <p><b>Positive</b>      <b>T-D-MI = 2</b></p> <p><b>Negative</b></p> <p><b>K-W-L = 1</b>      <b>T-D-MI = 0</b></p> <p><b>Total Number of Positive Comments for K-W-L and T-D-MI = 75 (i.e. 53+16+4+2)</b></p> <p><b>Total Number of Negative Comments for K-W-L and T-D-MI = 20 (i.e. 13+6+1)</b></p> <p><b>Work Mode Preference</b></p> <p><b>K-W-L = 21</b>      <b>T-D-MI = 5</b></p> <p><b>Work Mode Feedback</b></p> <p><b>K-W-L = 16</b>      <b>T-D-MI = 6</b></p> <p><b>Learning Approaches</b></p> <p><b>K-W-L = 27</b>      <b>T-D-MI = none given.</b></p>

- Acknowledged the disadvantages of group work (1) (6)

- Doesn't like thinking up question (1) (3)
- Finds W hard (1)
- L Part - Positive**
- Likes L part (5)
- Likes L - uses brain (2)
- Finds L the most useful (1) (8)
- Negative**
- Finds L part difficult (6) (6)
- Combinations - Positive**
- Finds K & W helpful (1)
- Really likes W & L part (2)
- Really likes K & L parts (1) (4)
- Negative**
- Finds L & W part hard (1) (1)

#### **Pupil Approaches**

- Finds subheadings helpful (5)
- Finds rereading helpful (10)
- Finds reading aloud helpful (1)
- Prefers to listen than read (1)
- Remembers first sentence of each paragraph (1)
- Finds creating pictures and thinking of words helpful (1)
- Creates pictures in mind (4)
- Memorises words in head (2)
- Finds recalling text difficult (1)
- Finds it easier to recall verbally than write (1) (27)

#### **Work Mode Preference**

- Worked alone (6)
- Enjoyed working in a group (8)
- Worked/enjoyed partner aspect of strategy (7)

(21)

**Work Mode Feedback**

- Acknowledged the benefits of working alone (5)
  - Acknowledged the benefits of working as a group (8)
  - Acknowledged the disadvantages of group work (2)
  - Wants to do well to gain points for group (1)
- (16)**

In relation to both strategies, more positive than negative comments are provided by the children. Considering the greater number of observations conducted on the K-W-L strategy it is not surprising that this strategy received a greater number of responses, both positive and negative. Interestingly, no comments in relation to learning approaches were given for the T-D-MI strategy.

**Choices, Consistency and Change - The Children's Views on K-W-L and T-D-MI Matrix 14**

Choice of Strategy in Assessments	Concluding Preference	Consistent	Change
<p>K-W-L = 17 T-D-MI = 5 2 Children missed one assessment due to illness.</p>	<p>K-W-L = 6 T-D-MI = 6</p>	<ul style="list-style-type: none"> <li>• Consistency in preference for K-W-L is acknowledged throughout the non fiction reading component (5)</li> <li>• Consistency in preference for K-W-L is shown, however, a change of opinion with regards to the L part is noted as the study progresses i.e. initial difficulties experienced with this strategy appear to be overcome (1)</li> <li>• Consistency in preference for T-D-MI is shown after its introduction (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Child chose T-D-MI as his overall preferred strategy despite choosing to use K-W-L in the 2 assessment tasks and, irrespective of the difficulty he expressed with regards to writing a main idea sentence (1)</li> <li>• Despite child choosing to use K-W-L in both assessment tasks, T-D-MI is identified at the concluding phase as being the most preferred (1)</li> <li>• Despite child choosing to use K-W-L in one of the assessment tasks (absent on the other), child chose T-D-MI as her concluding favourite. Interestingly this child states that in her own personal reading she combines the K part of K-W-L with the T part of T-D-MI (1)</li> </ul>

Nine out of the twelve case study children showed consistency in their strategy preference. Despite the remaining three children choosing to use K-W-L in the assessment task(s), T-D-MI is identified at the concluding phase as being their most preferred. Interestingly, at the end of the fiction component K-W-L and T-D-MI both receive an equal share of the children's preferences (i.e. 6 each).

**An Analysis of the Children's Views in Relation to Illeris's 2002 3 Dimensional Perspective of the Learning Process( i.e. Cognitive, Social and Emotional)  
Matrix 15**

Views on K-W-L	Views on T-D-MI	K-W-L and T-D-MI - Total Comments
<p><b>K-W-L - Positive</b></p> <ul style="list-style-type: none"> <li>• Prefers K-W-L (7)</li> <li>• Finds K-W-L easier (8)</li> <li>• Likes K-W-L (2)</li> <li>• Finds K-W-L really helpful (1)</li> <li>• Finds K-W-L - fun (2)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• enjoyable (2)</li> <li>• exciting (2)</li> <li>• easy (2)</li> <li>• interesting (1)</li> <li>• informative (1)</li> <li>• Chose K-W-L because it is harder (1) and enjoys challenging work (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds K-W-L hard (1)</li> </ul> <p><b>K Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Likes K part best (3)</li> <li>• Likes K part - finds it easy (2)</li> <li>• challenging (1)</li> <li>• enjoys writing down own ideas (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Doesn't like K part (2)</li> <li>• Finds K part hard (1)</li> </ul> <p><b>W Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Really enjoys W part - thinking up questions (2)</li> <li>• Finds W helpful (1)</li> </ul>	<p><b>T-D-MI - Positive</b></p> <ul style="list-style-type: none"> <li>• Prefers T-D-MI (2)</li> <li>• Finds T-D-MI easier and quicker (4)</li> <li>• Finds T-D-MI quicker (4)</li> <li>• Enjoys T-D-MI - less writing (1)</li> <li>• Likes T-D-MI but didn't choose it in assessment (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds T-D-MI more difficult (1)</li> </ul> <p><b>T Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Finds T part the easiest (1)</li> </ul> <p><b>MI Part - Positive</b></p> <ul style="list-style-type: none"> <li>• Enjoys MI part best (2)</li> <li>• Finds MI part easy (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Finds writing a main idea sentence (i.e.MI part) hard (4)</li> <li>• Doesn't like MI part (1)</li> </ul> <p><b>Combinations - Positive</b></p> <ul style="list-style-type: none"> <li>• Enjoys combining K-W-L and T-D-MI (i.e. K and T parts) (1)</li> <li>• Enjoys T and MI parts (1)</li> </ul> <p><b>Work Mode Preference</b></p> <ul style="list-style-type: none"> <li>• Worked alone (4)</li> <li>• Worked with a partner (1)</li> </ul> <p><b>Work Mode Feedback</b></p> <ul style="list-style-type: none"> <li>• Acknowledged benefits of working alone (4)</li> </ul>	<p><b>Code</b></p> <p><b>Pink = Emotional</b>  <b>Blue = Cognitive</b>  <b>Green = Social</b>  <b>Plum = Cognitive and Emotional</b>  <b>Olive = Cognitive, Social and Emotional</b></p> <p><b>K-W-L Totals</b>  <b>Emotional = 29</b>  <b>Cognitive = 53</b>  <b>Social = 36</b>  <b>Cognitive and Emotional = 12</b>  <b>Cognitive, Social and Emotional = 1</b></p> <p><b>T-D-MI Totals</b>  <b>Emotional = 7</b>  <b>Cognitive = 15</b>  <b>Social = 11</b>  <b>Cognitive and Emotional = 2</b>  <b>Cognitive, Social and Emotional = 0</b></p>

- Finds W the easiest (1)
- Negative**
- Doesn't like W part (1)
- Doesn't like thinking up question (1)
- Finds W hard (1)
- L Part - Positive**
- Likes L part (5)
- Likes L - uses brain (2)
- Finds L the most useful (1)
- Negative**
- Finds L part difficult (6)
- Combinations - Positive**
- Finds K & W helpful (1)
- Really likes W & L part (2)
- Really likes K & L parts (1)
- Negative**
- Finds L & W part hard (1)
- Pupil Approaches**
- Finds subheadings helpful (5)
- Finds rereading helpful (10)
- Finds reading aloud helpful (1)
- Prefers to listen than read (1)
- Remembers first sentence of each paragraph (1)
- Finds creating pictures and thinking of words helpful (1)
- Creates pictures in mind (4)
- Memorises words in head (2)
- Finds recalling text difficult (1)
- Finds it easier to recall verbally than write (1)

- Enjoyed the support of working with a partner (1)
- Acknowledged the disadvantages of group work (1)



**Work Mode Preference**

- Worked alone (6)
- Enjoyed working in a group (8)
- Worked/enjoyed partner aspect of strategy (7)

**Work Mode Feedback**

- Acknowledged the benefits of working alone (5)
- Acknowledged the benefits of working as a group (8)
- Acknowledged the disadvantages of group work (2)
- Wants to do well to gain points for group (1)

During the non-fiction intervention the children's responses in relation to both T-D-MI and K-W-L reflect a greater focus on the cognitive dimension of the learning process. Interestingly, the social dimension of learning would also appear from the responses cited, to be of more significance to the children than those associated with the emotional sphere.

**Table 3: Children's Comments on Non-fiction Intervention as Opposed to Class Reading Scheme**

**Interview 2**

<b>Children</b>	<b>Preference</b>	<b>Comments Received</b>
Child A	New Intervention Programme	Want to <b>learn more</b> . Looks much harder.
Child B	Absent from Class	
Child C	New Intervention Programme	Very <b>interesting</b>
Child D	New Intervention Programme	Helps me <b>learn more</b> .
Child E	New Intervention Programme	<b>Helps me</b> do my work.
Child F	New Intervention Programme	<b>I think it's easy</b> cause I learned about castles.
Child G	New Intervention Programme	It <b>gives you more information</b> .
Child H	New Intervention Programme	I am <b>remembering more</b> about the passages.
Child I	New Intervention Programme	An <b>easier</b> strategy
Child J	New Intervention Programme	More <b>interesting</b>
Child K	Class Scheme	I <b>don't like</b> going on to something new
Child L	New Intervention Programme	<b>..helps me more..</b> it gives me more about knights and castles.

**Key**    **Blue = Cognitive**    **Plum = Cognitive and Emotional**    **Pink = Emotional**

Interestingly, ten out of the twelve children expressed a preference for the reading intervention programme as opposed to the class reading scheme. Child K, does nevertheless express a preference for the class scheme based on familiarity with this particular resource. Unfortunately, Child B's absence from class led to no formal response being recorded. In accordance with Illeris's (2002) three dimensional perspective of the learning process it is interesting to note that eight of the comments given are representative of the cognitive dimension, two in relation to the cognitive and emotional sphere and the remaining one the emotional dimension.

## Fiction Component

### Children's Personal Views on Fiction Component of Reading Intervention

#### Matrix 16

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child A	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Most preferred</b> (1) strategy (1)</li> </ul> <p><b>Overall - Positive</b></p> <p><b>Most Preferred</b> (1)</p> <ul style="list-style-type: none"> <li>• Finds this strategy <b>fun</b> (1) and <b>enjoyable</b> (1)</li> <li>• Finds rereading and rewriting aid <b>memory</b> (1)</li> </ul>			<p><b>On-Task - Positive</b></p> <ul style="list-style-type: none"> <li>• Particularly <b>enjoys</b> the prediction aspect of strategy (1)</li> <li>• <b>Acknowledges</b> strategies <b>similarity</b> to K part of K-W-L (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• States that it is the <b>2nd hardest</b> strategy after T-D-MI (i.e. non-fiction strategy)</li> </ul> <p><b>Overall - Negative</b></p> <p><b>Least Preferred</b> (1)</p>	

**Cognitive 3**    **Emotional = 6**

**Teacher/Researcher Comment:** Consistency in preference for Read and Retell is shown through the initial feedback interview and concluding questionnaire. Considering the difficulties child experiences with the Predict and Support strategy (i.e. the 2nd hardest) it is interesting to note that this strategy is identified at the concluding phase as being his least preferred. In relation to Illeris's (2002) three dimensional learning theory, six of the comments given by child are reflective of the emotional sphere, with the remaining three being consistent with the cognitive dimension.

## Children's Personal Views on Fiction Component of Reading Intervention

Matrix 17

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child B	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Favourite strategy (1)</li> </ul> <p><b>Overall - Positive</b></p> <p><b>Most Preferred (1)</b></p> <ul style="list-style-type: none"> <li>• Finds it easy (1)</li> <li>• Finds rereading and rewriting aid memory (1)</li> </ul>		<p><b>Overall - Negative</b></p> <p><b>Least Preferred (1)</b></p> <ul style="list-style-type: none"> <li>• Finds it difficult to remember parts of story that relate to pictures (1)</li> <li>• Finds that there is sometimes not enough detail in the pictures (1)</li> </ul>	<p><b>On Task - Positive</b></p> <ul style="list-style-type: none"> <li>• Enjoys prediction aspect (1) - has to think more (1).</li> <li>• Overall finds it a good (1) and helpful strategy (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Finds all 3 taught at this stage (i.e. Read and Retell, Using Content Clues and Skinny Book) to be helpful (1)</li> </ul>

Cognitive 7 Emotional = 5

**Teacher/Researcher Response:** Consistency in preference for Read and Retell is shown through the initial feedback interview and the concluding questionnaire. Despite child's enjoyment of the Predict and Support strategy after its introduction (i.e. mid way into programme) this is not, however, acknowledged at the concluding phase as being a preferred choice. In accordance with Child B's likes and dislikes and in relation to Illeris's (2002) three dimensional learning theory, seven responses reflective of the cognitive sphere and five reflective of the emotional sphere were received.

## Children's Personal Views on Fiction Component of Reading Intervention

Matrix 18

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child C	<p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>Finds rereading and rewriting aid memory (1)</li> <li>Enjoyed constructing book using this strategy (1)</li> </ul>		<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Most preferred strategy (1) - likes drawing and colouring pictures (1)</li> </ul> <p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>Finds pictures aid memory (1)</li> <li>Likes drawing and colouring (1)</li> <li>Finds pictures help to stimulate brain thoughts (1)</li> </ul>	<p><b>On Task - Positive</b></p> <ul style="list-style-type: none"> <li>Enjoys task (1) - likes making up a story (1)</li> </ul> <p><b>Overall - Positive Predict Aspect</b></p> <ul style="list-style-type: none"> <li>Enjoyed thinking up own ideas (1)</li> <li>No right or wrong answer (1)</li> <li>Enjoyed listening to others (1)</li> <li>Enjoys listening for clues (1)</li> <li>Finds it a fun strategy (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Finds all 3 taught at this stage (i.e. Read and Retell, Using Content Clues and Skinny Book) to be fine (1)</li> </ul> <p><b>Overall - Positive Most Preferred</b></p> <ul style="list-style-type: none"> <li>Read and Retell, Skinny Book and Predict and Support (1)</li> </ul>

**Cognitive 5    Cognition and Emotional = 5    Emotional = 5**

**Teacher/Researcher Comment:** Child's initial preference for the Skinny Book strategy extends at the concluding phase to include Read and Retell and Predict and Support. The child's enjoyment of Predict and Support after its introduction (i.e. mid way in the programme) is consistent through to the concluding phase. In accordance with Child C's likes and dislikes and in relation to Illeris's (2002) three dimensional learning theory, a balance in preference in the spheres of cognition, cognition and emotion is suggested. Interestingly, no comments in relation to the social sphere were received.

## Children's Personal Views on Fiction Component of Reading Intervention

Matrix 19

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child D	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Favourite</b> strategy (1)</li> </ul> <p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>• Rereading and rewriting aid memory (1)</li> <li>• <b>Enjoyed constructing book</b> (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Helpful</b> if you don't have a dictionary (1)</li> </ul> <p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>• Words round about are <b>helpful</b> (1)</li> <li>• <b>Useful</b> strategy for personal reading (1)</li> <li>• <b>Helpful</b> if you don't have a dictionary (1)</li> <li>• <b>Increases your personal vocabulary</b> (1)</li> </ul>	<p><b>Overall - Negative</b></p> <ul style="list-style-type: none"> <li>• Sometimes not enough detail in the pictures (1)</li> <li>• <b>Difficult</b> to remember parts of the story that relate to the pictures (1)</li> </ul>	<p><b>On Task - Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Enjoys</b> task (1) - finds it easy (1)</li> <li>• <b>Enjoys</b> having a good guess in the prediction part (1)</li> </ul> <p><b>On Task - Negative</b></p> <ul style="list-style-type: none"> <li>• Finds the support aspect slightly more <b>difficult</b> (1)</li> <li>• Finds this strategy this most <b>difficult</b> (1)</li> </ul> <p><b>Overall - Negative - Support Aspect</b></p> <ul style="list-style-type: none"> <li>• <b>Time consuming</b> (1)</li> <li>• <b>Difficult</b> to find things to support predictions (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Really <b>likes</b> using all 3 strategies taught at this stage (i.e. Read and Retell, Using Content Clues and Skinny Book) (1)</li> </ul> <p><b>Overall - Positive Most Preferred</b></p> <ul style="list-style-type: none"> <li>• <b>Read and Retell and Content Clues</b> (1)</li> </ul> <p><b>Overall -Negative Least Preferred</b></p> <ul style="list-style-type: none"> <li>• <b>Skinny Book and Predict and Support</b> (1)</li> </ul>

**Cognitive = 12 Cognitive and Emotional = 1 Emotional = 6**

**Teacher/Researcher Response:** Consistency in preference for Read and Retell and Using Content Clues is shown through the initial feedback interview and concluding questionnaire. Difficulties experienced with Predict and Support after it's introduction (i.e. On Task) are likewise shown at the concluding phase of the fiction component. In accordance with Illeris's (2002) three dimensional perspective of the learning process, most acknowledgement is given by the child to the cognitive sphere ( 6 comments in relation to the difficulties he is experiencing - Skinny Book and Predict and Support and 6 in relation to the usefulness of both Read and Retell and Using Content Clues).

## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 20

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child E	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Favourite strategy (1)</li> </ul> <p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>• Rereading and rewriting aid memory (1)</li> <li>• Enjoyed constructing book using this strategy (1)</li> </ul>	<p><b>Initial - Negative</b></p> <ul style="list-style-type: none"> <li>• Dislikes this strategy (1)</li> <li>• Finds it difficult (1)</li> </ul>	<p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>• Pictures aid memory (1)</li> <li>• Pictures help to stimulate brain thoughts (1)</li> </ul>	<p><b>On-Task</b></p> <ul style="list-style-type: none"> <li>• States the educational potential of this strategy for future use - 'going to college' (1)</li> <li>• Acknowledges that not all predictions are correct (1)</li> <li>• Confirms that task is not about getting everything right but about trying hard (1)</li> </ul> <p><b>Overall - Negative</b></p> <p><b>Least Preferred</b></p> <ul style="list-style-type: none"> <li>• Support aspect of Predict and Support (1)</li> <li>• Time consuming (1)</li> <li>• Difficult to find things to support predictions (1)</li> </ul>	<p><b>Overall - Positive</b></p> <p><b>Most Preferred</b></p> <ul style="list-style-type: none"> <li>• Read and Retell and Skinny Book (1)</li> </ul>

Cognitive = 8 Cognitive and Emotional = 1 Emotional = 4

**Teacher/Researcher Comment:** Child's preference for Read and Retell remains consistent from the start of the fiction component to its conclusion. At the concluding phase it is interesting to note that this initial singular strategy choice is extended to include Skinny Book. In relation to Illeris's (2002) learning perspective, most acknowledgement is given to the cognitive sphere (3 in relation to child's reading approach, 3 with regard to the difficulty he experiences with Using Content Clues and 2 with regard to child's cognitive awareness of the learning process).

## Children's Personal Views on Fiction Component of Reading Intervention

**Matrix 21**

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child F	<b>Overall - Positive</b> <b>Most Preferred</b> <ul style="list-style-type: none"> <li>Rewriting aids memory (1)</li> </ul>			<b>On Task - Positive</b> <ul style="list-style-type: none"> <li>Finds task <b>easy</b> (1)</li> <li>Notes the <b>feel good</b> factor of <b>having your</b> predictions <b>confirmed</b> (1)</li> </ul> <b>Overall - Negative</b> <b>Least Preferred</b> <ul style="list-style-type: none"> <li><b>Support</b> aspect of Predict and Support (1)</li> <li><b>Difficult</b> to find things to support predictions (1)</li> </ul>	<b>Initial - Positive</b> <ul style="list-style-type: none"> <li>Regards all 3 strategies taught at the initial phase (i.e. Read and Retell, Skinny Book and Using Content Clues) as being <b>favourites</b> (1)</li> </ul>

**Cognitive = 2   Cognitive and Emotional = 1   Emotional = 4**

**Teacher/Researcher Comment:** At the start of the fiction component and mid way through, child expresses a preference for all four of the strategies taught. At the concluding phase, however, a noted preference for Read and Retell is shown. At the concluding phase the Support aspect of Predict and Support is identified as being the child's least preferred. In relation to Illeris's (2002) perspective of the learning process, slightly more recognition is given by child to the emotional sphere than the cognitive.



## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 22

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child G	<p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>Rereading and rewriting aid memory (1)</li> <li>Enjoyed constructing book using this strategy (1)</li> </ul>	<p><b>Overall - Negative</b></p> <p><b>Least Preferred</b></p> <ul style="list-style-type: none"> <li>Some passages contain too many hard words and this makes it difficult (1)</li> <li>Not enough clues in passage (1)</li> </ul>	<p><b>Overall - Positive</b></p> <ul style="list-style-type: none"> <li>Pictures aid memory (1)</li> <li>Pictures help to stimulate brain thoughts (1)</li> <li>Fun strategy (1)</li> </ul>	<p><b>On Task - Positive</b></p> <ul style="list-style-type: none"> <li>Finds task easy (1)</li> <li>Enjoys predicting text (1)</li> <li>Finds support aspect easy (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Regards all 3 strategies taught at this point (Read and Retell, Skinny Book and Using Content Clues) to be - fun to learn (1) and stimulating for the brain (1)</li> </ul> <p><b>Overall - Positive</b></p> <p><b>Most Preferred</b></p> <ul style="list-style-type: none"> <li>Read and Retell and Skinny Book (1)</li> </ul>

**Cognitive = 8 Cognitive and Emotional = 1 Emotional = 5**

**Teacher/Researcher Comment:** At the start of the fiction component and mid way through, child expresses a preference for all four strategies taught. At the concluding phase, however, a preference for both Read and Retell and Skinny Book is shown. At the concluding phase Content Clues is noted to be child's least preferred strategy. With regard to Illeris's (2002) perspective of the learning process, acknowledgement is given to the cognitive sphere (3 = reading approach, 2 = expressing difficulty, 2 = expressing cognitive familiarity and 1 = cognitive extension).

## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 23

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child H	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Likes using this strategy to compose book for the infants (1)</li> <li>• Finds strategy is improving her written punctuation (1)</li> </ul> <p><b>Overall - Positive Most Preferred</b></p> <ul style="list-style-type: none"> <li>• Rereading and rewriting aid memory (1)</li> <li>• Enjoyed constructing book using this strategy (1)</li> <li>• Fun (1)</li> <li>• Challenging (1)</li> <li>• Activates the brain (1)</li> </ul>		<p><b>Overall - Negative Least Preferred</b></p> <ul style="list-style-type: none"> <li>• Sometimes not enough detail in pictures (1)</li> <li>• Hard (1)</li> </ul>	<p><b>On-Task - Positive</b></p> <ul style="list-style-type: none"> <li>• Finds task easy (1)</li> <li>• Remarks on the advantage of the stopping points (1)</li> <li>• Says strategy makes you think more when you are listening and reading (1)</li> <li>• Finds the support part easy (1)</li> </ul>	

**Cognitive = 8 Cognitive and Emotional = 1 Emotional = 5**

**Teacher/Researcher Comment:** Consistency in preference for Read and Retell strategy is shown through the initial feedback interview and the concluding questionnaire. Despite child's positive response to the Predict and Support strategy this is not recognised at the concluding phase as being a favourite one. In relation to Illeris's (2002) perspective on the learning process, the cognitive sphere receives most recognition (1 = reading approach, 4 = extending cognition, 1 = cognitive reflection and 2 = difficulties).

## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 24

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child 1	<p><b>Overall - Positive</b>  <b>Most Preferred</b></p> <ul style="list-style-type: none"> <li>Rereading and rewriting aid memory (1)</li> <li>Enjoyed constructing book using this strategy (1)</li> <li>Time consuming but fun (1)</li> </ul>		<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Favourite strategy (1)</li> <li>Most fun (1)</li> </ul>	<p><b>On Task - Negative</b></p> <ul style="list-style-type: none"> <li>Finds support aspect of strategy hard (1)</li> <li>Doesn't like this strategy (1)</li> </ul> <p><b>Overall - Negative</b>  <b>Least Preferred -</b>  <b>Predict</b> aspect of strategy</p> <ul style="list-style-type: none"> <li>So many things happened in story and this made predicting difficult (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Child states that all 3 strategies taught at this stage of the enquiry (i.e. Read and Retell, Using Content Clues and Skinny Book) are great (1); fun to learn and use (1) and aid your reading understanding (1)</li> </ul>

**Cognitive = 4 Cognitive and Emotional = 2 Emotional = 6**

**Teacher/Researcher Comment:** Consistency in preference for the Read and Retell strategy is shown through the initial feedback interview and the concluding questionnaire. Initial difficulties experienced with regards to the Predict and Support strategy are further acknowledged at the concluding phase. In relation to Illeris's (2002) learning perspective, it is interesting to note that most recognition is given by child to the emotional sphere (5 = motivationally enjoyable and 1 = dislike).

## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 25

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child J			<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Favourite strategy (1)</li> </ul> <p><b>Overall - Positive</b></p> <p><b>Most Preferred</b></p> <ul style="list-style-type: none"> <li>Pictures help to stimulate brain thoughts (1)</li> <li>Aids memory (1)</li> </ul>	<p><b>On-Task - Positive</b></p> <ul style="list-style-type: none"> <li>Enjoys task (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>Finds it difficult to find key words to support predictions (1)</li> <li>States that you have to listen really well and think really hard to provide a 'good guess' (1)</li> </ul> <p><b>Overall - Negative</b></p> <p><b>Least Preferred - Support</b> aspect of strategy</p> <ul style="list-style-type: none"> <li>Difficult to find things to support predictions (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>Child states that all 3 strategies taught at this point in the enquiry (Read and Retell, Skinny Book and Using Content Clues) are fun (1), quick (1) and helpful (1)</li> </ul>

**Cognitive = 7 Emotional = 5**

**Teacher/Researcher Comment:** Consistency in preference for the Skinny Book strategy is shown through the initial feedback interview and the concluding questionnaire. Initial difficulties experienced with the introduction of the Predict and Support strategy are further acknowledged at the concluding phase. In relation to Illeris's (2002) perspective of the learning process, the cognitive sphere receives most recognition (2 = reading approach, 1 = extending cognition, 2 = difficulties, 1 = helpfulness and 1 = quickness of time).

## Children's Personal Views on Fiction Component of Reading Intervention

**Matrix 26**

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child K	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• Favourite strategy (1)</li> <li>• Activates your brain (1)</li> </ul> <p><b>Overall - Negative</b> <b>Least Preferred</b></p> <ul style="list-style-type: none"> <li>• Takes too long (1)</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Rereading and rewriting aid memory (1)</li> <li>• Enjoyed constructing book using this strategy (1)</li> </ul>			<p><b>On Task - Positive</b></p> <ul style="list-style-type: none"> <li>• Enjoys task (1)</li> <li>• Finds listening to story heightens performance in prediction part (1)</li> <li>• Says she feels like an author (1)</li> </ul> <p><b>Overall - Positive</b> <b>Most Preferred</b></p> <p><b>Predict Aspect</b></p> <ul style="list-style-type: none"> <li>• Enjoys thinking (1)</li> <li>• No right or wrong answer (1)</li> <li>• Listens hard for clues (1)</li> </ul> <p><b>Support Aspect</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to the predictions of others (1)</li> <li>• Enjoys looking for clues to substantiate predictions (1)</li> </ul>	<p><b>Initial - Positive</b></p> <ul style="list-style-type: none"> <li>• In relation to all 3 strategies taught at this point (Read and Retell, Using Content Clues and Skinny Book) child states that they are helpful (1) and aid memory (1)</li> </ul>

**Cognitive = 8   Cognitive and Emotional = 3   Emotional = 4**

Prior to the introduction of the Predict and Support strategy, child identifies Read and Retell to be her favourite one. However, after the introduction of Predict and Support strategy child shows a preference for this one. Interestingly, at the concluding phase of the enquiry there is a noted change in the

child's view of the strategy Read and Retell i.e. becomes her least preferred. Despite, child's change of opinion with regard to Read and Retell at the concluding phase she does, nevertheless, acknowledge the helpfulness of this strategy. In relation to Illeris's (2002) learning perspective, most recognition to the cognitive sphere is given .

## Children's Personal Views on Fiction Component of Reading Intervention

### Matrix 27

Child	Read and Retell	Using Content Clues	Skinny Book	Predict and Support	Combinations
Child L	<p>Overall - Negative</p> <p>Least Preferred</p>		<p>Initial - Positive</p> <ul style="list-style-type: none"> <li>Favourite strategy (1)</li> <li>Book writing potential (1)</li> </ul> <p>Overall - Positive</p> <p>Most Preferred</p> <ul style="list-style-type: none"> <li>Pictures aid memory (1)</li> <li>Pictures help to stimulate brain thoughts (1)</li> </ul>	<p>On Task - Positive</p> <ul style="list-style-type: none"> <li>States that this is her favourite strategy (1)</li> <li>Says that this strategy is interesting (1), helpful (1) and increases her learning (1)</li> </ul>	<p>Initial - Positive</p> <ul style="list-style-type: none"> <li>With regards to all 3 strategies taught at this stage (Read and Retell, Using Content Clues and Skinny Book) child says that they are enjoyable (1) and that they activate the brain (1)</li> </ul>

**Cognitive = 5    Cognitive and Emotional = 1    Emotional = 5**

**Teacher/Researcher Comment:** Consistency in preference for the Skinny Book strategy is shown through the initial feedback interview and the concluding questionnaire. Child's on task enthusiasm and preference for the Predict and Support strategy mid way through fiction component is not sustained. Inrrestingly, the cognitive and emotional spheres of the learning process are given equal recognition by the child.

**The Children's Accumulated Views on Read and Retell; Using Content Clues; Skinny Book and Predict and Support Throughout Fiction Component Matrix 28**

Read and Retell	Using Content Clues	Skinny Book	Predict and Support
<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Most preferred/favourite (9)</b></li> <li>• Finds strategy fun (2)</li> <li>• Finds strategy time consuming but fun (1)</li> <li>• Finds strategy enjoyable (1)</li> <li>• Finds strategy easy (1)</li> <li>• Finds strategy challenging (1)</li> <li>• Rereading and rewriting aid memory (9)</li> <li>• Rewriting aids memory (1)</li> <li>• Activates the brain (2)</li> <li>• Enjoyed constructing/composing book for infants (8)</li> <li>• Strategy is improving punctuation (1) <b>(36)</b></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <b>Least preferred (2)</b></li> <li>• Takes too long (1) <b>(3)</b></li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Helpful if you don't have a dictionary (2)</li> <li>• Words round about are helpful (1)</li> <li>• Useful strategy for personal reading (1)</li> <li>• Increases your personal vocabulary (1) <b>(5)</b></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <b>Least preferred (1)</b></li> <li>• Dislikes strategy (1)</li> <li>• Finds it difficult ( too many hard words in passage) (2)</li> <li>• Not enough clues in passage (1) <b>(5)</b></li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Most preferred (6)</b></li> <li>• Fun strategy (2)</li> <li>• Enjoys book writing aspect (1)</li> <li>• Likes drawing and colouring (2)</li> <li>• Finds pictures aid memory (5)</li> <li>• Finds pictures help to stimulate brain thoughts (5) <b>(21)</b></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <b>Least preferred (2)</b></li> <li>• Hard (1)</li> <li>• Difficult to remember parts of story that relate to pictures (2)</li> <li>• Not enough detail in pictures (3) <b>(8)</b></li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• <b>Most preferred (1)</b></li> <li>• <b>Most preferred - predict aspect (1)</b></li> <li>• Particularly enjoys the prediction aspect of strategy (2)</li> <li>• Good (1)</li> <li>• Helpful (2)</li> <li>• Interesting (1)</li> <li>• Increases learning (1)</li> <li>• Thinks more (2)</li> <li>• Likes thinking/ making up a story/ideas (4)</li> <li>• No right or wrong answer (2)</li> <li>• Enjoyed listening aspect of strategy (6)</li> <li>• Fun (1)</li> <li>• Easy (4)</li> <li>• Enjoys task (4)</li> <li>• Enjoys guessing element (1)</li> <li>• Acknowledges similarity with K part of K-W-L (1)</li> <li>• States the educational potential of this strategy for future use (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Enjoys looking for clues (1)</li> <li>• Finds support aspect easy (2)</li> </ul>



			<ul style="list-style-type: none"> <li>• Feels like an author (1)</li> <li>• Acknowledges that not all predictions are correct (1)</li> <li>• Confirms that task is not about getting everything right but about trying hard (1)</li> <li>• Notes the feel good factor of having predictions confirmed (1)</li> <li>• Remarks on the advantage of the stopping points (1) <b>(43)</b></li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• <b>Least preferred (1)</b></li> <li>• <b>Least preferred - support aspect (3)</b></li> <li>• <b>Least preferred - predict aspect (1)</b></li> <li>• Dislikes strategy (1)</li> <li>• So many things happened and this made predicting difficult (1)</li> <li>• Difficult to find things/key words to support predictions (4)</li> <li>• Time consuming (2)</li> <li>• Most difficult strategy (1)</li> <li>• 2nd most difficult strategy (1)</li> <li>• Finds support aspect slightly more difficult/hard (2) <b>(17)</b></li> </ul>
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The strategy Predict and Support, followed closely by Read and Retell receive the greater number of positive comments, with the strategy Using Content Clues receiving the least. Interestingly, Predict and Support is also the strategy with the greatest number of negative comments. Read and Retell does, nevertheless, receive the lowest number of negative responses.

**The Children's Accumulated Views on Read and Retell; Using Content Clues; Skinny Book and Predict and Support**

**Matrix 29**

Combinations	Sum of Most/Least Preferred Strategy in Fiction Component
<p><b>3 Strategies Taught at Start of Fiction Component - Read and Retell; Skinny Book and Using Content Clues</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Finds all helpful (3)</li> <li>• Fine (1)</li> <li>• Really likes (2)</li> <li>• Fun (3)</li> <li>• Stimulating/Activate the brain (2)</li> <li>• Great (1)</li> <li>• Aid understanding of text (1)</li> <li>• Quick (1)</li> <li>• Aid memory (1)</li> <li>• Enjoyable (1)</li> </ul> <p><b>Concluding Preferences</b></p> <p><b>Positive - Most Preferred</b></p> <ul style="list-style-type: none"> <li>• <b>Read and Retell and Skinny Book (2)</b></li> <li>• <b>Read and Retell and Predict and Support (1)</b></li> <li>• <b>Read and Retell and Content Clues (1) (4)</b></li> </ul> <p><b>Negative - Least Preferred</b></p> <ul style="list-style-type: none"> <li>• <b>Skinny Book and Predict and Support (1) (1)</b></li> </ul>	<p><b>Total Sum of Most Preferred Strategy at Start of Fiction Component</b></p> <p>Read and Retell (5)    Using Content Clues (4)    Skinny Book (1)    All 3 Strategies (1)</p> <p><b>Total Sum of Least Preferred Strategy at Start of Fiction Component</b></p> <p>Read and Retell (0)    Using Content Clues (0)    Skinny Book (0)</p> <p><b>Total Sum of Most Preferred Strategy at End of Fiction Component</b></p> <p>Read and Retell (5)    Using Content Clues (2)    Skinny Book (1)    Predict and Support (1)</p> <p>Read and Retell &amp; Skinny Book (3)    Read and Retell and Using Content Clues (1)</p> <p><b>Total Sum of Least Preferred Strategy at End of Fiction Component</b></p> <p>Read and Retell (2)    Using Content Clues (2)    Skinny Book (2)    Predict and Support (5)</p> <p>Skinny Book &amp; Predict and Support (1)    Read and Retell, Skinny Book and Predict &amp; Support (1)</p> <p><b>Total Sum of Most Preferred Strategy Throughout Fiction Component</b></p> <p>Read and Retell (9)    Using Content Clues (6)    Skinny Book (2)    Predict and Support (2)</p> <p>Read and Retell &amp; Skinny Book (3)    Read and Retell &amp; Content Clues (1)</p> <p><b>Total Sum of Least Preferred Strategy Throughout Fiction Component</b></p> <p>Read and Retell (2)    Using Content Clues (1)    Skinny Book (2)    Predict and Support (4)</p> <p>Skinny Book &amp; Predict and Support (1)</p>

At the start of the fiction component 16 positive comments in relation to the 3 strategies taught are given by the 12 case study children. At the concluding phase it is interesting to note that four children identify a combination of strategies to be their most preferred. In each of the various stages (i.e. start, end, throughout) Read and Retell is the strategy most regularly cited (solely and as a combination) by the children as being their most preferred.

## Consistency and Change in relation to the Children's Views, Behaviour and Preference Towards Strategies Throughout Fiction Component

**Matrix 30**

Consistency	Change
<ul style="list-style-type: none"> <li>• Consistency in preference for <b>Read and Retell</b> is shown through initial feedback interview and concluding questionnaire (4)</li> <li>• Consistency in preference for the <b>Skinny Book</b> strategy is shown through the initial feedback interview and concluding questionnaire (2)</li> <li>• Consistency in preference for <b>Read and Retell</b> and <b>Using Content Clues</b> (i.e. its helpfulness) is reflected through the initial feedback interview and concluding questionnaire (1) (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Child's initial sole preference for <b>Read and Retell</b> extends at concluding phase to include <b>Skinny Book</b> (1)</li> <li>• At the start and mid way through fiction component child's preference for all four strategies taught is reduced to a noted sole preference for <b>Read and Retell</b> (1)</li> <li>• At the start and mid way through fiction component, child's preference for all four strategies taught is reduced to <b>Read and Retell</b> and <b>Skinny Book</b> (1)</li> <li>• Child's initial sole preference for <b>Skinny Book</b> extends at the concluding phase to include <b>Read and Retell</b> and <b>Predict and Support</b> (1)</li> <li>• After the introduction of <b>Predict</b> and <b>Support</b> child identifies this strategy to be her most preferred. At the start <b>Read and Retell</b> was noted to be the child's most preferred, however, at the end this is identified as being her least preferred (1) (5)</li> </ul>

Interestingly, 7 of the children are consistent with their strategy preference throughout the fiction component. Out of the five children who reflect a change in preference, four of these children identify the strategy **Read and Retell** as being a preference, either solely or jointly. In relation therefore to the strategy **Read and Retell**, nine out of the twelve children express a preference for this one.

**An Analysis of the Children's Views in Relation to Illeris's (2002) 3 Dimensional Perspective of the Learning Process (i.e. Cognitive, Social and Emotional)**

**Matrix 31**

Read and Retell	Using Content Clues	Skinny Book	Predict and Support
<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Most preferred/favourite (9)</li> <li>• Finds strategy fun (2)</li> <li>• Finds strategy time consuming but fun (1)</li> <li>• Finds strategy enjoyable (1)</li> <li>• Finds strategy easy (1)</li> <li>• Finds strategy challenging (1)</li> <li>• Rereading and rewriting aid memory (9)</li> <li>• Rewriting aids memory (1)</li> <li>• Activates the brain (2)</li> <li>• Enjoyed constructing/composing book for infants (8)</li> <li>• Strategy is improving punctuation (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Least preferred (2)</li> <li>• Takes too long (1)</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Helpful if you don't have a dictionary (2)</li> <li>• Words round about are helpful (1)</li> <li>• Useful strategy for personal reading (1)</li> <li>• Increases your personal vocabulary (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Least preferred (1)</li> <li>• Dislikes strategy (1)</li> <li>• Finds it difficult ( too many hard words in passage) (2)</li> <li>• Not enough clues in passage (1)</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Most preferred (6)</li> <li>• Fun strategy (2)</li> <li>• Enjoys book writing aspect (1)</li> <li>• Likes drawing and colouring (2)</li> <li>• Finds pictures aid memory (5)</li> <li>• Finds pictures help to stimulate brain thoughts (5)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Least preferred (2)</li> <li>• Hard (1)</li> <li>• Difficult to remember parts of story that relate to pictures (2)</li> <li>• Not enough detail in pictures (3)</li> </ul>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Most preferred (1)</li> <li>• Most preferred - predict aspect (1)</li> <li>• Particularly enjoys the prediction aspect of strategy (2)</li> <li>• Good (1)</li> <li>• Helpful (2)</li> <li>• Interesting (1)</li> <li>• Increases learning (1)</li> <li>• Thinks more (2)</li> <li>• Likes thinking/ making up a story/ideas (4)</li> <li>• No right or wrong answer (2)</li> <li>• Enjoyed listening aspect of strategy (6)</li> <li>• Fun (1)</li> <li>• Easy (4)</li> <li>• Enjoys task (4)</li> <li>• Enjoys guessing element (1)</li> <li>• Acknowledges similarity with K part of K-W-L (1)</li> <li>• States the educational potential of this strategy for future use (1)</li> </ul>

			<ul style="list-style-type: none"> <li>• Enjoys looking for clues (1)</li> <li>• Finds support aspect easy (2)</li> <li>• Feels like an author (1)</li> <li>• Acknowledges that not all predictions are correct (1)</li> <li>• Confirms that task is not about getting everything right but about trying hard (1)</li> <li>• Notes the feel good factor of having predictions confirmed (1)</li> <li>• Remarks on the advantage of the stopping points (1)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• Least preferred (1)</li> <li>• Least preferred - support aspect (3)</li> <li>• Least preferred - predict aspect (1)</li> <li>• Dislikes strategy (1)</li> <li>• So many things happened and this made predicting difficult (1)</li> <li>• Difficult to find things/key words to support predictions (4)</li> <li>• Time consuming (2)</li> <li>• Most difficult strategy (1)</li> <li>• 2nd most difficult strategy (1)</li> <li>• Finds support aspect slightly more difficult/hard (2)</li> </ul>
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\* Please see comment underneath Matrix 32 , which is a continuation of this one.

**Continuation of An Analysis of the Children's Views in Relation to Illeris's (2002) 3 Dimensional Perspective of the Learning Process (i.e. Cognitive, Social and Emotional)**

**Matrix 32**

Combinations	Total Number of Comments
<p><b>3 Strategies Taught at Start of Fiction Component - Read and Retell; Skinny Book and Using Content Clues</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Finds all helpful (3)</li> <li>• Fine (1)</li> <li>• Really likes (2)</li> <li>• Fun (3)</li> <li>• Stimulating/Activate the brain (2)</li> <li>• Great (1)</li> <li>• Aid understanding of text (1)</li> <li>• Quick (1)</li> <li>• Aid memory (1)</li> <li>• Enjoyable (1)</li> </ul> <p><b>Concluding Preferences</b></p> <p><b>Positive - Most Preferred</b></p> <ul style="list-style-type: none"> <li>• Read and Retell and Skinny Book (2)</li> <li>• Read and Retell and Skinny Book and Predict and Support (1)</li> <li>• Read and Retell and Content Clues (1)</li> </ul> <p><b>Negative - Least Preferred</b></p> <ul style="list-style-type: none"> <li>• Skinny Book and Predict and Support (1)</li> </ul>	<p><b>Code</b>  <b>Pink = Emotional</b>      <b>Blue = Cognitive</b>      <b>Plum = Cognitive and Emotional</b></p> <p><b>Totals</b></p> <p><b>Read and Retell</b>  <b>Emotional = 14</b>  <b>Cognitive = 16</b>  <b>Cognitive &amp; Emotional = 9</b></p> <p><b>Using Content Clues</b>  <b>Emotional = 2</b>  <b>Cognitive = 8</b>  <b>Cognitive &amp; Emotional = 0</b></p> <p><b>Skinny Book</b>  <b>Emotional = 10</b>  <b>Cognitive = 16</b>  <b>Cognitive &amp; Emotional = 3</b></p> <p><b>Predict and Support</b>  <b>Emotional = 19</b>  <b>Cognitive = 26</b>  <b>Cognitive &amp; Emotional = 15</b></p> <p><b>Combinations</b>  <b>Emotional = 13</b>  <b>Cognitive = 8</b>  <b>Cognitive &amp; Emotional = 0</b></p> <p><b>Overall Sum</b>  <b>Emotional = 59</b>  <b>Cognitive = 73</b>  <b>Cognitive &amp; Emotional = 27</b></p>

Interestingly, the children's responses in relation to the four strategies taught (and their combination) during the fiction component reflect a greater focus on the cognitive dimension of the learning process as opposed to the emotional one. The social dimension of learning is given no acknowledgement.

**Table 4: Children's Comments on Fiction Intervention as Opposed to Class Reading Scheme**

**Interview 3**

<b>Children</b>	<b>Preference</b>	<b>Comments Received</b>
Child A	Strategy Intervention Programme	The <b>Ginn</b> book ..you can turn back the pages but <b>that's too easy</b> for you.
Child B	Strategy Intervention Programme	The other books (i.e. referring to <b>Ginn</b> ) are <b>easy</b> .
Child C	Strategy Intervention Programme	Too <b>easy</b> (referring to <b>Ginn</b> ).
Child D	Strategy Intervention Programme	The other book's (i.e. <b>Ginn</b> ) <b>too easy</b>
Child E	Strategy Intervention Programme	I <b>like</b> it (referring to novel)
Child F	Ginn Reading Scheme	I <b>know</b> it (referring to Ginn)
Child G	Strategy Intervention Programme	They're <b>fun to learn</b> (referring to strategies) and <b>it keeps your brain working</b> .
Child H	Strategy Intervention Programme	I think the ones we're dain the noo is <b>better</b> because we're learning about what we're reading as well as <b>learning new things</b> .
Child I	Strategy Intervention Programme	The <b>Ginn</b> was too <b>easy</b> ..because the <b>Unit Study</b> you've got more <b>hard words to learn</b> and you've got more <b>strategies</b> in your reading.
Child J	Strategy Intervention Programme	<b>Fantastic</b>
Child K	Strategy Intervention Programme	The <b>reading books?</b> I <b>don't like</b> reading it.
Child L	Strategy Intervention Programme	I <b>like the Strawberry Jam Pony</b>

**Key** **Blue = Cognitive Plum = Cognitive and Emotional Pink = Emotional**

Interestingly, eleven out of the twelve children express a preference for the new intervention programme as opposed to the class reading scheme. With reference to the comments received by the children to support their preference for the intervention programme, it is interesting to note, that in relation to Illeris's (2002) three dimensional learning perspective, five are concerned with the cognitive sphere (educational advancement), two with the cognitive and emotional spere (educational advancement) and three with the emotional sphere. The comment given by Child F who expressed a preference for the Ginn scheme is based on cognitive familiarity.



**Research Question 2a**

**Learning Style Focus**

**What types of learning activities do the case study children express a preference for at the pre-intervention phase?**

**Matrix 33 - Children's Pre-intervention Learning Preferences**

	Curriculum Area and Activity Focus	Curriculum Area and Cognition	Cross Curricular and Cognition	Cognition and Social	Work Situation (Social)
Child A	<i>Expressive Arts - Art (2)</i>			Finding Information in a group (1) Th	Group (1) Act/Prag
Child B	<i>Expressive Arts - Art (2)</i>	<i>Language - Reading - Finding Information (1) Th</i>	Using Imagination (1) Prag		With a Partner (1)
Child C	<i>Expressive Arts - Art (1)</i> <i>Drama (1) Act</i>		Making Games (1)		Alone (1) Ref
Child D	<i>Language - Reading (1)</i> <i>Expressive Arts - Art (1)</i>	<i>Language - Reading - Finding Information (1) Th</i>			Group (1) Act/Prag
Child E		<i>Expressive Arts - Art - Making Dinosaurs (1)</i>	Consolidating Learning - <i>Class Jotter (1) Ref</i> Inventing Stuff (1) - Prag Making Books (1)		Alone (1) Ref
Child F			Finding Information (1) Th		Group (1) Act/Prag
Child G	<i>Language - Reading (1)</i> <i>Expressive Arts - Art (1)</i>		Creating Things from imagination (1) Prag		Alone (1) Ref
Child H	<i>Expressive Arts - Art</i>		Creating from		Alone (1) Ref

	(2)		Imagination (1) Prag	
Child I	Language - <b>Hand Writing (1)</b> - Ref Reading (1)	Expressive Arts - Art - Using <b>Imagination(1)</b> Prag  Language - Reading - <b>Finding Information (1)</b> Th		<b>With a friend (1)</b> - Prag
Child J	Expressive Arts - Art (1) <b>Drama (1)</b> Act	Language - Reading - <b>Answering Hard Questions (1)</b> - Ref		<b>Alone (1)</b> Ref
Child K	Expressive Arts - Music (1) <b>Drama (1)</b> Act Art (1) PE (1) Language - Reading (1)		Cooking (1)	<b>With a Partner (1)</b>
Child L		Language - Reading - <b>Finding Information (1)</b> Th	Working on Difficult Tasks (1)	<b>Alone (1)</b> Ref  Working with the Teacher (1)

**Learning Style Key**    Th = Theorist    Ref = Reflector    Prag = Pragmatist    Act = Activist    Act/Prag = Activist and Pragmatist

It is interesting to note the various responses given by the children, particularly their preference for tasks associated with the curriculum areas of language and the expressive arts.

**Matrix 34 - Criteria from Matrix 33 Specifically Associated with Honey and Mumford's (1986, 1992) Learning Style Criteria**

<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Miscellaneous</b>
<b>Cognitive Criteria</b> Using Imagination Creating things from Imagination. Inventing Stuff  <b>Social Criteria</b> Working in a variety of social work modes. Working with friends.	<b>Cognitive Criteria</b> Drama  <b>Social Criteria</b> Working in a variety of social work modes.	<b>Cognitive Criteria</b> Finding Information	<b>Cognitive Criteria</b> Consolidating Learning Hand Writing Answering Questions  <b>Social Criteria</b> Working Alone	Apart from drama and hand writing, activities are in general too difficult to categorise in accordance with styles. Further information on the cognitive skills employed whilst engaged in each one or specific teaching criteria would be required.

In accordance with Honey and Mumford's (1986, 1992) learning style criteria (i.e. cognitive and social), the difficulties (i.e. Miscellaneous) in trying to classify activities without having a knowledge of the cognitive processes involved are reflected. Nevertheless, at this phase, activities consistent with the cognitive aspect of the reflector style would appear to be the ones which the children are most aware of in their classroom learning. Although, the pragmatist aspect of working with friends and the reflector aspect of working alone are quite specific to each of these two categories, the category 'Working in a variety of social work modes', does, however, apply to both the activist and pragmatist styles. Unfortunately, the criteria used to categorise the social aspect of the children's work preference (Appendix 1) is not explicitly given for the theorist mode.

**Matrix 35 - Total Sum of Children's Pre-intervention Learning Preferences**

Learners' Preferences	Curriculum Area and Activity Focus	Curriculum Area and Cognition	Cross Curricular and Cognition	Cognition and Social	Work Situation Social
Total Responses from Children	<i>Expressive Arts</i> Art (11) Drama (3) - Act Music (1) PE (1)  <i>Language</i> Reading (4) Handwriting (1) - Ref	<i>Expressive Arts</i> Art - Use of Imagination (2) - Prag  <i>Language</i> Reading - Finding Information (4) - Th  Answering Questions (1) - Ref	Using Imagination/ Inventing (4) - Prag  Making (2)  Consolidating Learning (1) - Ref  Cooking (1)  Difficult Tasks (1)	Finding Information (1) - Th in a Group (1) - Prag or Act  Working with the Teacher (1)	Group (3) Act/Prag  Partner (2)  Alone (6) - Ref  With a Friend (1) - Prag

**Sum of Activities Consistent with Honey and Mumford's Learning Style Theory**

**Activist = 3                      Pragmatist = 6                      Theorist = 5                      Reflector = 3**

**Sum of Work Situations Consistent with Honey and Mumford's Learning Style Criteria**

**Activist/Pragmatist = 4    Pragmatist = 1                      Theorist = No explicit criteria given                      Reflector = 6**

Activities consistent with the cognitive element of the pragmatist style are the most popular with the children, followed closely by those associated with the theorist mode. In contrast, the children's most preferred mode of working (i.e. alone) is associated with the reflector style.

### Research Question 2b

### Learning Style Focus

What types of learning activities do the case study children choose from the elective task element of the intervention and what, if anything do their choices and justifications for their choices, suggest about their preferred learning style(s)?

### Matrix 36 Non-fiction Elective Tasks

### Overview of Lessons in Relation to Style, Cognitive Criteria, Social Mode of Working and Child Selection

Task No. & Style Choice	Style and Cognitive Criteria	Social Mode of Working	Child Preference
1 a. Theorist (Th) b. Pragmatist (P)	Th = Seek Facts/Collect Data P = Divergent Thinking	Th = Partner P = Alone	Th = A, C, D, E, I, J (6) P = B, F, G, H, K, L (6)
2 a. Activist (Act) b. Reflector (Ref)	Act = Role Play Ref = Practising Skills	Act = Group of 4 Ref = Alone	Act = C, E, F, H, I, J, K (7) Ref = A, D, G, L (4)
3 a. Activist (Act) b. Pragmatist (Prag)	Act = Presenting Work to Others/Set Challenge with Inadequate Resources P = Imaginative/Relate Well to People	Act = Choice of 2, 3 or 4 people P = Group of 4	Act = A, C, D, G, J, K, L (7)  P = E, F, H, I (4)
4 a. Reflector (Ref) b. Theorist (Th)	Ref = Practising Skills Th = Rework Essays and Notes	Ref = Alone Th = Partner	Child B Absent from class Ref = B, D, G, H, L (5) Th = A, C, E, F, I, J, K (7)
5 a. Activist (Act) b. Reflector (Ref)	Act = Trial and Error/Presenting Work to Others. Ref = Like Time to Prepare/Structured Practical Work	Act = Pupil Choice  Ref = Alone	Act = A, B, C, D, E, F, H, I, J, K, L (11)  Ref = No one
6 a. Theorist (Th) b. Activist (Act)	Th = Enjoy Time to Explore/Seek Facts Act = Role Play	Th = Partner Act = Group of 4	Child G absent from class Th = J (1) Act = A, B, C, D, E, F, G, H, I, K, L (11)
7 a. Reflector (Ref) b. Pragmatist (P)	Ref = Practising Skills P = Imaginative	Ref = *(With Teacher) * P = Pupil Choice	Ref = J (1) P = A, B, C, D, E, F, H, I, K, L (10)

				Child G absent from class
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**Totals: Activist = 36      Pragmatist = 20      Theorist = 14      Reflector = 10**

Out of the four activities provided in the activist and reflector styles, the activist style accounted for 36 of the children's choices whereas the style of reflector only accounted for ten. In relation to the three activities provided in the pragmatist and theorist modes, twenty pragmatist activities were selected and fourteen theorist ones. Despite the greater opportunity provided for the children in the reflector style ( 4 as opposed to three), the children's lack of selection for this style would suggest this to be of low preference. Overall, the activist and pragmatist styles would appear to be the childrens most popular choices.

**Matrix 37 Non-fiction Elective Tasks -**

**Children's Overall Selection of Elective Tasks in Relation to Learning Style, Cognitive Criteria and Social Mode of Working**

	<b>Activist</b>	<b>Pragmatist</b>	<b>Theorist</b>	<b>Reflector</b>
<b>Cognitive Criteria and Social Mode of Working</b>	Role Play - 2 Lessons <b>(7 + 11 = 18)</b> <b>Group, Group</b>	Divergent Thinking <b>(6)</b> <b>Alone</b>	Seek Facts/Collect Data <b>(6)</b> <b>Partner</b>	Practising Skills - 3 Lessons <b>(4 + 5 + 1 = 10)</b> <b>Alone, Alone, With Teacher</b>
	Presenting Work to Others/Set Challenge with Inadequate Resources <b>(7)</b> <b>Pupil Choice of Grouping</b>	Imaginative/Relate Well to People <b>(4)</b> <b>Group</b>	Rework Essays and Notes <b>(7)</b> <b>Partner</b>	Like Time to Prepare/Structured Practical Work <b>(0)</b> <b>Alone</b>
	Trial and Error/Presenting Work to Others <b>(11)</b> <b>Pupil Choice of Grouping</b>	Imaginative <b>(10)</b> <b>Pupil Choice of Grouping</b>	Enjoy Time to Explore/Seek Facts <b>(1)</b> <b>Partner</b>	
	<b>Total Tasks Chosen = 36</b>	<b>Total Tasks Chosen = 20</b>	<b>Total Tasks Chosen = 14</b>	<b>Total Tasks Chosen = 10</b>

**Overall Social Mode of Working**

**Group = 22      Pupil Choice = 28      Partner = 14      Alone = 9**

'Pupil Choice,' provided in both the pragmatist and activist styles was the children's most popular mode of working followed by 'Working in a group.' 'Working with a partner' and 'working alone' were the children's third and fourth choices.

**Child A's Elective Task Choices in Non-fiction Component - Workbook Selections**  
**Matrix 38**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child A	Imaginative (1) - L7  Total = (1)	Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5 Role Play (1) - L6 Total = (3)	Seek Facts (1) - L1 Rework Essays and Notes (1) - L4  Total = (2)	Practising Skills (1) - L2  Total = (1)	Alone = 1 Partner = 2 Pupil Choice = 3 Group = 1

**Child A's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 39 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child A				Information for an outing (1)	

**Matrix 40 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child A			'Writing in sentences is something I am familiar with' (1)	Use the computer (1)	Like writing sentences (1) Enjoy making things (1)



**Matrix 41 - Social Factors**

	<b>Wanted to Work Alone</b>	<b>Involves Co-operative Learning</b>
<b>Child A</b>		Desire to work in a group (1) Enjoy working with a partner (1)

Elective task activities consistent with the activist style are the one's most frequently chosen by Child A followed by those consistent with the theorist mode. Justifications to support child's choices focus more on the emotional dimension of the learning process (i.e. 4 comments) as opposed to the cognitive one (one comment). The social dimension of the learning process was acknowledged twice by child, with a preference for the co-operative aspect of learning being reflected.

**Child B 's Elective Task Choices in Non-fiction Component - Workbook Selections**

**Matrix 42**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child B - Absent L2 and L3	Divergent Thinking (1) - L1 Imaginative (1) - L7 Total = (2)	Trial and Error/Presenting to Others (1) - L5 Role Play (1) - L6 Total = (2)		Practising Skills (1) - L2  Total = (1)	Alone = 2 Partner = 0 Pupil Choice = 2 Group = 1

**Child B's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 43 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child B		Easier (1)	Need to think carefully (1)		

**Matrix 44 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child B	More exciting (1) Didn't like alternative (1)				Likes finding words (1) Likes arts and crafts (1)

**Matrix 45 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child B		Desire to work in a group (1)

Elective task activities consistent with both the activist and pragmatist styles are the one's most frequently chosen by Child B, followed by those consistent with the reflector mode. No activities consistent with the theorist mode were selected (i.e. child's 2 absentees were concerned with the activist and reflector (L2) and the activist and pragmatist (L3)). In relation to the child's justifications to support his elective choices, the emotional dimension of the learning process received one more comment than the cognitive sphere (i.e. 3 as opposed to two). One justification in relation to the social aspect of learning was given, with the focus being on group work.

**Child C's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 46**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child C	Imaginative (1) - L7  Total = (1)	Role Play (2) - L2 & L6 Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5 Role Play (1) - L6 Total = (4)	Seek Facts (1) - L1 Rework Essays and Notes (1) - L4  Total = (2)		Alone = 0 Partner = 2 Pupil Choice = 3 Group = 2

**Child C's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 47 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child C	Didn't want to write (1)		Harder (1) Able to use brain (1) Wanted to find information (1)		

**Matrix 48 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child C					Enjoys making things (1) Likes drama (1)

**Matrix 49 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child C		Wanted to work with a partner (1)

Elective task activities consistent with the activist style are the one's most frequently chosen by Child C followed by those consistent with the theorist and then the pragmatist style of learning. Interestingly, justifications to support child's choices focus more on the cognitive dimension of the learning process (i.e. 4 comments) as opposed to the cognitive (two) or social spheres. Preference for the cognitive category 'Extends Current Knowledge,' is noted.

**Child D's Elective Task Choices in Non-fiction Component - Workbook Selections**

**Matrix 50**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child D	Imaginative (1) - L7  Total = (1)	Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5 Role Play (1) - L6 Total = (3)	Seek Facts (1) - L1  Total = (1)	Practising Skills (2) - L2 & L4  Total = (2)	Alone = 2 Partner = 1 Pupil Choice = 3 Group = 1

**Child D's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 51 - Cognitive Factors**

Child D	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
	Prefers to make things than write (1)	Easier (1)			

**Matrix 52 - Emotional Factors**

Child D	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
				Use the computer (1)	Likes finding things out (1) Likes writing (1)

### Matrix 53 - Social Factors

	Wanted to Work Alone	Involves Co-operative Learning
Child D		Desire to work in a group (1)

Elective task activities consistent with the activist style are the one's most frequently chosen by Child D followed by those consistent with the reflector style of learning. One task consistent with the theorist and one task consistent with the pragmatist style were also selected. In relation to the child's justifications, the emotional dimension of the learning process received one more comment than the cognitive sphere (i.e. 3 as opposed to two). One justification in relation to the social aspect of learning was given, with the focus being on group work.

**Child E's Elective Task Choices in Non-fiction Component - Workbook Selections**  
**Matrix 54**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child E	Imaginative/Relate Well to People (1) - L3 Imaginative (2) - L7 Total = (1)	Role Play (2) - L2 & Trial and Error/Presenting to Others (1) - L5 Total = (3)	Seek Facts (1) - L1 Rework Essays and Notes (1) - L4 Total = (2)		Alone = 0 Partner = 2 Pupil Choice = 2 Group = 3

**Child E's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 55 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child E		Able to apply known information (1)	Wanted to learn how to use a thesaurus (1) Enabled a testing of memory (1)		

**Matrix 56 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child E		' I am good at using the computer' (1)			Likes arts and crafts (1) Enjoys drama (1)



**Matrix 57 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child E		Desire to work in a group (1)

Elective task activities consistent with the activist style are the one's most frequently chosen by Child E followed by those consistent with the theorist and then the pragmatist style of learning. No reflector based activities were chosen. Interestingly, child's justifications to support elective task choices are balanced between the cognitive and emotional dimensions of the learning process (i.e. 3 comments for each). One justification in relation to the social aspect of learning is given, with the focus being on group work.

**Child F's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 58**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child F	Divergent Thinking (1) - L1 Imaginative/Relate Well to People (1) - L3 Imaginative (1) - L7 Total = (3)	Role Play (2) - L2 & L6 Trial and Error/Presenting to Others (1) - L5 Total = (3)	Rework Essays and Notes (1) - L4  Total = (1)		Alone = 1 Partner = 1 Pupil Choice = 2 Group = 3

**Child F's Reasons For Elective Task Choices in Non-fiction Component**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child F	Prefers to discuss than write (1)	Easy (1)	Wanted to know more about (1)		'because no one else was doing it, I thought it would be a challenge, (1)

**Matrix 60 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child F	Didn't understand alternative (1)		Do drama at home (1)		Really enjoy making things (1)

**Matrix 61 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child F		Desire to work in a group (1) Group helped each other (1)

Elective task activities consistent with both the activist and pragmatist styles are the one's most frequently chosen by Child F. One theorist activity was selected but none consistent with the reflector mode. In relation to the child's justifications, the cognitive dimension of the learning process received one more comment than the emotional sphere. In the social dimension, the two comments received suggest child's preference for group work.

**Child G's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 62**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child G - Absent from Class L5 & L7	Divergent Thinking (1) - L1	Presenting to Others/Inadequate Resources (1) - L3 Role Play (1) - L6 Total = (2)		Practising Skills (2) - L2 & L4  Total = (2)	Alone = 3 Partner = 0 Pupil Choice = 1 Group = 1
	Total = (1)				

**Child G's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 63 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child G		Easy (1) Able to apply known information (1)	Wanted to know more about (2)		

**Matrix 64 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child G	More manageable (1) Looked more exciting and creative (1) Not good at skill required in alternative (i.e. acting) (1)				

**Matrix 65 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child G		Wanted to work with a partner (1)

Interestingly, elective task activities consistent with both the activist and the reflector style of learning are those most frequently chosen by Child G. One activity consistent with the pragmatist style was selected. No activity consistent with the theorist style was, however, chosen despite the fact that the two activities that the child missed did not apply to this mode (i.e. L5 = activist and reflector and L7 = reflector and pragmatist). In relation to the child's justifications, the cognitive dimension of the learning process received one more comment than the emotional sphere. In the social dimension, the one comment received refers to child's preference for working with a partner.

**Child H's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 66**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child H	Divergent Thinking (1) - L1 Imaginative/Relate Well to People (1) - L3 Imaginative (1) - L7 Total = (3)	Role Play (2) - L2 & Trial and Error/Presenting to Others (1) - L5 Total = (3)		Practising Skills (1) - L2  Total = (1)	Alone = 2 Partner = 0 Pupil Choice = 2 Group = 3

**Child H's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 67 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child H	Prefers building and active tasks as opposed to written ones (1)	Able to apply known information (2)	Learned lots by rereading (1) Enhanced concentration (1)		

**Matrix 68 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child H					Likes looking for different words (1) Really likes reading (1) Fully Committed (1) Loves building things (1) Loves arts and crafts (1) Enjoys acting/drama activities (1)

**Matrix 69 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child H	Wanted to work alone (1)	Wanted to work with a partner (1)

Elective task activities consistent with both the activist and the pragmatist style of learning are those most frequently chosen by Child H. One activity consistent with the reflector style was selected, however, no activities were chosen in relation to the theorist style. Interestingly, child provides very full justifications for her elective tasks choices, particularly in relation to the cognitive (6 comments) and the emotional (5 comments) dimensions of the learning process. With regard to the social aspect of learning child expresses an enjoyment for working alone and with a partner.

**Child I's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 70**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child I	Imaginative/Relate Well to People (1) - L3 Imaginative (1) - 7 Total = (2)	Role Play (2) - L2 & L6 Trial and Error/Presenting to Others (1) - L5 Total = (3)	Seek Facts (1) - L1 Rework Essays and Notes (1) - L4 Total = (2)		Alone = 0 Partner = 2 Pupil Choice = 2 Group = 3

**Child I's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 71 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child I	Didn't want to write (1)		Harder (2) Needed to think carefully (1)		

**Matrix 72 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child I					Sounded fun (1) Likes drama (1)



**Matrix 73 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child I		Wanted to work with a friend (1)

Elective task activities consistent with both the activist and the pragmatist style of learning are the ones most frequently chosen by Child I. Two activities in relation to the theorist style were chosen, but not one activity in relation to the reflector style. In relation to the child's justifications, the cognitive dimension of the learning process received four comment with the emotional sphere receiving two. In the social dimension, the one comment given refers to child's preference for working with a friend.

**Child J's Elective Task Choices in Non-fiction Component - Workbook Selections**  
**Matrix 74**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child J		Role Play (1) - L2 Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5 Total = (3)	Seek Facts (1) - L1 Rework Essays and Notes (1) - L4 Enjoy time to explore/seek facts (1) - L6 Total = (3)	Practising Skills (1) - L7 Total = (1)	With Teacher = 1 Partner = 3 Pupil Choice = 2 Group = 1

**Child J's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 75 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child J			Harder (1) Able to use the brain (1)	Finding out public information (1)	

**Matrix 76 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child J			Do drama at dance class (1)		Likes drama (1)

**Matrix 77 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child J		

Interestingly, elective task activities consistent with both the activist and the theorist style of learning are the ones most frequently chosen by Child J. One activity consistent with the reflector style was selected, however, none in relation to the pragmatist style were selected. With regard to the child's justifications, three comments in relation to the cognitive dimension of the learning process were given and two in relation to the emotional sphere. No comments in relation to the social aspect of learning were received. However, in the elective tasks, it is interesting to note that Child J was the only child in the enquiry to select a task that involved working with myself (the teacher).

**Child K's Elective Task Choices in Non-fiction Component - Workbook Selections  
Matrix 78**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child K</b>	Divergent Thinking (1) - L1 Imaginative (1) - L7  Total = (2)	Role Play (2) - L2 & L6 Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5  Total = (4)	Rework Essays and Notes (1) - L4   Total = (1)		Alone = 1 Partner = 1 Pupil Choice = 3 Group = 2

**Child K's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 79 - Cognitive Factors**

<b>Child K</b>	<b>Practical/Non Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>
	Didn't want to write (1)	Easier (1)		Awaiting acceptance from drama school (1)	

**Matrix 80 - Emotional Factors**

<b>Child K</b>	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
	Didn't like alternative (1)				Loves doing arts and crafts (1) Likes acting (1)

**Matrix 81- Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child K		Enjoys working with a partner (1) Wanted to work with a friend (1) Desire to work in a group (1)

Elective task activities consistent with the activist style are the ones most frequently chosen by Child K, followed by those consistent with the pragmatist and then the theorist styles of learning. No reflector based activities were selected. With regard to the child's justifications, four comments in relation to the cognitive dimension of the learning process were given and three in relation to both the emotional and social dimensions. Co-operative learning, particularly, tasks that involve working with one other child would appear to be preferred by Child K.

**Child L's Elective Task Choices in Non-fiction Component - Workbook Selections**  
**Matrix 82**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child L	Divergent Thinking (1) - L1 Imaginative (1) - L7  Total = (2)	Presenting to Others/Inadequate Resources (1) - L3 Trial and Error/Presenting to Others (1) - L5 Role Play (1) - L6 Total = (3)		Practising Skills (2) - L2 & L4   Total = (2)	Alone = 3 Partner = 0 Pupil Choice = 3 Group = 1

**Child L's Reasons For Elective Task Choices in Non-fiction Component**

**Matrix 83 - Cognitive Factors**

	Practical/Non Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child L			Harder (1) Wanted to practice and improve drawing skills (1) Learned more (1)		

**Matrix 84 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child L	Looked more exciting (1)				Fully committed (1) Likes doing art activities (2)

**Matrix 85 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child L		Wanted to work with friends (1)

Elective task activities consistent with the activist style are the ones most frequently chosen by Child L, followed jointly by those associated with both the reflector and pragmatist styles of learning. No theorist based activities were selected. With regard to the child's justifications, four comments in relation to the emotional dimension of the learning process are given and three in relation to the cognitive sphere. In the social dimension, the one comment received refers to the child's preference for working with friends.

## Matrix 86: Children's Overall Responses to Non-fiction Elective Task Choices

### Cognitive Factors

Programme	Practical/Non Written	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Non-fiction	<p>Didn't want to write (3)                      Prefers to make things rather than write (1)                      Prefers to discuss than write (1)                      Prefers building and active tasks as opposed to written ones (1)</p> <p><b>Total = 6</b></p>	<p>Easier/ Easy (7)                      Able to apply known information (4)</p> <p><b>Total = 11</b></p>	<p>Need to think carefully (2)                      Harder (5)                      Wanted to find information/know more about (4)                      Learned more (1)                      Able to use the brain (2)                      Wanted to learn how to use a thesaurus (1)                      Enabled testing of memory/ enhancement of concentration (2)                      Learn lots by rereading (1)                      Wanted to practice &amp; improve skills (1)</p> <p><b>Total = 19</b></p>	<p>Wanted to find information for a family outing (1)                      Finding out public information (1)                      Awaiting acceptance from drama school (1)</p> <p><b>Total = 3</b></p>	<p>No one else was doing it - more of a challenge (1)</p> <p><b>Total = 1</b></p>

**Total Cognitive Factors in Non-fiction = 40**

Out of the forty cognitive responses received by the children to support their elective task choices the most popular category was 'Extends Current Knowledge.' Considering that this particular aspect of the intervention programme was concerned with pupil choice it is, thus, interesting to note that more children stated that they chose tasks which they deemed to be more beneficial to their learning.



### Matrix 86a : Children's Overall Affective Responses to Non-fiction Elective Task Choices

#### Emotional Factors

Programme	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Non-fiction	<p>Didn't like alternative (2)                      Didn't understand alternative (1)                      More manageable (1)                      Not good at skill required in alternative (1)                      Looked more exciting/funnier than other one on offer (3)</p> <p><b>Total = 8</b></p>	<p>Good at using the computer (1)</p> <p><b>Total = 1</b></p>	<p>Familiar with writing in sentences (1)                      Do drama/acting outside of class (2)</p> <p><b>Total = 3</b></p>	<p>Wanted /like using the computer (2)</p> <p><b>Total = 2</b></p>	<p>Like writing in sentences (1)                      Likes writing (1)                      Enjoy making/building things (4)                      Like finding words (2)                      Like finding things out (1)                      Likes reading (1)                      Like doing art/ art and crafts (6)                      Like/enjoy drama/acting (6)                      Fully committed (2)                      Sounded fun (1)</p> <p><b>Total = 25</b></p>

**Total Emotional Factors in Non-fiction = 39**

Out of the thirty nine emotional responses received by the children to support their elective task choices the most popular category was 'Motivationally Enjoyable.' These findings therefore suggest that the children's choices in this study were influenced more by their personal opinion of tasks, opposed to the resources/alternative on offer or their familiarity with type of task.

**Matrix 86b : Children's Overall Responses to Non-fiction Elective Task Choices**

**Social Factors**

<b>Programme</b>	<b>Wanted to Work Alone</b>	<b>Involves Co-operative Learning</b>
Non-fiction	Wanted to work alone (2)  <b>Total = 2</b>	Desire to work in a group (5) Grouped helped each other (1) Wanted to/ enjoy working with a partner (5) Wanted to work with a friend (s) (3) Prefers to work in a group (1) <b>Total = 15</b>

**Total Social Factors Non-fiction = 17**

It is interesting to note the children's overall preference for co-operative learning situations as opposed to those of an individual nature. Both working with one other child (i.e. partner of friend) and working in a group receive an equal preference.

**Matrix 87 - Fiction Elective Tasks  
Overview of Lessons in Relation to Style, Cognitive Criteria, Social Mode of Working and Child Selection**

Strawberry Jam Pony - Choice of 4 Tasks	Choice of Task Styles and their Cognitive Criteria	Social Work Mode	Child Choice
Chapter 1	<ol style="list-style-type: none"> <li>1. P = Enjoy listening to others and sharing ideas.</li> <li>2. Ref = Enjoy reviewing what has been learned.</li> <li>3. Act = Role Play.</li> <li>4. Th = Seek Facts</li> </ol>	<p>P = Group</p> <p>Ref = Alone</p> <p>Act = With a Partner</p> <p>Th = Choice - 2 or 3 people.</p>	<p>Act = C, E, F, H, I, J (6)</p> <p>Th = A, B, D, G, K, L (6)</p> <p>P = C, G, J (3)</p>
Chapter 2	<ol style="list-style-type: none"> <li>1. P = Divergent Thinking</li> <li>2. Ref = Reviewing what has been learned.</li> <li>3. Act = Set challenge with inadequate resources.</li> <li>4. Th = Rework essays and notes.</li> </ol>	<p>P = Partner</p> <p>Ref = Alone</p> <p>Act = Group of 3</p> <p>Th = Partner</p>	<p>Act = A, B, D, E, F, H, H, K, L (9) (Child I absent from class)</p>
Chapter 3	<ol style="list-style-type: none"> <li>1. P = Relate well to people.</li> <li>2. Ref = Doing structured practical work.</li> <li>3. Act = Set challenge with inadequate resources.</li> <li>4. Th = Critiques information and collects data.</li> </ol>	<p>P = Partner</p> <p>Ref = Alone</p> <p>Act = Group of 3</p> <p>Th = Partner</p>	<p>P = B, C, G, H, K, L (6)</p> <p>Act = A, D, F, I (4)</p> <p>Th = E, J (2)</p>
Chapter 4	<ol style="list-style-type: none"> <li>1. P = Using Imagination</li> <li>2. Ref = Practising Skills</li> <li>3. Act = Role Play</li> <li>4. Th = Re-work essays and notes</li> </ol>	<p>P = Pupil choice</p> <p>Ref = Alone</p> <p>Act = Group of 3</p> <p>Th = Partner</p> <p>P = Group of 3</p>	<p>P = E, L (2)</p> <p>Act = A, B, C, D, F, G, H, I, J, K (10)</p>
Chapter 5	<ol style="list-style-type: none"> <li>1. P = Using Imagination</li> </ol>	<p>P = Group of 3</p>	

	2. Ref = Practising Skills 3. Act = Role Play	Ref = Alone Act = Group of 3	Ref = G (1) Act = A, B, C, D, E, F, H, I, K (9) Th = J, L (2)
Chapter 6	4. Th = Logical Thinking 1. P = Real Life Situation 2. Ref = Producing Analyses and Reports 3. Act = Bouncing Ideas of Each Other. 4. Th = Collecting Data.	Th = Partner P = Group of 3 Ref = Alone Act = Group of 3 Th = With a Partner	P = F (1) Act = A, B, C, D, E, G, I, J, K, L (10) Th = H (1)

**Totals: Activist = 48    Pragmatist = 12    Theorist = 11    Reflector = 1**

Out of the six elective tasks provided in each of the four styles the activist style was the most noted preference of the children i.e. a total of 48 choices. The difference between this most preferred style and the children's second (pragmatist) and third (i.e. theorist) is interesting. Tasks associated with the reflector style were the least popular with the children. Indeed, only one child (Child G) chose to pursue one activity reflective of this mode.

## Matrix 88 Fiction Elective Tasks

### Children's Overall Selection of Elective Tasks in Relation to Learning Style, Cognitive Criteria and Social Work Mode

	Activist	Pragmatist	Theorist	Reflector
Cognitive Criteria and Social Mode of Working	Role Play - 3 Lessons (6 + 10 + 9 = 25) <b>Partner, Group, Group</b>	Enjoy Listening to Others and Sharing Ideas (0) <b>Group</b>	Seek Facts (6) <b>Pupil Choice</b>	Enjoy Reviewing What Has Been Learned - 2 Lessons (0) <b>Alone</b>
	Set Challenge with Inadequate Resources - 2 Lessons (9 + 4 = 13) <b>Group, Group</b>	Divergent Thinking (3) <b>Partner</b>	Rework Essays and Notes - 2 Lessons (0) <b>Partner</b>	Doing Structured Practical Work (0) <b>Alone</b>
	Bouncing Ideas of Each Other (10) <b>Group</b>	Relate Well to People (6) <b>Partner</b>	Critiques Information and Collects Data (2) <b>Partner</b>	Practising Skills - 2 Lessons (1) <b>Alone</b>
		Using Imagination - 2 Lessons (2 + 0 = 2) <b>Pupil Choice of Grouping</b>	Collecting Data (1) <b>Partner</b>	Producing Analyses and Reports (0) <b>Alone</b>
<b>Total Tasks Chosen = 48</b>	<b>Total Tasks Chosen = 12</b>	<b>Total Tasks Chosen = 9</b>	<b>Total Tasks Chosen = 1</b>	

**Overall Social Mode of Working      Group = 43      Pupil Choice = 8      Partner = 18      Alone = 1**

'Working in a group' is suggested in the fiction component as being the children's most preferred mode of working. Working with a partner and pupil choice received a second and third preference. Working alone was the children's least preferred mode.

**Child A's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 89**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child A		Set Challenge with Inadequate Resources (2) - Ch2 & Ch3 Role Play (2) - Ch4 & Ch5 Bouncing Ideas (1) - Ch6 Total = (5)	Seek Facts (1) - Ch1    Total = (1)		Alone = 0 Partner = 0 Pupil Choice of Grouping = 1 Group = 5

**Child A's Reasons for Elective Task Choices in Fiction Component**

**Matrix 90 - Cognitive Factors**

	Practical/Non-Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child A			Learned more (1) Helps you think (1)		

**Matrix 91 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child A				Wanted to use the computer (1)	Enjoy finding information (1) Fully committed (1)

**Matrix 92 - Social Factors**

	<b>Wanted to Work Alone</b>	<b>Involves Co-operative Learning</b>
<b>Child A</b>		Desire to work in a group (1)

Elective tasks consistent with the activist style are chosen on five occasions out of a total of six. One task consistent with the theorist style of learning is also selected. No acknowledgement of tasks consistent with the pragmatist or reflector style of learning is given. Three comments in relation to the emotional dimension of the learning process and two in relation to the cognitive sphere are expressed. One comment in relation to the social dimension is received, with its focus being upon group work. Interestingly, all of the six elective tasks chosen involved group work.

**Child B's Reasons for Elective Task Choices in Fiction Component - Workbook Selections**  
**Matrix 93**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child B</b>	Relate Well to People (1) - Ch3 Total = (10)	Set Challenge with Inadequate Resources (1) - Ch2 Role Play (2) - Ch4 & Ch5 Bouncing Ideas of Each Other (1) - Ch6 Total = (4)	Seek Facts (1) - Ch1 Total = (1)		Alone = 0 Partner = 1 Pupil Choice of Grouping = 1 Group = 4

**Child B's Reasons for Elective Task Choices in Fiction Component**

**Matrix 94 - Cognitive Factors**

	<b>Practical/Non-Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>
<b>Child B</b>		Easy (1)			

**Matrix 95 - Emotional Factors**

	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
<b>Child B</b>				Wanted to use the computer (1)	Likes looking for key features of text (1) Fully committed (1) Would like to repeat task - so enjoyable (1)



**Matrix 96 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child B		Desire to work in a group (1)

Four elective tasks consistent with the activist style of learning are chosen. One theorist task and one pragmatist task are also selected but no tasks consistent with the reflector style. In relation to the child's justifications to support his elective choices, the emotional dimension of the learning process receives three more comments than the cognitive sphere (i.e. 4 as opposed to one). One justification in relation to the social aspect of learning is given, with the focus being on group work. Interestingly, five out of the six elective tasks chosen involved group work.

**Child C's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 97**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child C</b>	Divergent Thinking (1) - Ch2 Relate Well to People (1) - Ch3 Total = (2)	Role Play (3) - Ch1, Ch4 & Ch5 Bouncing Ideas (1) - Ch6 Total = (4)			Alone = 0 With a Partner = 3 Pupil Choice of Grouping = 0 Group = 3

**Child C's Reasons for Elective Task Choices in Fiction Component**

**Matrix 98 - Cognitive Factors**

	<b>Practical/Non- Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>
<b>Child C</b>			Able to use brain (1)		

**Matrix 99 - Emotional Factors**

	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
<b>Child C</b>					Enjoys acting and drama activities (2) Enjoyed task (1)

**Matrix 100 - Social Factors**

	<b>Wanted to Work Alone</b>	<b>Involves Co-operative Learning</b>
<b>Child C</b>		Wanted to please a friend (1)

Four elective task activities consistent with the activist mode and two consistent with the pragmatist one are chosen by the child. No tasks associated with the theorist or the reflector styles are selected. Justifications to support child's choices focus more on the emotional dimension of the learning process (3 comments) as opposed to the cognitive and social spheres. Preference for the emotional category 'Motivationally Enjoyable,' is noted.

**Child D's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 101**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child D		Set Challenge with Inadequate Resources (2) - Ch2 & Ch3 Role Play (2) - Ch 4 & Ch5 Bouncing Ideas (1) - Ch6 Total = (5)	Seek Facts (1) - Ch1    Total = (1)		Alone = 0 Partner = 0 Pupil Choice of Grouping = 1 Group = 5

**Child D's Reasons for Elective Task Choices in Fiction Component**

**Matrix 102 - Cognitive Factors**

	Practical/Non-Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child D			Learned more (1) Desire to consolidate (1)		

**Matrix 103 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child D				Wanted to use - the computer (1) the highlighter pen (1)	Likes finding words (1) Enjoys task (1)

**Matrix 104 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
<b>Child D</b>		Enjoys working with friends (1) Desire to work in a group (1)

Five elective task activities consistent with the activist mode and one consistent with the theorist style of learning were chosen by the child. No tasks consistent with the pragmatist and reflector styles were, however, selected. Justifications to support child's choices focus more on the emotional dimension of the learning process (4 comments) . With regard to the cognitive and social dimensions a balance in preference is suggested (2 comments). Interestingly all six of the elective tasks chosen by child involved group work.

**Child E's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 105**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child E	Using Imagination (1) - Ch4  Total = (1)	Role Play (2) - Ch1 & Ch5 Set Challenge with Inadequate Resources (1) - Ch2 Bouncing Ideas (1) - Ch6 Total = (4)	Critiques Info. and Collects Data (1) - Ch3  Total = (1)		Alone = 0 Partner = 2 Pupil Choice of Grouping = 1 Group = 3

**Child E's Reasons for Elective Task Choices in Fiction Component**

**Matrix 106 - Cognitive Factors**

	Practical/Non- Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child E			Desire to consolidate/learn more (1) Helpful in improving learning (1)		

**Matrix 107 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child E				Wanted to use the highlighter pen (1)	Enjoys Task (1)

**Matrix 108 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
<b>Child E</b>		Desire to work as a team/group (2) Wanted to please a friend (1)

Four elective task activities consistent with the activist mode and one consistent with both the theorist and pragmatist styles of learning are chosen by the child. No tasks consistent with the reflector style are selected. Justifications to support child's choices are slightly more focused on the social dimension of the learning process (3 comments). A balance in preference for both the cognitive and emotional dimensions is reflected. Interestingly, child's choices in elective tasks and comments to support choices, focus on co-operative learning situations that involve working either with a partner or as a group (i.e. please a friend).

**Child F's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 109**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child F		Role Play (3) - Ch, Ch4 & Ch5 Set Challenge with Inadequate Resources (2) - Ch2 & Ch3 Bouncing Ideas (1) - Ch6 Total = (6)			Alone = 0 Partner = 1 Pupil Choice of Grouping = 0 Group = 5

**Child F's Reasons for Elective Task Choices in Fiction Component**

**Matrix 110 - Cognitive Factors**

	Practical/Non-Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child F			Acting helped memory (1)		

**Matrix 111 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child F			Do drama/acting at home (1)		Enjoys acting (1) Enjoys task (1)



**Matrix 112 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child F		Acknowledged benefits of team/group work (1) Wanted to work with a partner (1) Friend's choice (1)

Interestingly, all six elective tasks chosen by child are consistent with the activist mode. Justifications to support child's task choices reflect a balance in preference for both the emotional and social dimensions of the learning process (i.e. three comments each). One comment in relation to the cognitive sphere is received. With regard to the social dimension of learning, both child's task choices and reasons to support choices, suggest a preference for co-operative learning situations involving either group or partner work.

**Child G's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 113**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child G	Divergent Thinking (1) - Ch2 Relate Well to People (1) - Ch3 Total = (2)	Role Play (1) - Ch4 Bouncing Ideas of Each Other (1) - Ch6 Total = (2)	Seek Facts (1) - Ch1 Total = (1)	Practising Skills (1) - Ch5 Total = (1)	Alone = 1 Partner = 2 Pupil Choice of Grouping = 1 Group = 2

**Child G's Reasons for Elective Task Choices in Fiction Component**

**Matrix 114 - Cognitive Factors**

	Practical/Non-Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child G		Easy (2)			

**Matrix 115 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child G		Good at working the computer (1)			Desire to continue task at home (1) Looked good (1) Like underlining (1) Fun (1) Fully committed (1)

**Matrix 116 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
<b>Child G</b>		Desire to work in a group (1)

Interestingly, child has chosen elective tasks consistent with each of the four styles of learning. A greater preference for activities consistent with both the pragmatist and activist modes is, however, reflected. Justifications to support child's choices focus more on the emotional dimension of learning as opposed to the cognitive and social spheres. Considering the variety of tasks chosen (i.e. tasks consistent with each of the four learning styles) support for the child's noted variation in work mode is provided (i.e. alone, with a partner in a group ).

**Child H's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 117**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child H</b>	Relate well to people (1) - Ch3  Total = (1)	Role Play (3) - Ch1, Ch4 & Ch5 Set Challenge with Inadequate Resources (1) - Ch2 Total = (4)	Collecting Data (1) - Ch6  Total = (1)		Alone = 1 Partner = 3 Pupil Choice of Grouping = 1 Group = 2

**Child H's Reasons for Elective Task Choices in Fiction Component**

**Matrix 118 - Cognitive Factors**

<b>Child H</b>	<b>Practical/Non- Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>
		Easy (1)	Desire to improve skills - drama (1)		

**Matrix 119 - Emotional Factors**

<b>Child H</b>	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
					Enjoys drama/acting tasks (1) Fully committed (1) Likes looking for key features of text - main idea (1) Enjoys task (1)

### Matrix 120 - Social Factors

	Wanted to Work Alone	Involves Co-operative Learning
Child H		Wanted to work with a partner (2)

Four elective task activities consistent with the activist mode and one consistent with both the theorist and pragmatist style of learning are chosen by the child. No tasks consistent with the reflector style are selected. Justifications to support child's choices focus more on the emotional dimension of the learning process ( 4 comments). A balance in preference for both the cognitive and emotional dimensions is reflected. With regard to the tasks selected by the child and the comments given to justify selections, a preference for working with a partner is suggested.

**Child I's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 121**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child I - Absent Ch2		Role Play (3) - Ch1, Ch4 & Ch5 Set Challenge with Inadequate Resources (1) - Ch3 Bouncing Ideas of Each Other (1) - Ch6 Total = (5)			Alone = 0 Partner = 1 Pupil Choice of Grouping = 0 Group = 4

**Child I's Reasons for Elective Task Choices in Fiction Component**

**Matrix 122 - Cognitive Factors**

	Practical/Non-Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child I			Desire to consolidate learning (1)		

**Matrix 123 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child I					Really enjoys acting/drama tasks (2) Fun aspect (2)

**Matrix 124 - Social Factors**

	<b>Wanted to Work Alone</b>	<b>Involves Co-operative Learning</b>
<b>Child I</b>		Desire to work in a group (1)

A preference for elective tasks consistent with the activist mode of learning is shown. Justifications to support child's choices focus more on the emotional dimension of the learning process (4 comments). One comment in relation to both the cognitive and the emotional dimensions is received. With regard to the tasks selected by the child and the one comment received in relation to work mode, a preference for group work is suggested

**Child J's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 125**

	Pragmatist	Activist	Theorist	Reflector	Mode of Working
Child J	Divergent Thinking (1) - Ch2  Total = (1)	Role Play (2) - Ch1 & Ch4 Bouncing Ideas of Each Other (1) - Ch6  Total = (3)	Critiques Information and Collects Data (1) - Ch3 Logical Thinking (1) - Ch5  Total = (2)		Alone = 0 Partner = 4 Pupil Choice of Grouping = 0 Group = 2

**Child J's Reasons for Elective Task Choices in Fiction Component**

**Matrix 126 - Cognitive Factors**

	Practical/Non- Written Focus	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different Task
Child J		Easier (1)	Learned more (1) Able to use the brain (1)		

**Matrix 127 - Emotional Factors**

	Better than Alternative	Familiar with Resource	Familiar with Task Type	Desire to Use a Resource	Motivationally Enjoyable
Child J					Enjoys acting activities (1) Fun Task (1)



**Matrix 128 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child J		Wanted to work with a friend (1)

Activities concerned with three out of the four learning styles provided were chosen by the child i.e. three activist based tasks, two theorist based tasks and one associated with the pragmatist style. No activities consistent with the reflector style of learning were, however, selected. In relation to the child's justifications to support her elective choices, the cognitive dimension of the learning process received one more comment than the emotional sphere (i.e. 3 as opposed to two). One justification in relation to the social aspect of learning was given, with the focus being on working with a friend. With regard to the tasks selected by the child a preference for working with a partner is suggested.

**Child K's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 129**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child K</b>	Relate Well to People (1) - Ch3  Total = (1)	Set Challenge with Inadequate Resources (1) - Ch2 Role Play (2) - Ch4 & Ch5 Bouncing Ideas of Each Other (1) - Ch6 Total = (4)	Seek Facts (1) - Ch1   Total = (1)		Alone = 0 With a Partner = 1 Pupil Choice of Grouping = 1 Group = 4

**Child K's Reasons for Elective Task Choices in Fiction Component**

**Matrix 130 - Cognitive Factors**

<b>Child K</b>	<b>Practical/Non- Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge Finding Information (1)</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>

**Matrix 131 - Emotional Factors**

<b>Child K</b>	<b>Better than Alternative Sounded Funnier (1)</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource Wanted to use the computer (1)</b>	<b>Motivationally Enjoyable Fun (1)</b>

**Matrix 132 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child K		Desire to work in a group (1) Acknowledged benefits of group work (1)

Four elective task activities consistent with the activist mode and one consistent with both the theorist and pragmatist style of learning were chosen by the child. No tasks consistent with the reflector style were selected. Three comments in relation to the emotional dimension of the learning process and one in relation to the cognitive sphere are expressed. Two comments in relation to the social dimension were received, with the focus being upon group work. Interestingly, five of the elective tasks chosen by child involved this mode (group) of working.

**Child L's Elective Task Choices in Fiction Component - Workbook Selections  
Matrix 133**

	<b>Pragmatist</b>	<b>Activist</b>	<b>Theorist</b>	<b>Reflector</b>	<b>Mode of Working</b>
<b>Child L</b>	Relate Well to People (1) - Ch3 Using Imagination (1) - Ch4 Total = (2)	Set Challenge with Inadequate Resources (1) - Ch2 Bouncing Ideas (1) - Ch6 Total = (2)	Seek Facts (1) - Ch1 Logical Thinking (1) - Ch5 Total = (2)		Alone = 0 Partner = 2 Pupil Choice of Grouping = (2) Group = (2)

**Child L's Reasons for Elective Task Choices in Fiction Component**

**Matrix 134 - Cognitive Factors**

<b>Child L</b>	<b>Practical/Non-Written Focus</b>	<b>Addresses Current Knowledge</b>	<b>Extends Current Knowledge</b>	<b>External Learning Potential</b>	<b>Uniquely Different Task</b>
			Finding Information (1)		

**Matrix 135 - Emotional Factors**

<b>Child L</b>	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
				Wanted to use - the computer (1) the highlighter pen (1)	Fully Committed (1) Fun (1)

**Matrix 136 - Social Factors**

	Wanted to Work Alone	Involves Co-operative Learning
Child L		Acknowledged benefits of group work (1)

A balance in preference for activities associated with the pragmatist, the activist and the theorist styles is suggested. No acknowledgement of the reflector style was however given. Justifications to support child's choices focus more on the emotional dimension of the learning process ( 3 comments). One comment in relation to both the cognitive and the social dimensions is received. With regard to the tasks selected by the child and the one comment received in relation to work mode, a preference for group work is suggested.

### Matrix 137: Children's Overall Responses to Fiction Elective Task Choices

#### Cognitive Factors

Programme	Practical/ Non Written	Addresses Current Knowledge	Extends Current Knowledge	External Learning Potential	Uniquely Different
Fiction		Easier/Easy (5)  <b>Total = 5</b>	Learned more (3) Helps you think (1) Able to use the brain (2) Desire to consolidate/improve skills (4) Helpful (1) Acting helped memory (1) Like finding information (2)  <b>Total = 14</b>		

**Total Cognitive Factors in Fiction = 19**

Out of the nineteen cognitive responses received by the children to support their choices it is interesting to note that only two categories were acknowledged i.e. 'Addresses Current Knowledge' and 'Extends Current Knowledge.' Considering that this aspect of the study centred on the children's choices it is interesting to note that fourteen of the comments received were based on developing their learning. Thus, similar to the non-fiction component, the children's preference for tasks of a more challenging nature is suggested.

**Matrix 137a : Children's Overall Responses to Fiction Elective Task Choices**

**Emotional Factors**

<b>Programme</b>	<b>Better than Alternative</b>	<b>Familiar with Resource</b>	<b>Familiar with Task Type</b>	<b>Desire to Use a Resource</b>	<b>Motivationally Enjoyable</b>
<b>Fiction</b>	Sounded funnier/looked more exciting than alternative (1)  <b>Total = 1</b>		Do drama/acting at home (1)  <b>Total = 1</b>	Wanted to use the computer (4) Like using the highlighter pen (3)  <b>Total = 7</b>	Like looking for key features (main ideas) of text (2) Like finding words (1) Fully committed (4) Desire to continue task at home (1) Looked good (1) Like underlining things (1) Would like to repeat task (1) Enjoy acting drama activities (3) Enjoyed task/fun (11) <b>Total = 25</b>

**Total Emotional Factors in Fiction = 34**

Out of the thirty four emotional responses received by the children to support their elective task choices the most popular category was 'Motivationally Enjoyable.' These findings, similar to the non-fiction component, therefore suggest that the children's choices in this study were influenced more by their personal opinion of tasks as opposed to the resources/alternative(s) on offer or their familiarity with type of task.

**Matrix 137b: Children's Overall Responses to Fiction Elective Task Choices**

**Social Factors**

Programme	Wanted to Work Alone	Involves Co-operative Learning
Fiction		Desire to work in a group/team (7) Friend's Choice (3) Enjoy working with friends (2) Acknowledged benefits of group work (4) Wanted to work with a partner (2) Total = 18

**Total Social Factors Fiction = 18**

Interestingly all eighteen comments received by the children to support their elective task choices were based on co-operative learning situations. No acknowledgement was given to working alone. Group work is suggested from the comments to be the children's most preferred mode.