

*Ways to help a friend
become a reader*

by

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NOTE TO THE READER

The notes in this publication were adapted from a larger publication called, *Helping a friend to become a reader* which was published in 1994. Although this was written many years ago, these notes still summarise some important strategies and things to think about when teaching a friend to read and write.

The activities mentioned in this resource tend to give variations of the whole language approach to teaching reading but they can be useful when using other approaches too. From an educational point of view the assumption is that anyone who can read better than another person, can, in an atmosphere of mutual respect, help that other person to read better.

I trust that this publication helps you develop some useful activities as you help a friend to become a reader.

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LOVE THE LEARNER

Frank Laubach insightfully summed up the main requirement of a literacy worker when he wrote:

*....more important than any specific service is the genuine love and sympathy of the teacher. Illiterates know intuitively whether we love them as brothers or whether we look down upon them. Their own sense of inferiority makes them particularly sensitive to the slightest attitude of patronage. Therefore, **Principle No 1 is this: Love your student.** Feel yourself to be on his level. This is the reason you should sit down beside him as you teach; never stand above him. This is also the reason it is usually better to have one student rather than many. Keep praying silently that you may give this one man the greatest hour of his life. If you have a humble loving spirit, your actions will take care of themselves.*

Teaching the World to Read, 1947:112

Jeanette Hazelwood, at student at SIL Australia's training institute in 1988, also wrote about the main requirement of a literacy worker this way:

The Most excellent Way

And now I will show the most excellent way.
If I have studied all theories of teaching reading,
And have thought them carefully through,
So that I hold one in my heart and live by it
And have not love
I have merely filled my mind with emptiness.
If I espouse a method based on my theory and
Teach by it with care and devotion
And have not love for my students
I am nothing.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self seeking, it is not easily angered, it keeps no record of wrong. Love does not delight in evil but rejoices in truth. It always trusts, always hopes, always perseveres.

adapted from I Corinthians 12:31b-13:7

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Laubach, Frank. 1947. *Teaching the world to read*. New York, Friendship Press.
New Testament 1973. New International Version, New York, Bible Society International.

BE CLEAR IN YOUR MINDS ABOUT HOW PEOPLE LEARN TO READ

Every literacy worker, including yourself has a reading theory and perspective on how people learn which determines how you approach the challenge of helping someone learn to read. Reading theory is not something for the academics alone. State your perceptions clearly in everyday language and they will bring to the surface the premises that determine your approach to teaching reading. This process is not about having right or wrong answers, or forcing you into some particular way of thinking. It is about making your own thoughts clear while appreciating the views of others no matter how diverse from your own. This in turn will allow you to be flexible and able to adapt and apply new strategies and insights for different situations and for different learners. It stops you from being confined to a mere working knowledge of some method that someone has imposed on you.

My own personal perspective is to stress the important contribution of the fields of education and psychology in understanding reading and learning to read. Things like the importance of motivation, learner's expectations, socio economic conditions, spiritual growth, relationship between helper and learner, and cultural learning styles are all important parts of the equation when supporting the learner to read. Your confidence in a learner's ability to learn and make sense of his world, including learning to read, is of extreme importance.

Below is a list of 10 things that are important to me when I think about teaching an adult to read. They are not listed in any special order. These might help you make up a list of your own.

1. Reading is a social interactional activity, therefore how you relate to the learner and respect one another is the most important thing in how you create a learning environment.
2. You must have confidence in both the learner and your own ability and that together the learner will succeed at becoming a more fluent reader.
3. Any lesson must be an adult activity, and never portrayed as a children's activity.
4. Learning to read must be a meaningful activity in the context of the learner's community life. Cultural learning styles need to be considered.
5. You must know what the learner's expectations are about reading and help him or her to meet them or modify their expectations if necessary.
6. The reading process must be demonstrated to be a thinking, discovery process.
7. It is good to develop a regular framework for the lesson so as to provide security for

the learner and yourself.

8. Meaningful reading must always be kept in focus. All lessons should begin and end with a demonstration of fluent reading.
9. The surface level strategy needed for reading basically involves the learner gaining meaning from print by using grammatical, meaning, and letter-sound cues. An important function of the teacher is to help improve these three strategies of the learner.
10. A person does not learn to read but rather learns to read *something*. That *something* must be important to the learner.

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READING IS A SOCIAL PROCESS

Reading is about obtaining meaning from print as it connects with the knowledge and experience that the learner brings to it. It is a social process. It is about the relationship and respect that exists between you and the learner. Given that you can demonstrate good reading you will make a positive contribution toward the learner achieving his or her goal. While method is important, the way it is applied is more important. The author of Swinton's Primer and First Reader of 1883 put it well,

The more successful you are in teaching primary reading, the less will you be disposed to make a fetish of any so-called method. Children have been taught to read by every method and by no method, - and it would puzzle the wisest to tell exactly how a child does learn to read our anomalous mother tongue.

This does not however mean that you go in empty handed not knowing about the reading process or what you might do. This booklet is about providing you with some tools, little methods, useful information that you can call on and use when you think it is appropriate. The suggestions are variations on a theme and often overlap significantly from one activity to another. The underlying theory is a whole language approach to teaching reading in a non-formal, one to one teaching situation. The definitions and procedures have been adapted or borrowed from various educational sources. I trust you find some things that will help you to help your friend, child, colleague or neighbour to become a better reader.

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- Green, J., & Weade, G, 1990. The social construction of classroom reading: Beyond Method; *Australian Journal of Reading*, 13(4):326-336. Unpublished Resource Manual 1984. Distributed by the Education Department of Victoria, Counselling, Guidance and Clinical Services Reading Treatment and Research Centre (123 Bouverie Street, Carlton. Vic Australia 3053).
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TEACHING READING AS A STRATEGY

AIM

1. To keep in mind the essential factors of talking about the actual process of reading, of modeling good reading and providing appropriate ongoing support and feedback to the learner.

PROCEDURE

1. Outline the nature of the task that is to be learnt, emphasizing its major features and its structure.
2. Prepare the program so that the information and skills are introduced in meaningful, real life situations.
3. Emphasize when and why a particular procedure, technique, skill, or process is useful.
4. Emphasize how a particular procedure, technique, skill, or process is used by demonstrating the task.
5. Explain the steps as you demonstrate the task.
6. Keep a flexible format with reading occurring in a variety of tasks and situations.
7. Provide maximum assistance on the task initially then reduce support in favor of more pupil responsibility.
8. Teach for awareness. Explain the task being taught.
9. Ask process questions which allow the learner to explain how they have come to certain answers. They too need to talk aloud through the process.
10. Evaluate and diagnose responses. If you think the learner's answers show they have not understood the process, explain it again.
11. Provide feedback that keeps the learner working on the problem until it is solved.
12. Link the lesson task with work completed in previous lessons and with related tasks to be introduced in future lessons.

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READING RESCUE: ONE-TO-ONE INTERVENTION MODEL

DEFINITION

A 12-16 week program of daily 30 minute sessions developed by Margaret Clay for readers at risk.

PROCEDURE

1. **Read familiar material and take a running record.** Learner reads aloud a selected portion of a text while you note any differences between print and pronunciation. Each word pronounced accurately is ticked, any mispronunciation is noted by writing the given word above the text. Successful self corrections also marked SC.
2. **Develop letter identification skills.** This is not a prepackaged activity but the specific focus comes directly from the running record. Activities include things like identifying word parts, developing awareness of sounds in words, or similarly spelled words. Using aids such as plastic letters is encouraged.
3. **Write a brief story, cut it apart and rearrange it.** This activity depends on the age and reading knowledge of the learner. Can be single sentences, longer dictated stories that the teacher writes out, or stories the learner has previously written.
4. **Read new material.** You first read the portion to the learner, then read it together (see paired reading).

REFERENCES

- Clay, M M. 1985. *The Early Detection of Reading Difficulties*, 3rd edition, Heinemann, Auckland.
- Lee, N. & Neal, J. 1993. Reading rescue intervention for a student of promise, *Journal of Reading* 36(4):276-282.

NEUROLOGICAL IMPRESS METHOD (NIM)

DEFINITION

Where you and the learner read a passage together while you track or point underneath the words. It is closely related to lap method and paired readings with some modifications.

AIM

1. To familiarize the learner with the flow and style of reading by having him read along with a fluent reader.
2. To help the learner read with more confidence.

RATIONALE

1. The learner is exposed to accurate, correct reading patterns, which is then deeply impressed on the learner's mind, in contrast to the incorrect patterns that may have developed previously.
2. NIM is pleasurable and non-threatening for both you and the learner.
3. Allows for the learner to experience immediate success in the reading situation while exposing him or her to an enormous array of words he or she may not otherwise meet in a formal reading program.
4. Develops close relationship between you and the learner.
5. Introduces reading as a holistic process rather than a collection of isolated skills.

PROCEDURE

1. Select material that is just above the learner's reading ability. Easy to read material will not provide the challenge and extension required.
2. You and the learner read together out loud. Track the reading with your finger while you read at a normal speed. In the beginning, read a little louder than the learner.
3. Occasionally lower the volume of your voice allowing the learner to actually lead the reading (especially at places with repetitive phrases). Reading speed needs to be maintained even if the learner hesitates.
4. Initially you do the tracking with your finger following the spoken words smoothly, at the same speed as the reading.
5. The learner gradually takes over the tracking function.
6. Repeat sentences if reading is still unnatural or slow. Do not stop to correct errors.
7. Encourage the learner to respond to the story but do not question to determine understanding.
8. Research has shown that 15 minutes a day for a total of 12 hours (48 days) will result in considerable reading improvement over and above normal reading instruction programs. A sharp improvement in fluency is generally observed after 8 hours (32 days).

SOME CROSS CULTURAL CONSIDERATIONS

1. It is advisable that you and the learner are not of the opposite sex even if there is a large age difference. You need to be aware of cultural taboos.
2. As a non-formal method it is best to use this method in a non-formal setting, that is, in places like the learner's home, under a tree, or a public meeting place.

APPLICATION

1. A similar method was used in January 1988 by Pat Lillie when conducting a 'Literacy Teachers Training Course' for the Girawa language program in Madang Province PNG. It helped the slower and less confident teachers to read naturally.
2. NIM is used as the main component of the Kriol literacy program in Northern Australia. The first lesson of the program begins by the teacher introducing new readers to the creation story. The creation story lends itself ideally to this method because it is a highly motivating story for adults while having a repetitive structure at the story and sentence level. The NIM method is repeated over and over again by reading whole sections, particular verses, then phrases.
3. This method will be useful to reinforce students who already have a good recognition of words but read haltingly.
4. Particularly helpful to those readers who read ritually by just sounding out words rather than having the confidence to aim at reading faster and more naturally. This is a common problem with readers coming from non-literate backgrounds and this method could help forge the way into better reading.
5. The method does not require any special training. It is an ideal model for an each-one-teach-one approach.

REFERENCES

- Heckleman, R.G. 1969. The neurological impress remedial reading technique. *Academic Therapy* 4: 277-282
- S.I.L. 'Primer "Kriol Riding Buk"'. SIL AAIB, Berrimah, Northern Territory, Australia.
- [Also see, Waters, Glenys, 1998. Local Literacies. Theory and Practice. SIL, Dallas, pp147-149 and pp197-200.]

REPEATED READINGS OF THE SAME MATERIAL

DEFINITION

Learner re-reads a story (50-200 words) with the goal of completing the task in the same length of time that a fluent reader (reading at a moderate pace) would read the story. This activity is seen as an important supplementary activity of a wider learning to read program.

RATIONALE

The emphasis of the activity is on fluent reading and encouraging approximations of things fluent readers do. Repeated readings encourages the use of the reader's store of meanings and their predictions skills when reading.

AIM

1. To enable the learner to gain skills of fluency, comprehension and word prediction.

PROCEDURE

1. The learner chooses a relatively easy story that is of personal interest.
2. Depending on the reading skill of the learner the selection should be between 50-200 words.
3. The learner first reads along with you or along with a recorded story or text. [It may be useful to record an example of the learner's early reading so that the learner can later listen to it and hear the progress he is making.]
4. The learner reads the same passage by himself. He is given a time goal for reading it which would be the same length of time that it would take a fluent reader to read the passage at a moderate pace. The emphasis is placed on speed rather than accuracy. When the time goal is reached the learner is ready to begin a new passage.
5. Encourage the learner to gradually increase the level of difficulty of the texts he selects.
6. Put emphasis on the comprehension of the story by doing things like through retelling rather than emphasising the decoding skills required in reading.
7. Some follow-up activities such as cloze activities, revising sight words, or looking at specific sentence and word structures could be used. They must not however take over prominence from the end task of achieving fluent reading primarily through re-reading.

APPLICATION & RESEARCH

1. Hermon Patricia A, 1985. The effect of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly* Vol XX 5:553-565
Summary: Research done over a three-month period with eight non-fluent intermediate-grade students in a large midwestern city in USA. Results indicate that comprehension increased

significantly and total number of miscues decreased significantly not only within the practised passages but also on other passages. Study validates the repeating reading procedure forwarded by Samuels

2. Rashotte, Carol A. & Torgensen Joseph K. 1985. Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly* Vol XX 2:180-188.
Summary: The results indicate that increases in reading speed that result from the repeated reading method depends on the amount of shared words among stories. If subsequent stories have few shared words, repeated readings are no more beneficial to improving speed than an equivalent amount of nonrepetitive reading. A significant observation observed by the researchers was the positive attitude towards reading that resulted from this technique.
3. Gordon, Raymond. 1989. A group dynamic method of learning to read. *Notes on Literacy* 58:27-33.
Summary: Repeated readings was used as a key component of what Gordon described as, 'A Group Dynamic Method of Learning to Read' with bilingual American Indian (Crow) speakers. Gordon claimed that, 'In a matter of three months - once a week sessions - most of the participants became fully independent skilled readers. This was in contrast to the many months of formalized classroom instruction as part of a bilingual teacher aide program that, in general, failed to produce independent, confident readers.'(Gordon 1989: 29)

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- Chomsky, C. 1978. *When you still can't read in the grade: After decoding what?* Newark, Del: I.R.A. p13-30.
- Hermon, Patricia A. 1985. The effect of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly* Vol XX Fall, 5:553-565.
- Rashotte, Carol A. & Torgensen Joseph K. 1985 Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly* Vol XX/2:180-188.
- Samuels, S.J. 1979. The method of repeating readings. *The Reading Teacher* 32(4):403-408.
- Gordon, Raymond. 1989. A group dynamic method of learning to read. *Notes on Literacy* 58:27-33.

LAP METHOD

DEFINITION

The practice of you reading to and along with a learner in an informal, non-threatening environment. The term comes from the practice in 'reading homes' of a parent frequently taking a young child onto his or her lap and reading to and along with the child.

AIMS

1. To build positive attitudes to literature and reading.
2. To familiarize learners with the conventions of print.
3. To build word attack skills by induction.
4. To help learners to read for meaning and enjoyment.

RATIONALE

Builds on a positive caring relationship between you and the learner which removes the experience of failure while providing maximum engagement by the learner in the reading process.

PROCEDURE

1. You select a reading text which is exciting, interesting, and relevant to the learner and which you also enjoy reading. You need not be limited to books. Things like letters, pamphlets, magazines, and newspaper articles may also be appropriate.
2. You read with enthusiasm and feeling, interrupting the reading now and then to get a response from the learner. You need to monitor interest and always stop reading before the learner stops listening. Invite comments about the story and value the learner's replies.
3. When the learner is reading make sure he or she can see the print while you track the words being read with your finger.
4. If the learner has difficulty reading a word, don't stop during the story for a teaching point but just say the word. You may assist by reading aloud with the learner in some parts and quieting down as the learner reads other parts with more confidence.

FURTHER READING

Harris, Stephen. 1980. *The aboriginal way of teaching reading. The Lap Method*. Reprint from SIL library.

Heath, S.B. 1986. 'What no bedtime story means: narrative skills at home and school', in *Language Socialization Across Cultures*, eds B. Schieffelin & E Ochs, Cambridge University Press, Cambridge.

Matthews, Charles E. 1987. Lap reading for teenagers. *Journal of Reading* Feb, p410-413.

CUED READING

DEFINITION

Cued reading refers to the discussion that goes before the reading of print as you and the learner discuss things like the pictures, general thrust of the story, type of written style and its purpose. Through this preliminary discussion you help the learner use their existing knowledge or build some knowledge that clues the reader into the story and helps them read with greater understanding.

AIMS

1. To foster reading for meaning.
2. To ensure that the learner is actively involved in the reading process.
3. To enhance the likelihood of immediate success in the reading task.
4. To stimulate a correlation between the learner's world and the story so that the story will prove to be more predictable and as a result more readable.

PROCEDURE

1. Select reading material with language suited to the learner's interests and development. Stories should preferably be written and illustrated by people within the learner's own culture and include content familiar to the learner (for example, texts from the oral tradition of the culture). Layout should consist of large print and ample spacing.
2. Before beginning reading, discuss the title of the book and what the story might be about. Go through the book and look at any pictures, new or unknown words, concepts or language structures in the text and discuss them. Consider the purpose of the writer. These discussions should be at the level of the learner and also answer their questions about the text.
3. After discussion the learner may either read along with you or read the book for himself.
4. While reading, encourage the learner to use all available cues to gain meaning—picture, initial letter or other internal clues. For unknown words encourage them to skip the word and read on to the end of the sentence, or re-read the whole sentence, then work out the unknown word. With cued reading you can also ask questions to direct the learner's attention towards aspects of the text that will help them work out the correct response. Remember to avoid interrupting the learner's attempts to find a solution.
5. Encourage learners to correct themselves when they notice reading errors. Notice any strategies used and give affirm the most appropriate strategies, but try not to interrupt them. Always build confidence by acknowledging the learner's efforts.

FURTHER READING

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- Symons, S & Pressley, M. 1993 Prior knowledge affects text search success and extraction of information. *Reading Research Quarterly* 28(3):250-59.

PAIRED READING

DEFINITION

You and the learner read text together simultaneously, with an established way (signaling) for allowing the learner to take over the reading process on his own in sections where he feels more confident.

RATIONALE

1. To maximize reading performance regardless of learners existing word attack skills.
2. To provide an environment in which the learner has a reading model to lean on if required and so eliminates the frustrations of failure.
3. The helper does not need to be trained and so significant people in the life of the learner can be involved.

PROCEDURE

1. The learner chooses her own text.
2. You support the learner by reading along with her.
3. You both read aloud together. Adjust your speed to fit in with the learner.
4. The learner must say every word correctly. Where the learner makes an error you merely repeat the word (wait no longer than 5 seconds if the learner falters at a word) then have the learner read it correctly.
5. When reading an easier section the learner gives a prearranged signal to indicate the desire to try on his own. When an error is made you again say the word and read on together from that point.
6. Give positive feedback to the learner for correct reading, for signaling to read independently, and reading alone.

APPLICATION or RESEARCH

1. This method was used over a 3 month period in an adult literacy program and written up in the Journal of Reading Vol 31 No 5 Feb 1988 p410-419. The helpers were wives, husbands or family members. Findings were that 25% of the participants showed rapid growth using this technique. 50% showed definite measurable progress while 25% no measurable increase. The progress made appeared to be directly related to the type of support that the learner received from family and friends.
2. Keith Topping, an educational psychologist from Northern England and a leading proponent of this technique, has taken random sample testing and questionnaires of participants. Significantly 85% of learners have reported finding the technique easy and 77% said they liked doing it. 94% felt that it made them more competent readers.

3. 'Paired Reading Training Pack' and 'Paired Reading Bulletin' are available from Keith Topping at the following address: Keith Topping, Director, Paired Reading Project, Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, West Yorkshire, U.K.

FURTHER READING

Topping Keith. 1987. Paired reading: a powerful technique for parent use. *The Reading Teacher*, 40(7):608-615.

Koskinen and Blum. 1986. Paired repeated reading. *The Reading Teacher*, 40(1):70-75.

Soble, J., Topping, K., Wigglesworth, C. 1988 Training family and friends as adult literacy tutors. *Journal of Reading* 31(5)410-417.

TAPED BOOK

DEFINITION

Fluent reading of the story onto cassette (or recording device). The learner listens to the recording and follows the text in the book.

AIMS

1. To assist the learner in becoming a more fluent readers.
2. To improve his or her confidence.
3. To develop the habit of reading for meaning.

RATIONALE

The learner acquires the benefits of being read to while there is a degree of control of the situation by the learner. It may be a group or individual task. Taped Book also provides a situation where the learner can read along with the emphasis on meaning rather than the mechanics of decoding.

TYPES OF LEARNERS FOR WHOM TAPED BOOKS MAY BE SUITABLE

1. People who have experienced repeated reading failure in a class setting.
2. Learners who read word-by-word. This approach would force them to keep up with clear fluent reading and develop the rhythm of reading.
3. Learners who lack confidence in reading.

PROCEDURE

1. Together select a book or text with accompanying recording, that is suited to the learner's ability and interest (Note: see hints on recording stories below).
2. Learner needs to have the necessary equipment (e.g. tapes, tape recorder, books, batteries)
3. Encourage the learner to move his finger (track) under the words as he hears them. This ensures that he keeps pace with the recording and focuses closely on the task.
4. Learner repeats this procedure several times.
5. The taped book experience can also be used with some effective follow-up techniques such as, discussion, some N.I.M. or paired reading.

SOME POINTS TO KEEP IN MIND WHEN RECORDING

1. Reading rate

Record at a moderate pace with clear pauses for commas and full stops. If tracking is encouraged be careful not to read too fast as the exercise will become frustrating rather than helpful.

2. Page numbers

Some way of indicating pages and page changes is useful. I suggest you say, "Page one...." then pause long enough for the learner to turn to the correct page; look at the pictures; and find the first line of print.

3. Sound effects

Generally sound effects are not worth the extra effort as they are likely to distract the learner from the task.

APPLICATION

1. I, Barry, was having a reading lesson with a young aboriginal lady (20+ yrs) from Rockhampton Downs (Northern Territory - Australia) and I was very impressed with her progress. She explained to me that about three years previous, she obtained a cassette reading from Genesis along with the first edition of the Kriol Bible. From listening to the tape and reading along she taught herself to read. This learner already had some understanding in reading English so she would be classed as a 'transfer reader'. There had been no instructions regards using the cassette and Bible together to learn to read—that was her own initiative.
2. Linda Orr Easthouse describes the use of recorded stories and repeated re-readings as part of a trial whole language approach among the Peruvian Quechua. Despite some technical and cost barriers Easthouse concludes, "Everywhere the program has been introduced, it has been well received and produced new readers and increased interest in Quechua materials." One recommendation that Linda makes is that each tape needs to invite those who wish to read out loud to do so, or join in when they feel they are ready (see Notes on Literacy Vol 20.1 March 1994).
3. Richard Loving on page 18 of his article Increasing Vernacular Scripture Use in the Sepik Region of Papua New Guinea (*Notes on Scripture in Use*. #16 4-88 p11-26) suggests producing simple scripture passages on cassette which are read slowly and clearly. Learners follow along in their own book to enhance fluency in oral reading I would also suggest that there is no reason why the same procedure cannot be applied to the full translation. It would just take more re-readings and re-listenings for readers to become fluent.

FURTHER READING

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Christie, Michael J. 1982. Fluent reading in ten easy lessons. *The Aboriginal Child at School* 10:5.12-19

Sandefur John & Joy. 1987. A one hour Kriol Holi Baibul reading course. *Notes on Scripture in Use* 15:13-17

Easthouse, Linda. 1994. A Whole Language approach to transition literacy. *Notes on Literacy* 20(1):1-26. (or See Waters, G, Local Literacies 1994, page 192-196.)

A LANGUAGE EXPERIENCE STORY FOR BEGINNING READERS

DEFINITION

Taking a text provided by the learner and using it to develop his or her reading and writing skills.

AIM

1. To demonstrate the place of reading and writing in describing or recording events that are important to the learner.
2. To provide powerful and relevant stories or texts for the learner.
3. To include the learners oral ability and prior knowledge in the process of learning to read and write.

PROCEDURE

1. Use all of the following 10 steps with beginning readers. The story or text can be as short as one or two sentences.
2. Invite the learner to talk about a story or personal experience.
3. Then have them dictate the story or text while you it.
4. You read the text, pointing to the words.
5. Together read the entire text, while you point to the words.
6. Read the first sentence together. The learner then reads this sentence alone.
7. This process is repeated with each of the remaining sentences until the reading is completed.
8. Ask comprehension questions based on the story. The learner reads the part of the story which answers each question.
9. The learner reads the entire story alone, with help as needed.
10. The learner copies the text into his or her own writing book and practices reading it.
11. You keep a copy for later reference and for developing further exercises (such as Cloze exercises).

REFERENCE

Lane, Martha. 1984. Handbook for Volunteer Reading Aides, Lutheran Church Women, Philadelphia. USA pp43-52.

SHARED BOOK (BIG BOOK)

DEFINITION

A simulated 'bed-time story' in a group situation.

AIM

1. To motivate and introduce the learner to reading as a pleasurable experience.
2. To introduce reading in a non-threatening reading environment. Initial reading is a group activity rather than an individual activity.
3. To provide a situation where the learner can learn print conventions (reading, direction, capitals, punctuation) informally and at his or her own rate.
4. To demonstrate that reading is about gaining meaning from print.
5. To provide a model to encourage 'prediction' in reading.

PROCEDURE

1. Select an interesting story with inbuilt repetition. A favorite book can be re-read several times and used for direct teaching instruction about elements of reading.
2. Introduce the new stories. Talk about the title, cover picture, style of writing, type of story. Include key words that occur in the story during the discussion.
3. Read the story to the group. Initial reading must be fluent and expressive, not slow and laborious. You should point to the words as you read.
4. Discuss the story and pictures at various points to build anticipation (prior to reading) or comprehension (after the reading). Ask leading questions which can be answered by one alternative of a pair (e.g. does it look nice or nasty?).
5. Re-read the story as a group. Several techniques could be used here (see Neurological Impress Method, Paired Reading, Multiple Readings).

APPLICATION/RESEARCH

Use of big books for class reading have become common practice in most elementary schools since the early 1970's. The big books usually have some smaller editions of the same story for individual or small group reading.

CLOZE ACTIVITY

DEFINITION

A diagnostic or strategy building exercise where words or letters have been deleted from the passage and replaced with blank spaces of a standard length. The reader fills in the blank spaces with words that make the most sense to her.

AIM

1. To identify readers who read word-by-word and fail to use meaning already gained from the text to attack new words.
2. To improve the reading strategies of the reader encouraging her to use the language information they already know—knowledge of the grammar, meanings and sounds and symbols.
3. To encourages the reader to read for meaning and more fluently by relying on prediction cues.
4. To provide an assessment of the readability of a given text for a reader.
5. Can be applied as an insightful test of the readers comprehension.

PROCEDURE

A. General close procedure

1. Select a passage of around 250-300 words in length that is of interest and suitable reading level for reader.
2. Leave the first 2-3 sentences intact so that the reader can understand the context of the passage.
3. From this point delete every word at a regular interval, e.g every 6th, 7th or 8th word.
4. Do not delete proper nouns.
5. It has been a practice to represent each deletion by a standard length line. (Some research has questioned this and suggested line length should be representative of the actual length of the word omitted. This would provide an extra cue for the reader.)
6. The reader should skim read through the passage to get the basic meaning, read the passage again and fill in the gaps, then re-read the passage to make sure entries make sense.

Note: In a test situation, if a person scores below 40% correct answers, this indicates that the passage is too difficult for the reader. A score between 40% and 60% correct answers indicates the material is at the learner's appropriate instructional level, and a score above 60% correct answers indicates that the material is easy for that person to read.

B. Use of Cloze as a strategy building exercise

Cloze exercises can also be used as instructional activities to help learners use their language knowledge as clues as they read; to use their knowledge about the language grammar, meanings, and sounds and symbols at the beginning and ends of words. Cloze exercises can be made to meet the needs of the learner. Dr L Gerot said, 'The purpose of the exercises is to show the readers how more thoughtful and more wide-ranging reading will reveal clues which help them understand a particular point. We are trying to promote more reflective rather than superficial reading. The selection of words to be deleted therefore cannot be taken lightly and each must be considered before being left out' (p. 59).

Some Exercises

1. Delete structure words such as conjunctions, pronouns, prepositions to practise predicting these words.
2. Delete content words such as nouns, verbs, adjectives, adverbs so that knowledge gained from the story will indicate what choice is likely for that slot. This will force readers to read around for extra clues. In this activity it is important that there are clues in the text to indicate the word removed.
3. Delete most of the word but keep specific letters such as the first letter or letters of the word or special endings.
4. Encourage the reader to discuss the passage and suggest several possible words that could go in the blank in the light of the information available in the text and given their knowledge of the grammar of the language.

APPLICATION AND RESEARCH

1. Used to check readability of a translated text (see Barnwell, K 1975 Bible Translation. An Introductory Course in Translation Principles.p191-92).
2. Could easily be included in a reading instructional program (e.g early primer) to build reading strategies, and introduce key words.
3. Cloze exercises could be included as one activity in a puzzle book, or a way of checking understanding.

FURTHER READING

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MISCUE ANALYSIS

DEFINITION

Miscue analysis is a way of discovering reading problems. It examines what the reader is actually doing during oral reading. It does this by analyzing a recording of the reading and its retelling.

AIM

To find out the strategies the reader is using to gain meaning from the print.

To examine any weaknesses and design learning experiences to overcome these weaknesses.

PROCEDURE

1. Select reading material for the learner which she can read, but at a level of difficulty so that she will make some miscues (mistakes). It should be long enough for her to become involved in the story.
2. Record the reader's oral reading and retelling of the story. The reader should not be given any assistance with the reading of the passage and should be encouraged not to worry if she doesn't know a word, but just to read on.
3. Mark in the miscues on an identical copy of the passage that is read.
4. Number off the sentences and consider each one separately.

Some conventions used for miscue analysis	
Mark every word read correctly with a tick	<i>reader:</i> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>text:</i> Bill is asleep. "Wake up, Bil," said Peter
or	Bill is asleep ✓✓✓ Wace up, Bill ✓✓✓ said Peter ✓✓
wrong response-record correct text under it	<i>reader:</i> <u>home</u> <i>text:</i> house
several attempts, record them all	<i>reader:</i> <u>here</u> <u>house</u> <u>home</u> SC <i>text:</i> home no error
Self correction (SC)	<i>reader:</i> <u>where</u> <u>when</u> SC <i>text:</i> were no error
No response to a word recorded a dash. Insertion of a word is recorded over a dash.	<i>reader:</i> ----- <i>reader:</i> <u>here</u> <i>text:</i> house <i>text:</i> -----
An appeal for help (A) is turned back to the reader for further effort. "You try it."	<i>reader:</i> ---- <u>A</u> <u>here</u> <i>text:</i> house --- T
Repetition (R) is not counted as error behavior. The point to which the reader returns is shown by an arrow.	<i>reader:</i> <u>Here is the home</u> R SC <i>text:</i> Here is the house [no error]

5. Formal analysis of the miscues (based on the last reading given). Ask the following question of each miscue:
- i) Does the miscue fit the grammar patterns of the language and make sense in the context of the whole story?
 - ii) Does the miscue result in no change, partial, or total change of meaning?
 - iii) Are the letter-sound similarities between the word in the text and the readers miscue high, partial, or not similar at all?

Below is an example of a Modified Miscue Analysis Worksheet that you might find helpful.

sentence	Grammar acceptable		Meaning acceptable			Text word	Spelling similar		
	yes	no	none	part- ial	total		substit- ution	yes	no
1									
2									
3									
4									
etc.									

After you become experienced with doing an analysis and you understand the principles involved, an informal analysis of the reading from the text itself will often be sufficient to give you insight into the strategies used by the reader. It will not always be necessary to use a miscue analysis worksheet chart.

APPLICATIONS

Goodman used this method to test the fluency and understanding of children reading in their second language. This is written up in *Reading in the Bilingual Classroom* by Kenneth Goodman (1978). Miscue analysis is a useful procedure to evaluate what strategies individual readers use and also to evaluate what is being learned about reading from a particular reading program. This type of procedure can also be used for checking the naturalness of a text or translation by analyzing the miscues of fluent readers. Automatic miscues or hesitancy can tell you something about the text not just the reader.

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SUSTAINED SILENT READING

DEFINITION

A period of uninterrupted silent reading.

AIM

1. To provide an opportunity to practice independent reading.
2. To improve the learner's enjoyment of reading.
3. To develop self correcting strategies that are essential in silent reading.

PROCEDURE

1. In a formal school or workshop, set aside a particular period of time for reading. Depending on the reading level of the learner 15-30 minutes of daily sustained reading will help improve their reading skills.
2. In an informal environment encourage learners to include the routine in daily living patterns.
3. There is a need to be careful with selection. One simple technique for ascertaining if a story is readable is to turn to the middle of the book; read through it and fold down a finger for each unknown word encountered. If the learner makes a fist (i.e five fingers down) from a single page, the book is probably too difficult for pleasurable reading.
4. Enough reading materials need to be available.
5. It is important that everyone reads as the helper or tutor must be a good model of silent reading.
6. It is good to have discussion about what is read.
7. In a formal setting the keeping of a reading journal may prove helpful.

APPLICATION & RESEARCH

1. A calendar with daily Bible readings could help facilitate regular silent reading.
2. Betty Holmes researched the results of how well readers understood texts from oral reading to an audience, oral reading to oneself, silent reading, and silent reading while listening to the story. Results indicated superior understanding was achieved by silent and oral reading to oneself.
3. O'Tuel & Holt noticed a significant improvement in the bottom 25% of below average readers when teachers use regular silent reading (3 lots of 20min silent reading a week) in place of a basic reader program.

FURTHER READING

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- O'Tuel Frances S. & Holt, 1988. Sandra B. Sustained silent reading and writing. *Journal of Reading* 31(5):478-479.

LISTENING TO ORAL READING

AIM

1. To encourage the learner to read and develop his self confidence as a reader.
2. To make reading enjoyable for the learner and enhance his use of clues from the three knowledge systems of meaning, grammar and sounds and symbols.

PROCEDURE

1. Provide a selection of culturally relevant books from which the learner can choose.
2. Discuss the book with the learner to help him to anticipate something about the story before he reads. What do you think might happen with a title like that? What can you tell me about the story from the pictures?
3. Do not make the reading a test but something that you do together. Perhaps you can say something like, 'Let's look at this book together.'
4. While reading, be patient and allow time for the learner to work out what is written.
5. If the learner cannot make sense of the word, tell him the word with no further comment.
6. If the reader makes a mistake that makes sense do not interrupt the reading and let the learner continue without comment.
7. If there is insufficient time to read a whole story, make sure you read together a part that is complete in itself. Reading should always be meaningful and a shared experience. It should never be an exhibition.
8. Be interested and discuss the story with the learner.

APPLICATION

1. This is something almost every parent, teacher or helper does, and there is no reason why it should not be done as a shared meaningful experience rather than as merely a testing procedure or with little interaction. Listening to oral reading is very useful during the early stages of learning to read but is often abandoned too quickly as readers become fluent and independent silent readers.
2. Handled with sensitivity, listening to oral reading and the interaction that results creates a good environment to build relationships.

FURTHER READING

Carter, R. 1979, *Reading: A Perspective (How to hear children read)*. Reading Treatment and Research Centre.

LEARNER INITIATED WORD CHARTS

DEFINITION

Lists of phonetically similar words created from general reading by the learner. This can be used in place of set word drills and instructional material.

RATIONALE

To allow the learner to determine the areas for word study and to provide his own answers.

AIM

To improve word recognition and word attack skills

PROCEDURE

1. As the learner reads to, or reads along with you, take note of those words that the learner does not know or is unsure of.
2. Write the unknown word on a chart
3. The learner works to find phonetically similar words. She can discuss the possibilities with other people, skim books, newspapers and dictionaries (if available) for words that would belong to the same word family.
4. The list of words discovered are then used in class created stories or poems.
5. If in a classroom setting, the group charts that are created can be kept in the room and frequently read aloud or referred to when needed.

EFFECTIVE READING IN THE CONTENT AREAS (ERICA)

DEFINITION

Effective Reading in Content Areas refers to a set of procedures to prepare and take the reader into the text so they build maximum information and understanding.

AIM

To help the learner to locate, access and organize information from print.

PROCEDURE

1. Preparing for reading

You prepare both yourself and the learner for the reading to be carried out. You need to be aware of information present and what reading skills are required.

- a. Help the learner with a structured overview of the text so she can begin to organise her ideas. Recognition and understanding of the key words and how they relate to each other is one useful activity.
- b. Skim the material for main topic headings, sub headings etc. This will show the reader the author's organization and presentation of ideas.
- c. Learn any new vocabulary. You will need to be aware of vocabulary that may cause difficulty for a reader unfamiliar with the content, and to give priority to this new vocabulary. It needs to be taught in the context of the text and not from unrelated lists. Things you could include:
 - i. discussion or reading of phrases or similar words that define the word
 - ii. the reader looks at the word in other contexts or uses clues in the actual text to work out a correct meaning, or
 - iii. the helper leads a discussion about how the new word is like or unlike related or known words.

2. Thinking through reading

You should introduce activities and discussion groups that help the reader to

- a. read the information and see what the author actually says,
- b. interpret what the author might mean,
- c. use the information to make links with other knowledge, to solve problems and to modify existing knowledge.

3. Extracting and organizing information

Help the reader needs to know how to select and use the information given in a text. In particular the reader needs to be able to recognise key points or underlying structures to which smaller sections of the text can be related. A few examples of things that need to be recognised are:

- a. cause and effect,
- b. general principles and particular instances or application of the principle,
- c. problem defined and solution provided.

APPLICATION

Effective reading of content is very important when teaching someone to read from documents such as Scripture. When reading something like the creation story from Genesis it would be helpful to note that the creation of the world and its different life forms culminates in the creation of man and woman. Thinking about and discussing what this might mean along with patterns in the text would help focus the reader on reading for meaning and that evaluation and interpretation of the content is a vital component of good reading.

REFERENCE

This summary was gleaned from *Teaching Reading-Teaching Readers*, which is part of a set of materials prepared in 1992 by D. L. Gerot for the Faculty of Education, Northern Territory University for external students.

SELECTING AND EVALUATING READING MATERIALS OR READING SCHEMES

AIM

To choose materials that are relevant to the learner. These materials should include texts which reflect natural language patterns and are well structured, include activities that prepare the reader for the text, promote appropriate reading strategies, allow the student to draw on prior knowledge, and get to the meaning of the text.

PROCEDURE FOR SELECTING MATERIAL

1. Ask if the material is relevant to the learners needs in the areas of
 - a. content
 - b. language used
 - c. reading strategies to be developed.

2. Is it meaningful and interesting to the learner?

3. Does it represent language that is natural in terms of
 - a. morphology (that is, all the important parts of words that should be there are there)
 - b. lexis (good choices of which word to use to express the meaning)
 - c. the word order reflects how people actually speak or write
 - d. discourse features
 - e. layout
 - f. the story setting.

4. Is the material supported by contextual clues such as
 - a. background information on topic
 - b. illustrations
 - c. cultural background information
 - d. information that will allow the reader to use prior knowledge or experiences.

5. Do materials represent a variety of types of texts?

REFERENCES

Hood and Solomon, 1985. *Focus on reading: A Handbook for Teachers*. National Curriculum Resource Centre, Adult Migration Education Program. Australia.

READING BANDS—A BROAD OUTLINE OF READING BEHAVIOUR

In 1988 the Victorian Ministry of Education in Australia attempted to describe the developmental stages of reading through the study of literacy profiles. Seven reading bands (A—G) were developed that represented a broad outline of reading behaviour starting at the earliest developmental level and going through to complex interpretative reading.

These bands are useful to the literacy worker in that they help us keep in mind that the key thing about reading is that it is a process in which we interpret and re-evaluate our world, and stops us from reducing our understanding of reading to a surface level activity of merely sounding out words. These bands or developmental indicators of reading were developed for children in schools, and as such may not be appropriate for adult literacy programs among indigenous communities. But they could be used to compile a culturally and language specific list of developmental indicators which may prove useful. A culturally reliable reading scale developed in this way would allow the literacy worker to assess a learners' development simply through observation rather than finding the need to go to some other testing mechanism.

It is important to note that things listed in each scale or band are not arranged in an order of importance, because learning to read is a complex task where many things work together to enable successful reading. It is not a step by step activity that leads a particular person to successful reading. Also test have shown that a student will exhibit behaviour covering about three bands at any one time. For example a student who has thoroughly mastered the skills of Band A and B will be developing the skills of Band C, while also beginning some aspects of Bands D, E and F. The following bands have been modified from the state of Victorian's Ministry of Education Reading bands. (For a full description see Griffin and Smith 1991, 14 (4): 288-289.)

BAND A

Holds book the right way up. Turns pages from front to back. Can point to the beginning and end of a sentence. Can distinguish between upper and lower case letters. Can turn to the start and end of books. Locates words, lines, spaces, letters. Refers to letters by name. Can locate own name and other familiar words in a short text. Identifies known familiar words in other contexts. Enjoys literature being read. Choose to look at books as a leisure activity.

BAND B

Is confident to try reading and takes risks. Asks others to help with meaning and pronunciation of words. Consistently reads familiar words and symbols within a text. Predicts

words. Matches known clusters of letters to clusters in unknown words. Uses other words in the sentence to help when reading difficult words. Shows a knowledge of sound-symbol relationships when writing. Reads books with simple repetitive patterns. Can recognize words within other words. Retells the content with approximate sequence.

BAND C

Rereads a paragraph or sentence to establish meaning. Uses context as the basis of reading unfamiliar words. Reads aloud showing understanding of purpose of punctuation marks. Concentrates on reading for a lengthy period. Reads, retells, discusses and expresses opinions on reading materials. Seeks recommendations for books to read. Can find where another readers is up to in a reading passage. Recalls events and characters in the text. Chooses to read.

BAND D

Discusses different types of reading materials. Reads a wide variety of styles and topics. Selects books to read for a purpose. Can find main ideas in a passage. Uses words and sentence structure from reading materials in written work. Substitutes words with similar meaning when reading aloud. Begins to self correct or make sense of a word or phrase using knowledge of language structure and sound-symbol relationships. Follows written instructions. Reads often. Reads silently for extended periods.

BAND E

Able to describe in writing the underlying meaning of a text. Explains a text and describes settings. Expresses and supports a view on whether an author's point of view is right. Expresses opinions of the characters. Uses known text as a model for own writing. Uses a range of books and printed materials as information sources. Reads to others with few inappropriate pauses. Uses suffixes and prefixes, and meanings of word parts to interpret new words. Uses directories such as table of contents, index, maps to locate information in multiple sources.

BAND F

Can evaluate what the author is trying to communicate to the reader. Makes links between arguments and ideas in the text and personal experiences. Discusses styles used by different authors. Forms generalizations about a range of text types. Can critically analyse a text. Formulates research topics and questions and finds information required from reading materials. Reads aloud with fluency and expression. Varies reading strategies according to purposes for reading and the nature of the text. Makes connections between texts, recognizing themes and values that are similar or connected in some way.

BAND G

Reads materials of varying complexity, for example, manuals, articles, news items, novels, scriptures. Interprets simple maps, tables and graphs in the context of evidence presented. Makes generalizations, summaries, and conclusions from reading materials. Reads widely for interest, to learn, or for pleasure. Reads at different speeds, using scanning, skim reading or careful reading as appropriate. Can use a variety of resources to locate information. Compares information from different sources. Sees and connects ideas from complex sentences and paragraphs. Can talk about the things that make a text hold together, make good sense and sound natural. Can identify opposing points of view and the main supporting arguments of a text. Discusses and writes about authors' bias and technique. Displays critical opinion and analysis in written reports and reading materials.

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A PERSONAL ACCOUNT – HOLDING YOUR READING THEORIES LIGHTLY

The following is an abbreviated account of the process my wife and I went through as literacy workers with SIL in implementing a Kriol reading program in 1987-90. The full article is in *Notes on Literacy 18.2:7-18*, and is called **Holding your reading theories lightly**.

1. Recognize your own theory of learning

In order to achieve harmony in the reading environment, we needed to know what factors we brought to it that may clash with those of the learner. In particular, we had to recognize our own thinking and convictions about how people learn and about good teaching methods. We had to examine the contents of the theory baggage we carried with us. Were all the things we believed essential as we sometimes assumed? As a first step, we listed what we considered essential to the teaching of reading (as I've mentioned on page 4-6 of this book).

2. Recognize the learner's expectations and motivation

What was it that Kriol speakers who were interested in learning to read actually wanted to read? After that we listened, waited, and listened some more. The main motivation became quite clear. They wanted to read the Kriol Bible.

At two main points the possible use of the Bible as initial reading material clashed with my theories about teaching reading. Linguistically the Bible was unlikely to provide a 'predictable' text and secondly the Bible came from a social context outside the immediate Kriol speaking community. According to Margaret Wendell's categorizing of easy to read materials in her book *Bootstraps Literature*, the translation of a story from outside the culture of the learner is the most inappropriate material to begin with. She states that because of the prime need to match 'the relationship of content to the local culture' (1982:24), reading material needs to be written by local authors, about local situations and concerns and in the local linguistic style. I fully agreed with her.

Other factors, however, were at play at the deeper emotional and personal level. These had to be given priority if Kriol people were going to learn to read. Certain parts of my well formed reading theory about providing a relevant and interesting beginning text needed to be put aside. But I still needed to remember that learning to read can quickly become a long and boring task for the inexperienced and the initial enthusiasm dries up in the face of a text that does not make sense, is irrelevant, or has too many unknowns at all levels of language. The challenge then became one of finding a culturally appropriate text from the Kriol Bible that did not make learning to read an impossibility.

3. Allow the learner's expectations and desires to determine reading content

As in all pre-literate communities, knowledge has been passed down through the ages through a strong oral tradition comprised of storytelling, song and drama. The place to begin was to identify 'oral story forms' in the Bible that had existed as oral tradition both in the Hebrew culture and the multi-cultural early church. There were the miracles of Jesus, much of his teaching, and Old Testament stories like Jonah. But the one story that stood out was the creation story in Genesis (1:1-2:4). This story not only had a form that lent itself to memory, to recital, and to predictability, it also addressed the same type of questions that Aboriginal mythology endeavours to explain. Things like stars, the moon, the sun, trees, man and woman were all understandable and picturable concepts that were part of the learners immediate environment. The learner had much of the information necessary to make sense of this story.

Furthermore the creation story is characterized by repetition and balance which are also specific features of oral tradition. This factor assisted the new reader considerably by enhancing the predictability of the text. Infact approximately 40% of the Kriol text of the creation story is set within a repetitive 'oral' refrain.

4. Identifying cultural learning styles and their relationship to the complex task of learning to read

In just the same way that we needed to state clearly our own underlying thoughts about reading, we also had to learn about the cultural learning styles used by Kriol speakers. By doing this I hoped to avoid introducing methods that might hinder the reading process. Fortunately Dr Stephen Harris(1982) has extensively studied Aboriginal learning styles. I list here some of the learning styles that he observed, which he mentions in his article: *Towards a sociology of Aboriginal literacy*.

1. learning by observation rather than verbal instruction;
2. learning by imitation rather than verbal instruction;
3. learning through the learners own trial and error rather than the teacher's verbal instruction combined with demonstration;
4. learning through real-life performance rather than practice in a made up setting;
5. more person orientated than information orientated in learning situations;
6. problem solving through persistence and repetition;
7. tending to learn by successive approximations to the efficient end product, or through a series of wholes, rather than through the learning of carefully sequenced parts;
8. tending to learn context-specific skills rather than context-free principles that can be applied to any new situation.

Dr Harris recognized that these informal learning styles were developed as good and efficient ways of learning for Aboriginal survival needs, and while they are not solely appropriate to the teaching of reading, they should be applied where possible.

5. The teaching of reading

Our next step was to decide how to teach the reading process. For a successful reading strategy it is best to delay this decision until as late as possible. Too often the 'professionals' come into a literacy program with their ready made primers and firmly established reading methods. In the long run no time is saved and it can in fact work against establishing any future successful program.

Our general conclusions in regards to the Kriol program was that it needed to be informal, non-institutional, dealing with the whole and not the parts, a real event, and a sharing between equals. It was important to include demonstration and reading together, as these are important aspects of Aboriginal learning styles. But it was equally important to use retelling, discussion and questioning at both story and phrase level because these things highlight the importance of 'active' reading and dialogue with the text.

The teaching process was reduced to four simple steps to be repeated throughout the reading session. These steps were represented by pictures in the Kriol Reading Book to reduce the amount of written instruction.

These steps were as follows:

1. The learner opens to the story
2. The helper reads the whole story expressively to the learner
3. After reading, the learner and the helper talk together about what the story means.
4. The learner reads the story slowly with the helper who points to each word *as* they read along.

This process was repeated at story, phrase, and word level and finally again at story level to complete the lesson. It was important that at each level that the key concept was discussed so that the learner realized that reading was essentially about obtaining meaning from print. To help this, comprehension activities were set after each story. Such comprehension questions were not meant to be a test of the understanding but rather an activity to encourage the seeking of information from the text. Throughout the lesson it was important to maintain a relaxed learning environment.

6. Evaluation, results and recommendations

We had arranged for an outside evaluation of the program by a University educator. Unfortunately personal circumstances prevented this at the last moment. Our own feelings from involvement in the program was that it did meet with a great deal of success. Its strong points were its flexibility in approach and ability to change pace with the needs of the learner. Learners responded positively to the approach, though that response may reflect more the sharing and building of relationships that occurred and was encouraged through the reading lessons rather than an actual comment on the detail of the method itself.

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CRITERIA OF A SUCCESSFUL ADULT LITERACY PROGRAM

It is important to determine what the literacy worker sees as a successful program. Literacy programs are obviously not just about how well the learner reads and writes print but what these new skills means to the learner and his or her community. It is also about communities appreciating their past in order to face the future, control of their destiny, relationships, politics etc. Charmley and Jones asked participants of adult literacy classes their reasons for doing such a program. These are listed below. Questions that give the literacy worker this type of input from the program participants is invaluable in planning a literacy program.

1. Affective Personal Achievements

This criteria acknowledges the importance of a sense of achievement, self worth and confidence. Outcomes include such things as an improvement in self reliance and status.

2. Cognitive Achievements

This criteria is normally well recognized in evaluation programs as it relates specifically to the skills that are gained in learning to read and write. For example, comprehension, word recognition, phonics knowledge, spelling, writing different genres and so on.

3. Enactive Achievements

Relates to the actual use of reading and writing skills outside the program learning environment.

4. Social and Economic Achievements

Specifically refers to getting jobs or taking on more responsibility at work because of the literacy program. May not be as relevant in indigenous communities as industrialised nations. However learning to read and write the vernacular where vernacular pre-schools exist (as in some provinces of PNG) does provide new job opportunities and empowerment through control of local education.

5. Affective Social Relationships

Refers to improved relationships at home and in community groups. Outcomes here are often closely connected with how people feel about personal achievements and how these are received by the students' immediate community.

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*Ways to help a friend
become a reader*

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