

APPENDIX B: CATEGORIES IN THEIR COLOUR CODES

Zone of proximal development (what the learner can do with assistance)

- Actual development level (what the learner can do without assistance)
- Internalization (improvement observed)
- Difficulty (what the learner cannot do with assistance)

Mediated learning experience strategies

- Intentionality and Reciprocity,
- Mediation of meaning,

Cognitive modifiability

- Assimilation
- Accommodation

Line no.	Case 1: Thabo; Gender: Male	Theme	Reason for Theme
	Standardised assessments		
1	In terms of Thabo's reading ability Thabo displayed on numerous occasions		
2	faulty pronunciation which could be due to visual discrimination difficulties,		
3	lack of experience, the words being too difficult, or poor knowledge of the		
4	spelling rule of silent e sound, and soft and hard c sound. This could be		
5	indicative of second language difficulties. Thabo at times omitted letters and		
6	initial sounds. Thabo also showed difficulty grasping vowel digraphs. Visual		
7	memory difficulties could be a possible cause. Thabo showed confusion		
8	with vowel digraphs and with the long and short vowels, and therefore had		
9	difficulty with the final e sound. The final silent "e" rule was ignored during		
10	reading. This was used as a basis for dynamic assessment.		
11	Thabo does not need encouragement to begin reading. He is willing	ZPD	This indicates the learner's actual development level (abilities without assistance).
12	to try unknown words, and sounds out words phonetically that he does not know.	ZPD	Indicates learner's actual development level
13	Thabo is able to discriminate between the initial and final sounds of words.	ZPD	Indicates learner's actual development level.

14	He is able to recognise both lower case and capital letters by sound and name.	ZPD	Indicates learner's actual development level.
15	Dynamic assessment Dynamic assessment for reading focused on teaching and then		
16	reassessing Thabo's ability to grasp the silent "e" rule. Visual stimuli was	MLE	This indicates the type of mediation provided.
17	utilised to scaffold and guide Thabo to visually and manually grasp the concept.	MLE	Indicates the type of mediation used to help the learner learn.
18	Reassessment was implemented during the second assessment		
19	which consisted of Thabo reading a list of words, similar to the initial reading		
20	assessment list, which is appropriate for Grade 2 level, with and without the		
21	silent e. Thabo's performance within the context of dynamic assessment		
22	indicated his potential to learn when assessed and taught at his level of	ZPD	Indicates an improvement observed after mediation.
23	functioning and understanding, making use of visual and concrete	ZPD; MLE	This indicates the mediated learning strategy.
24	manipulation of teaching materials. Based on Thabo's performance on	MLE	This indicates the mediated learning strategy.
25	this occasion, it appears that the process of dynamic assessment was		
26	effective, and Thabo was able to distinguish between words such as hug	Cognitive modifiability	This indicates the specific change in development.
27	and huge, however at first he did rush into assuming all the words had the	ZPD	This indicates the learner's growth area that was not

			improved after scaffolding.
28	final "e" at the end. As the list went on he began to grasp the concept. This is	Cognitive modifiability	Indicates an observed change in development after mediation.
29	possibly indicative of his difficulty with focussing his attention and the difficulty	ZPD	This indicates the learner's growth area that was not improved after scaffolding.
30	he may be experiencing impulse control.	ZPD	This indicates the learner's growth area that was not improved after scaffolding.
Line no	Case 2: Mathapelo; Gender: Female		
	Standardised assessments		
31	An error analysis of the reading mistakes made by Mathapelo indicated		
32	that she sounds out the letters of a word in an attempt to read the word.		
33	However even when using the aforementioned strategy, she reads words		
34	incorrectly. This suggests that she does not know her sounds. A reading		
35	mistake Mathapelo constantly made was reading the first letter of the word and		
36	then guessing the rest of word. The types of reading mistakes Mathapelo made		
37	are often associated with difficulty with visual memory, imagery, analysis and		
38	emphasis as well as problems with converting visual to auditory equivalent.		
39	Problems with auditory discrimination and memory also play a role.		
40	The results of the NARA suggest that Mathapelo's reading abilities in		
41	reading accuracy, reading comprehension and reading rate are problematic.		
42	Poor accuracy has a direct effect on the ability to understand what is being		
43	read. Mathapelo has a tendency of guessing words by looking at the first letter		
44	of the word. Other types of mistakes made were mispronunciations,		
45	substitutions and reversals.		
	Dynamic Assessment		
46	Mathapelo read the three sentences and then the assessor identified the		
47	words that Mathapelo struggled with. During the teaching phase, the assessor		
48	made use of guided reading strategies to teach Mathapelo to read the words that	MLE	This indicates the type of MLE that

			occurred between the assessor and the learner.
49	she struggled with in the pre-test. For each word the assessor asked	MLE	
50	Mathapelo to read after her, she would break the words into syllables and then	MLE	Indicates the assessor's mediated learning strategy and the learner reciprocating the assessor's mediation.
51	read the word as a whole. During the retest phase Mathapelo's reading of	MLE	Indicates the assessor's mediated learning strategy.
52	sentences improved, however it should be taken into account that she could	ZPD	Indicates the learner's improvement after mediation was provided.
53	have relied on oral reproduction rather than actual reading.	ZPD	Indicates a lack of improvement/ growth area in her reading.
Line no	Case 3: Katleho; Gender: Male		
88	Standardised assessments Overall it was noted that Katleho has poor decoding abilities and often		
89	guesses words or replaces words he is reading with words he knows. He was		
90	not able to read most of the sight words he encountered and his overall knowledge		
91	of vocabulary in English is limited. He also swapped letters around which		
92	resulted in the meaning of words and sentences being lost.		
93	When reading, Katleho showed little acknowledgement of punctuation which		
94	further resulted in difficulty comprehending a text and keeping his place. Katleho		
95	has limited knowledge of conventions or digraphs and confuses vowel sounds.		
96	His reading speech is much slower than what is required for functioning at a		
97	grade 4 level. Katleho was often confused when reading and struggled to was		
98	connect the words he had read to meaningful information when he		
99	required to answer questions about what he had read. When considering the		

100	various difficulties, Katleho experiences in reading and spelling it is likely that		
101	he is unable to obtain adequate meaning from the majority of what he		
102	reads in the classroom and this contributes to low scholastic achievement.		
103	The NARA was used to assess Katleho's reading accuracy,		
104	comprehension and reading rate or speed. Both his reading accuracy and		
105	comprehension age scores are less than 6 years and 0 months.		
106	Process notes: The child used the pictures to be able to say the words and	MLE	The learner's response to the mediational strategy used.
107	struggled with decoding the longer words such as tunnel but seemed to enjoy	MLE	Indicates the learner's response the mediational strategy used.
108	the matching process. Perhaps the reading of the words was less stressful with	MLE	The learner's response to the mediational strategy used.
109	the added visual aids. The child was motivated by the game aspect and winning	MLE	The learner's response to the mediational strategy used.
110	and seemed to enjoy being praised for his accomplishments.	MLE	The learner's response to the mediational strategy used.
111	This familiarity with the words was much better at this stage and he could very	Cognitive modifiability	This indicates the change in development after mediation.
112	quickly identify if either of us had the word. Visual memory? Enhanced by the	MLE	Indicates the mediational strategy used.
113	use of the pictures? He could easily say the words and would emphasise the	Cognitive modifiability	This indicates the change in development after mediation.

114	sounds but required a couple of repetitions in order to get the sound entirely correct.	MLE	Indicates the mediational strategy used.
115	Dynamic Assessment Katlheho paid close attention when learning the Mathematics and language	MLE	The learner's response to during mediation.
116	skills that were taught. However, his understanding of English as the medium		
117	of instruction, made it difficult for him to fully understand instructions. He	ZPD	This indicates the learner's growth area revealed after mediation.
118	struggled to understand the content being taught. Nonverbal descriptions and	ZPD	This indicates the learner's growth area revealed after mediation.
119	pictures were necessary in order to increase his understanding. Additionally, it	MLE	This indicates the mediational strategy to improve the learner's understanding.
120	became clear that his auditory discrimination skills were under-developed	ZPD	This indicates the learner's growth area after mediation was provided.
121	which hindered the learning of vowel sounds.	ZPD	This indicates the learner's growth area after mediation was provided.

APPENDIX C: THEMES IN EACH CASE

Learner	Standardised assessments' error analysis	Dynamic assessment themes
Thabo	Faulty pronunciation; omission of letters and initial sounds; difficulty with the final silent "e" sound; guesses words.	Zone of proximal development
		Mediated learning experiences
		Cognitive modifiability
Mathapelo	Incorrect reading while sounding out words; guessing of words after reading the first letter; mispronunciations, substitutions, reversals.	Zone of proximal development
		Mediated learning experiences
Katleho	Poor decoding abilities; guesses words; unable to read sight words, limited English vocabulary, lack of acknowledgement of punctuation marks, confuses vowel sounds, low reading speed, low reading comprehension skills.	Zone of proximal development
		Mediated learning experiences
		Cognitive modifiability

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