

CHAPTER VI

ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION OF AND ASSISTANCE FOR CHILDREN WITH LANGUAGE PROBLEMS

A. S. du Toit

1. Introductory orientation to reading and spelling

Children with learning difficulties have only recently been assisted from within a pedagogic perspective; this way of relating to such children gave rise to the part-perspective of pedagogics now known as orthopedagogics. Until this recent development, intervening with and assisting these children usually was in the hands of medical practitioners and psychologists, most of whom followed a strongly functionalistic approach. The sorry neglect of the pedagogic (specifically the orthopedagogic) regarding these children partly can be attributed to the fact that while pedagogics (the science of education) was still largely dominated by philosophical thought, medicine and psychology (pursuing the medical model) had developed as empirical sciences. The culmination of this approach was the work-up of a psychiatric, clinical picture, etiology, symptomatology and therapy for such children.⁽¹¹⁾ As a result, children with learning difficulties were delivered from the pedagogical to the medical and psychological sciences where the aim was to diagnose and treat their learning difficulties.

This approach had several consequences among which is the way language (and, therefore, reading and spelling) is viewed:

- a. In accordance with the medical model (that emphasizes the neurology and physiology of the brain), speaking is viewed as the reproduction of established engram patterns in different areas of the brain; language is reduced to a physico-motor, sound phenomenon. Accordingly, it is nothing more than a psycho-physically founded symbol system that serves as a means of communicating with others. Language is merely an individual's means of "adapting" to his environment;
- b. In diagnosing and "remediating" children with (language) learning difficulties, this substantialistic understanding of language results in a view that isolates language difficulties

from the child as a person. In addition, reading and spelling problems are never quite connected with each other and are not viewed as language difficulties.

However, since pedagogics has assumed responsibility for the child with learning difficulties, there has been a search for the authentic task of orthopedagogics and orthodidactics regarding children with reading and spelling difficulties; from this search a view of language (and, therefore, reading and spelling) has emerged that is founded in human existence.

Before turning to a description of orthopedagogically-orthodidactically evaluating and assisting children with reading and spelling problems, a cursory survey of this existentially founded view of reading and spelling (of language) is given. Since this overview will not go into the sensory-motor and psychological aspects of reading and spelling, the interested reader is referred to the literature on these aspects.⁽²⁾ This overview will begin by considering a child-anthropological orientation to reading and spelling. That is, these phenomena are viewed and investigated as they show themselves in the child's unique situations. This requires fathoming the origin of reading and spelling for a child, and this means penetrating to the nature of child language (i.e., what language really is and what it means to him).

On the basis of the primordially given fact of child-being that he is someone who wants to be and become someone himself (Langeveld), his existence (i.e., his directedness to the world) results in him cultivating, revising and constituting a world-for-himself. Language plays a very important role in child existence because it is a medium for giving sense and meaning (i.e., for constituting his own world).

Although language is but one way of giving meaning, it is a phenomenon central to human existence. This is because all other forms of giving meaning can be made the subject of language.⁽³⁾ Thus, it is a way of giving meaning that is lived in interaction with the other ways of giving meaning. For this reason, a pre-language child exists in a deficient way because language gives all forms of meaning a new way of existing that remains inaccessible to such a child.

Discovering spoken language means the child has available a medium for giving new sense and meaning to his world, and this occurs through the act of naming. The world is a world-with-sense because it is meaningful to a child. The, until now, closed, unordered, unfamiliar world is transformed into a new, meaningful one from the moment language is discovered.

Though language is proclaimed the primary mode of giving meaning, an essential aspect also embedded in this overarching function needs to be revealed, namely, language is a system of symbols. Van der Stoep⁽⁴⁾ shows that it is imperative that a person break through the isolation and limitations of his own situation, and this can and does happen by means of language because it is a system of symbols. It is understandable that the initial modes of communicating such as gesturing and mimicking only with difficulty can serve as means for this breaking through because they are bound to time, location and space. Because of these inadequacies of gesture and mimicry, language developed into symbols. In other words, according to Pos⁽⁵⁾, in language the gesture assumes an abstract significance. This means that language is always a manifestation of something else; it points from itself to what it symbolizes. Were this not to happen, it would lose or not have its existential force as a medium for attributing meaning. Therefore, a child can only be on the way to the highest forming of his existence when he has acquired language. This is because in acquiring it he is in a position to distance himself from being bound to time and space in order to communicate. Owing to this symbolic character, the child not only can distance himself from the object but he also can reach for temporally-spatially absent objects.

Yet as **sound symbols**, language, as a medium for this breaking through is not available without limits. Although establishing a landscape with others who are outside of one's immediate visual and experiential world can happen (e.g., via telephone), because it requires the continued being-together-with-others, this limitation of language as **sound symbols** becomes evident when one is far apart from others.

The **written symbol**, as a symbol for the sound symbol, however, overcomes this obstacle because when a child acquires a proper

command of this, he is in a position to co-**experience*** (in reading) the unknown through the unknown (author), and also he can present (in writing) to an unknown person (reader) what is known to him (the reader). Thus, via the written word, a child is able to give meaning to a further-lying, more abstract world. So viewed, reading and writing (spelling) are primarily **language activities** that serve as extensions for the becoming child in his existential going out to the world.

Also, the reading act cannot be constituted properly unless the child can spell correctly, and the reverse. Reading and spelling (reading and spelling problems) should not be thought of as separate from each other because, indeed, they are interlaced. Moreover, spelling fulfills a creative, constructive role in written language because without it, formulating one's own meaningful thoughts undoubtedly will be limited.

In addition, the ontic (fundamental) phenomenon of a child's self-becoming, his self-forming, occurs on the basis of **experiences**. However, this self-becoming does not rule out the pedagogic that is always presupposed because a child cannot properly become someone by himself; that is, he is always dependent on the support and help of an adult. As a category of human openness, **experience** is a way of giving meaning to the world, and, in light of the above explanation of language, it is understandable that language (and reading and spelling) is closely related to human existence.

Sonnekus⁽⁶⁾ describes (lived) **experience** as a child intentionally taking a personal position (attitude), as totality-in-function, in communicating with reality. In his becoming adult this **experiencing** is actualized by a young child on different levels varying from a pathic-affective to a more gnostic-cognitive, distanced one, both of which are the normative **experience** of meaning. For Sonnekus, pathic **experience** is primordial and subjective and is a pre-cognitive attunement in direct communication with things, while by gnostic he means a distanced, cognitive, object-situated **experience**.

Initially a child's **experience** of the life world is strongly colored pathically, but to the extent that language has been discovered, he

* See footnotes in Chapter 1 regarding the translation of "beleweniswereld" and "belewe".

breaks through to a pathic-gnostic attunement or level because it enables him to establish a distanced relationship with the world. Language serves both the pathic (affective) and the gnostic (cognitive) because both aspects are always present; at most there is a shifting accent from one to the other. Thus, next is a brief explication of the relationships between language and affect and between language and thought.

The child-world relationship is always an affective one where affective means a readiness to participate in the surrounding world. In this regard, Van der Stoep⁽⁷⁾ indicates that a person's world essentially is realized by means of feeling. This role of feeling raises the important aspect of expression. Where a pre-language child's modes of expression are dominated by the intuitive and, therefore, often do not result in "acceptable" forms of expression, with the discovery of language the affective is calmed because by means of language as a medium of expression, a greater degree of matter-of-factness arises and childlike naiveté gives way to a more formal mode of existence.

Since reading and spelling cannot be separated from a language context, they too are affective language-acts: in reading a child expresses his feelings, and he is able to participate in the author's feelings. In reading, he enters an emotionally colored dialogue with another. Only by spelling can he proceed to express himself emotionally in his written language. In this respect, correct spelling generally is a precondition for emotion-filled language expression.

The relationship between language and thought has been explicated fully elsewhere.⁽⁸⁾ Consequently, it is sufficient to indicate that the development of thought is prior to the development of language but, at the same time, language comes into play as the carrier of and foundation for thinking. A deficient reading and spelling act thus will restrain thinking in its development from the concrete to the abstract because thinking is then deprived of a necessary stepping-stone.

As cognitive language acts, reading and spelling follow a course of globalizing, analyzing and synthesizing and this same course is discernible in a child's thinking. Thus, a little child who reads mainly on a global level primarily thinks visually while a child who reads on a level of analyzing and synthesizing shows a more

schematic and abstract course of thinking.⁽⁹⁾ What this amounts to is that fluent and accurate reading and spelling promote a schema and, especially, an abstract course of thinking while an over-adherence to global reading and phonetic spelling restrain abstract thinking.

In connection with the above, it is emphasized that there is a direct connection between language and actualizing intelligence. Language functions as a medium for intelligence. Where intelligence is viewed as a power to break through one's own situations, language is a means for this break through. Where there are reading and spelling difficulties, it is clear that the child will have available a defective means of breaking through, and this will result in a weak actualization of intelligence. Thus, reading and spelling are basic requirements for a general command of language and the tendency in the current literature to separate reading and spelling from each other and to view them as not connected to a language context is entirely without foundation. In addition, reading cannot be reduced to mere stimulus-response processes existing in a number of physiological and psychological stages. Above all, reading and spelling are language acts, and since language and existence are intimately intertwined, these language acts are invested with an existential (**Dasein**) quality.

2. Orthodidactic evaluation of reading and spelling

As indicated above, reading and spelling are language acts constituted through **experiencing**. Therefore, when orthodidactic evaluation occurs the above facts have to be taken thoroughly into account. If they aren't, in other words if reading and spelling are viewed as isolated from each other and as separate from a language context, as isolated from a child's existence, then evaluation degenerates into a mere diagnosis of symptoms that is of little value to the orthopedagogue who later wants to provide help.

If reading and spelling are viewed as modes of **Dasein** then orthodidactic evaluation needs to be supplemented with an orthopedagogic evaluation. Therefore, it is more appropriate to talk of orthopedagogic-orthodidactic evaluation because the aim is to penetrate to the essentials of the child's reading and spelling world as an experiential world.

a. Reading and spelling as images of lived-experience

This involves investigating the child's **experiences** of reading and spelling in particular regarding the state of his pathic-affective, gnostic-cognitive and attribution of meaning on a normative level. In this connection, pathic flooding frequently is noted in children with reading and spelling problems with the result that there is an inadequate breakthrough to a gnostic-cognitive attunement that also results in the inadequate actualization of intelligence.

The phenomenological method is an obvious one to use for such an evaluation of the child's **experiencing** that, among other things, takes place with respect to the particular exploratory media implemented. Since orthopedagogic evaluation is discussed fully in Chapter V its particulars are mentioned only briefly:

To enter a child's reading and spelling world, as experiential world, one has to look at his historicity, i.e., the reading and spelling relationships he has constructed in the past. These data are extremely important because not only do these relationships of the past co-define the present, they also point to the future. For this reason, use is made of both a **hetero-** as well as an **auto-historicity** that are called exploratory conversations about the child's reading and spelling historicity. Penetrating questions can be asked about child-teacher relationships, the child's attitude about reading and spelling class periods, child-parent relationships, the homework situation, etc.

Then, use is made of various observation media, including the **Guide-it** and the **Wiggly blocks**. Here the child is confronted with a particular task during which **pedagogic observation** takes place while he is involved with the medium. At first, pedagogic observation is a pedagogic conversation because over and above the child's dealing with the medium, he also is in a relationship with the orthopedagogue. For example, by carefully observing the block building activity, among other things, one can come to know the level and quality of the child's pathic-affective and gnostic-cognitive **experiencing**. In this connection, Kotze⁽¹⁰⁾ notes that stagnating on a level of trial-and-error is a very strong indication of **experiencing** on a pathic level. On the other hand, by planning and insight, a child can attain an adequate structuring by his building activity, and this is evidence of cognitive **experiencing**.

Similarly, the preponderance of a pathic-affective or gnostic-cognitive **experiencing** of the adult-child relationship can be made observable; that is, the kinds of explanations required before the child understands the task can indicate the level of **experiencing**. For example, if he only understands the task when it is continually explained (demonstrated) concretely, this is an indication of pathic **experiencing**.

Third, special media are used to investigate the levels of **experiencing** reached by a child in his learning (reading and spelling) world. The **Rorschach** (Inkblots) is an excellent medium for this because it provides a clear image of the structure of the pathic-affective and gnostic-cognitive aspects of **experiencing** within particular learning relationships.

Fourth, of great importance is the use of a number of thematic projective media (language media) such as the well-known **T.A.T.**, Langeveld's **Columbus series**, Rotter's **incomplete sentences** and van Lennep's **Four picture test**. These media lend themselves especially to fathoming particular learning relationships, specific relationships to things, other children, to parents, to teachers, etc.

Fifth, intelligence media are used. According to Sonnekus⁽¹¹⁾, as far as his intelligence is concerned a child is a totality that is simultaneously present in the world in different ways of being, more specifically as ways of **experiencing** on pathic-affective and gnostic-cognitive levels. When, e.g., the **New South African Individual Scale** is used, the primary concern is not to obtain an intelligence quotient but rather a description of the child's modes of breaking through situations.

The orthopedagogic evaluation that results in an image of **experiencing** reading and spelling however has to be supplemented with an orthodidactic evaluation directed at acquiring an image of the deficiencies in the activity forms of reading and spelling.

b. An orthodidactic image of reading and spelling problems

Before considering an orthodidactic image of reading and spelling difficulties, first it is necessary to try to answer these pressing

questions: how does a child learn to read and spell, or how does a child learn to master the acts of reading and spelling?

When a child correctly masters reading and spelling this means he has obtained an insight into the relationship between the sounds of spoken language and written language symbols as symbols for an already abstracted sound symbol (spelling) and the reverse (reading). This discovery is a cognitive matter founded on a gnostically-cognitively attuned intentional directedness to reading and spelling but that includes a pathic-affective aspect because without an affective readiness to participate, the acts of reading and spelling will not be mastered. Essentially, this readiness to participate is based on **experiencing** security.

In addition, the acts of reading and spelling are constituted according to the following qualitative act structure or activity form viewed as the total structure of a simultaneously actualized globalizing, analyzing and synthesizing.⁽¹²⁾

At first the activity form occurs for a child on a global level in that words and sentences show themselves to a child as meaningless language scribbles. External aids such as pictured objects, other concrete examples and sound images paired with the words allow a child to readily discover that the scribbles are meaningful. At first the sentence structure appears as a reality closed to the child, and initially he is directed only to its global content; gradually he progresses to a de-globalizing or spontaneous analyzing by which he sees and hears separate words and letters/sounds. By means of deglobalizing, that is followed and completed by a consciously attendant analyzing, the child finally makes a breakthrough to the sound-letter element; i.e., he becomes conscious of the value of each graphic element or letter characteristic.

Although de-globalizing together with the attendant analyzing necessarily are intermediate phases between initial global-associative imprinting and the occurrence of autonomous acts of reading and spelling, they cannot stand apart from the other aspects of the activity form. The three aspects (globalizing-analyzing-synthesizing) always manifest themselves as a totality-act.

Thus, analyzing and synthesizing presuppose each other and hardly can be separated. The discovery that sounds and letters are the "building blocks" of the spoken and written word always occurs

within the context of sentences and words; that is, the meaning of the parts is in the whole word or sentence. Hence, there is complete agreement with Stander⁽¹³⁾ who characterizes the aim of this three-fold unitary act as a differentiation-within-structure (that is, an analysis for the sake of analysis doesn't take place but for the sake of constituting the meaning of the word and sentence).

It is obvious that, by de-globalizing and the accompanying analyzing, a child gains insight into the written and sound systems. Language gradually shows itself to the child as a structure; that is, he becomes aware of the ways in which living phonetic language is visually represented and the reverse. Thus, there is a conscious search for patterns, relationships and connections within the acts of reading and spelling; in other words, this discovery of language structure occurs in terms of a cognitive act-structure which gradually becomes a non-cognitive act-structure (automatism) as a child's insight into the structure of reading and spelling grows.⁽¹⁴⁾

Between the cognitive and non-cognitive act-structures are more refined and differentiated structures or ordering principles that serve as a bridge for a transition to automatism: first of all, a child discovers that there are certain patterns of letter-sound connections. However, this pattern forming (model scheme) is merely on a concrete level. Gradually these patterns acquire finer differentiations and pattern forming now occurs on a more abstract level (etiquette scheme). In achieving this, the cognitive act-structure is changed to a non-cognitive one or to an automatism, a condition for ready familiarity and knowledge. Such automatisms, thus, are used without a need to be analyzed by means of cognitive structuring.

Acquiring a language as a form-system is supported by the valence formation and valence value of language⁽¹⁵⁾ that is a (positive or negative) appeal that a child can answer. Reasons for a negative appeal are many, among which are deficiencies in the language teacher's instruction and methods, textbook organization, a qualitatively "poor" language milieu in which a child is growing up.

Corresponding activity forms exist for both the acts of reading and spelling; moreover, their structures are continually interconnected. There also are connections continually made among systems of distinct words. Louw⁽¹⁶⁾ indicates, in this respect, for example, that a

child discovers that vowels and consonants have to follow each other in certain patterns to be able to form a word. Now, he has to be able to form a connection between the system formed by a specific word and another "new" word. When this happens, there is transferable insight.

Thus, the entire structure of language is built on various systems and if he is to acquire a command of language symbols, a child has no other choice than to discover this system. Unfortunately, this breakthrough does not occur in a mechanical way, and the task of guiding a child to this discovery (often) rests squarely on the shoulders of the teachers in the beginning classes.

In light of this cursory discussion of the qualitative act-structures at the basis of constituting the acts of reading and spelling, it should not be concluded that reading and spelling can be reduced merely to a cognitive matter. It is and continually remains a matter for a person; language (thus reading and spelling) continually addresses a child as a person. Also, in orthopedagogic-orthodidactic evaluation this fact is continually kept in mind because it never only involves a particular achievement or "ability" but always a child as a person.

It is now clear that orthodidactic evaluation involves much more than an investigation of the types of reading and spelling errors a child makes. A qualitative analysis of all errors has to be made in order to fathom the deficiencies in the basic act-structures of reading and spelling; but this analysis also has to be viewed against the background of the total activity structure of language. This cannot and must not be considered apart from the child as a person.

Because of the nature of the matter, the media used to acquire such an orthodidactic image are exclusively language media. Following is a brief discussion of orthodidactic evaluation:

Above it was repeatedly emphasized that reading and spelling are not exclusively cognitive acts but that they are also actualized on the level of the personal. Therefore, reading and spelling problems should never be viewed as a partial defect; should this happen, the child then is reduced merely to a reading and spelling problem. From this it also follows that orthodidactic evaluation no longer revolves around administering a number of diagnostic and achievement tests

and that an analysis of errors cannot be its final aim. Such a procedure that, alas, is still practiced can be sternly criticized as being at most the diagnosis and treatment of symptoms.

Since a reading and spelling problem touches a child's entire being, this implies an essential fathoming of the nature of the world of meaning of the child-in-distress--something that can become evident only in the orthopedagogic-orthodidactic evaluation. As far as orthodidactic evaluation is concerned, it is a means of fathoming the child in dialogue with his shortcomings as well as understanding the deficiencies in the basic act-structures of the activity forms of reading and spelling. The indispensable analysis of errors, therefore, is the starting and not end point because it is from them that the deficiencies in the qualitative course of the acts of reading and spelling, as acts of language, have to be investigated.

Without at all claiming or insinuating a rigid pattern, the main aspects of orthodidactic evaluation take approximately the following course:

i) Conversation

Without at all going into the fact that a conversation is a means of establishing an encounter or that as an historicity interview it provides important information about school, sports, social activities, etc., it deserves brief mention as a means of evaluation. Namely, language is a direct and immediate involvement by which a child continually has to verbalize his own existential relationships, and it is obvious that in being involved with language he can discover it as his language. Does he have a rich or poor vocabulary at his disposal? Are his answers to the pedagogue's questions merely "yes" or "no"? Does he also **experience** his shortcomings on an affective level? Is he eager to receive help for his reading and spelling problems? On the basis of these and many other questions, an apparently innocent conversation between child and pedagogue can provide answers of great use in establishing a reading and spelling image as an image of **experiencing** them.

ii) Spelling, dictation and reading aloud

Although not adequate in themselves, the use of suitable reading material from the child's school reader, a number of

spelling words and some dictation are indispensable for constructing an image of a child's reading and spelling deficiencies; from this further investigation is possible of the deficiencies in the ways of constituting the activity-forms of reading and spelling. It has to always be kept in mind that a child with reading and spelling difficulties enters into dialogue with his shortcomings when these media are used and, therefore, pedagogic observation is of greater significance than merely recording reading and spelling errors.

It is here where **experiencing** limitations is brought to light in all of its nakedness, and, therefore, this clearly is a moment when a child throws himself open for pedagogic exploration. Think of his being defenseless when he is required to move in the direction of the world of symbols, of the emergency measures he uses merely to hide his confusion from the pedagogue (e.g., by purposely writing illegibly, by trying to hide his work with his hands). It is in such moments that an important truth has to be underlined--when a child fails, he is involved in this with his total being as a person; he does not merely **experience** his deficiency with his brain (i.e., cognitively) but indeed as a person.

iii) Comprehension tests

The test usually is taken from a textbook, preferably on a level one year below the pupil's grade level to try to ensure that the requirement is not too difficult. The importance of the comprehension test is that it gives an indication of the level on which thinking moves. Such a test lends itself to this end admirably because responding to it requires, among other things, mobility of thinking on an abstract level, it requires sustained attending for a relatively long period of time, etc. There is no mention here of mechanical methods of solution such as in arithmetic. The comprehension test confronts a child with his own thinking and firmly pins down his command of language.⁽¹⁷⁾

iv) The composition

The composition lends itself admirably to an exploration of a child's affective world. As a medium of linguistic expression (and also projection), it is an outstanding medium for discovering a child as his language. Thinking and fantasizing as child modes of being, his intentional directedness, vocabulary, spelling, syntax, suppleness of language, etc. all are ascertainable in a composition.

3. Examples of orthopedagogic-orthodidactic evaluations of children with reading and spelling difficulties

A) Sarel, 10 years 10 months, grade 5

1. Historicity image

a) Hetero-historicity

Sarel is the oldest of four children and comes from a fairly average family in which the relationships seem to be good. His father is a government official and his mother a teacher.

With respect to physical development, both pregnancy and birth were normal. Also, the course of further development was normal and without incident. However, at nine years an oculist determined that Sarel had a 15 degree converging strabismus (cross-eyed). Since then he has worn glasses and, according to the oculist, the problem has been corrected.

At 6 years 7 months Sarel entered school and, according to his mother, he was school ready. During the first term he experienced no problems, but during the second term there was a change of teachers. For the remainder of the year, as well as for the succeeding year, he was instructed by this particular teacher. It was after this change in teachers that Sarel began to experience reading and spelling problems, and now his mother maintains that his teacher was very inexperienced and that she neglected the teaching of reading.

At present Sarel has so many problems with reading and spelling that his parents have to read his class notes to him before each test or examination. In spite of this, he achieves moderately well, but there has been a downward trend regarding both his school achievement and his directedness to his schoolwork. For example, in the first grade he attained an average of 79%, while his most recent report card shows an average of 58%. According to his parents he readily accepts help with his schoolwork, especially from his mother--provided it is not assistance with reading and spelling.

Sarel is left-handed, although this does not occur in the rest of the family.

b) Auto-historicity

Sarel says he likes going to school only a little, but that it would be very pleasant if only he could read and spell. He doesn't like homework much, but he is fond of nature and, especially, his pets. Before he began wearing glasses he always sat in the back of the class, but since wearing them, he sits in the front.

2. Reading and spelling as images of lived-experience

a) Wiggly blocks

As soon as instructions were given, Sarel immediately directed himself to the task. Although initially he proceeded by trial-and-error, later his activity was more planned and the quality of his work rose from a chaotic to a more coordinated level. At first his work attitude was one of seeking help (which he readily accepted) but gradually he worked more independently.

From his action with this medium it was inferred that an initial pathic **experiencing** gradually gave way to a more cognitive attunement to the task. The initial use of trial-and-error indicates pathic **experiencing**, but by planning and insight, the pathic was broken through to a suitable structuring of the block building act and a more cognitive focus became possible.

From Sarel's work level and attitude it was inferred that his use of trial-and-error reflects a stagnation on a global level and that a planned work attitude first began to take form when he broke through to an analysis of the different blocks (i.e., recognizing and selecting the corner blocks, the side blocks and the middle one).

b) The Rorschach inkblot medium

i) Formal analysis:

36 responses in 19 minutes

W = 7 (WS = 2)	F = 27 (21+)	A = 16	P = 4
D = 16	M = 3	Ad = 4	O = 2+
Dd = 11	FC = 3 (1+)	H = 5	

DdW = 1	CF = 2-	Hd = 3	F+% = 77
DS = 1	Cd = 1	Anat = 3	A% = 55
		Obj = 4	H% = 22
		Nat = 1	P% = 11

Experience type	Succession
M : C :: 3 : 3 1/2 = ambi-equal	Loose

ii) Aspects of lived-experiencing

When the formal analysis is subjected to a penetrating study, the following inferences are drawn regarding the levels of **experiencing** in terms of which Sarel constitutes his reading and spelling world.

First, there are clear indications of a pathic mode of **experiencing**. The following responses confirm this: DdW, D, FC-, CF-, high A% and a loose succession in responding. Kotze⁽¹⁸⁾ notes: a confabulation response (DdW) suggests restraints in cognitive modes of being such as thinking, remembering and perceiving; a white-space response (WS, DS) is an indication of opposition and aggression, and, therefore, also reflects **experiencing** on a pathic level; a detail response (D, Dd) suggests grasping the immediate, the simple, the concrete and, therefore, also pathic **experiencing**. In addition, Kotze indicates that a color response (FC-, CF-) is an indication that the affective usually is not under intellectual control. In other words, this indicates pathic lability that floods and restrains gnostic-cognitive **experiencing**. Also, concerning the high A% (animal), Kotze notes that it reflects both stereotypic thinking and also is a form of perseveration, indications that the pathic cannot be broken through to a more gnostic-cognitive level of **experiencing**. In addition, a loose succession indicates a fluctuation in attending, and this reflects a pathic involvement with reality.

On the other hand, there also are a great many responses interpreted as gnostic-cognitive in nature of which W, M and F+, as well as the ambi-equal experience type are examples. Since a whole (W) response reflects systematic thinking, especially when it occurs with high quality form (F+), there are indications that Sarel takes a gnostic-cognitive attitude (the formal analysis shows a high F% and 7 W responses). Movement (M) responses indicate a preference for thinking over feeling and a creative potential my means of

fantasizing. Viewed in this way, an **M** response also is an indication of **experiencing** on a cognitive level.

In summary, it is concluded that Sarel constitutes his reading and spelling world in such a way that there undoubtedly are pathic-affective and gnostic-cognitive aspects but, for all of that, he usually is caught in a pathic flooding. The large number of **D** and **Dd** responses indicate that he has difficulty moving to a differentiation on a gnostic-cognitive level, and when he does perceive, since it is on a gnostic and not a cognitive level, he only arrives at an analysis and not a synthesis. It is for this reason that responses are repeatedly given that indicate an unintegrated perceiving. For example, note his responses to Plate IV: "This looks like a pelt or something. This looks like two forelegs. This looks like two hind legs. There is a little hook by the two hind legs."

With respect to actualizing intelligence, as inferred from this medium, Sarel has at his disposal a fairly good quality of intelligence (compare, e.g., the high **F+**%, **W** and **M** responses), but the high **A**%, the loose succession and the low **P**% clearly indicate pathic flooding with a consequent restraint of the gnostic-cognitive resulting in an inadequate actualization of his intelligence.

Regarding his readiness to enter into learning (i.e., reading and spelling) relationships with others, from this medium, such readiness seems less positive in nature (especially given the relatively few **H**, **FC+** and **P** responses, as well as his ambi-equal experience type).

c) **Apperceptive media**

On these media, which include the **Four Picture Test** of van Lennep and certain pictures from the **Columbus Series** of Langeveld, Sarel scarcely expressed more than a mere description of each separate picture. In other words, he is not able to take a distanced (cognitive) attitude but rather **experiences** them as immediate and concrete. Gnostic-cognitive moments such as schematizing, ordering, thinking, imagining and fantasizing, as a result of his pathic attunement, scarcely materialize. His relationship to things and others is equally pathically colored as seen in his rendering of one of the **Columbus** pictures (picture 8): "The children are busy playing before school. John's gang is busy creating a secret for themselves. Jim sits on a garbage can and Mary

and Sally are busy skipping. A young woman looks out at them from behind a window. She looks vicious."

d) Incomplete sentences

This medium also shows a strong pathic involvement with reality. In this regard, compare the following: "I like very sweet ice cream; I feel very tired; I enjoy birthday parties; My greatest worry is my homework; People who don't understand me are dumb." From these sentences, it seems that there are not only pathic ways of learning (reading and spelling) but also that the learning relationships are very pathically colored.

e) Actualizing intelligence

Sarel obtained an IQ of 110 ($V = 108$, $NV = 113$) on the **New South African Individual Scale**. The results from this medium provide nearly the same image manifested by him in the other media. In general, this amounts to an image of a pathic attunement. It is important to note that he experienced great problems in succeeding with patterns which had to be constructed with blocks from examples (Subtest 6: Block Design). On this task he fell back on a trial-and-error approach that, again, indicates that he has difficulty analyzing the global pattern which is a pre-requisite for synthesizing the blocks into a meaningful whole.

f) Media for determining hand and eye dominance

By direct observation it was ascertained that when Sarel writes he does so with his left hand but, in contrast to a left-hander, he slants the paper to the left instead of to the right. At the same time, his face is slightly rotated to the right while his head is bent in the direction of his right shoulder.

Since it often happens that a child is right-handed and left-eyed (or the reverse) and since this often can lead to confusions that negatively influence his spelling (writing), it is important to determine which eye is dominant. By means of a simple procedure (the child is asked to hold a tube with both hands and to aim it at a particular object), it was ascertained that Sarel's right eye is dominant since that is the eye to which he brought the tube in order to aim it. Since he is right-eyed but left-handed, it is not surprising that there is a lateral disturbance.

Summary

Sarel does not succeed in breaking through his pathic **experiencing** of reading and spelling to be able to direct himself to the cognitive. Because of his pathic **experiencing** his perceiving is severely restrained. Namely, in perceiving he does not succeed in handling the activity forms of globalizing, analyzing and synthesizing.

3. Orthodidactic image as image of defects in the activity structure of reading and spelling

a) Error analysis

i) Spelling and dictation errors as manifested in the different media (in Afrikaans)

aa) Problems with open and closed syllables:

Uieraares **instead of** eienares
grooter **instead of** groter
laste mal **instead of** laaste maal
bome **instead of** bomme

bb) Transpositions (reversals, etc.)

tergeleergestel **instead of** teleurgestel

cc) Confusion of vowels and consonants

stoud **instead of** stout
hartloop **instead of** hardloop
brym **instead of** brein
serkel **instead of** sirkel
selwer **instead of** silwer

dd) Phonetic spelling

Wielieke **instead of** wioletjie
oonskynlik **instead of** oenskynlik
biekie **instead of** bietje

ee) Elisions

rewower **instead of** rewolwer
plotsel **instead of** plotseling
medsyne **instead of** medisyne
verening **instead of** vereniging

ff) Confusion of diphthongs

Uieraares **instead of** eienares
tergeleergestel **instead of** teleurgestel
goot **instead of** goed
naalborsel **instead of** naelborsel

ii) Reading errors

When Sarel reads, he tries to maintain a good reading speed at all costs. Consequently, anticipations, recognition errors, additions and omissions of sounds and reversals are common. For this reason there is no intellectual control.

aa) The most striking characteristic of Sarel's reading is the large number of **anticipations** such as:

... koeie op 'n styl built **instead of**
... koeie op 'n streep bulk-bulk.

... staan die melkimmers onder **instead of**
... staan die melkers naders.

... kortste van kalwers **instead of**
... konsert van klanke.

bb) Insertions and elisions

... om hy so **instead of** ... om dat hy so.
... so kort soos voor **instead of** ... so kort voor.

cc) Transpositions (reversals, etc.)

na **instead of** aan
kry lekker **instead of** lekkerkry

dd) Misreadings

hurke **instead of** kurke
dan **instead of** kan
hoede **instead of** hoera

iii) Comprehension test

The answers to the Comprehension test brought to light that when Sarel cannot answer a question by directly reading the answer from the text, he merely transcribes a part of the text as his answer; this is an indication of his lack of insight and his hesitant attitude toward language. Even when he formulates something in language for himself, a concrete-visual level of thinking is obvious. Thus, it appears that he cannot analyze the data and, therefore, is unable to attain the synthesized essential for formulating an answer.

iv) The composition

Sarel writes clumsy, simple sentences. They are poorly formulated and have little connection with each other. The essay gives the impression of unconnected thoughts that are simply pieced together. For example: "On September 14 I bought a little mouse for 15 cents. The mouse was only two inches long with his body and tail. He is much older than he should be. He is about 8 1/2 inches long including his tail. He was operated on a year ago."

Finally, in all of his written work his handwriting is very untidy and hesitant; that is, words and letters are continually erased, rubbed out and written over--which again indicates his uncertainty with language, specifically with spelling.

b) Qualitative analysis of the basic structures underlying the image of reading and spelling difficulties

When the basic structures underlying the above error analyses are looked at, from the beginning, the acts of reading and spelling seldom are actualized by Sarel on a non-cognitive level (of automaticity). Namely, his thinking is continually restrained in constituting the acts of reading and spelling. In reading, he has difficulty distancing himself from the word to understand the thought behind it--and this is why his answers to the comprehension test questions are given without insightful thought. His dealing with

the graphic presents an image of disorder and a lack of schematizing because he is so clouded cognitively in his involvement with spelling that the necessary schematizing, ordering and synthesizing usually are thwarted.

From the above error analysis, it is concluded that the harmonious relationships among the activity forms of globalizing, analyzing and synthesizing are disturbed. It seems that Sarel especially stagnates on a global level; that is he is unable to adequately carry out a reading and spelling analysis. This stagnation on a global level results in words appearing to him in a global-diffuse way, and this is why his reading is so permeated with anticipations, mis-readings, elisions, insertions, etc. In other words, this is because Sarel only recognizes some letters or syllables and from these data he then "guesses" a word. The large number of elisions in his spelling also attests to his stagnation on a global level.

As already mentioned, the cognitive act-structure underlying reading and spelling has not yet made room for a non-cognitive act-structure (automatism). Reasons for this can be sought in the fact that he uses an inadequate scheme or system for constituting the acts of reading and spelling. The impression is that Sarel constitutes these acts according to a pattern-form (model scheme) which has not yet broken through to a finely differentiated, abstract system. For example, he has discovered that (in Afrikaans) the i-sound, as in **rewolwer**, **vereniging**, **teleurgestel**, is spelled with an **e** and, therefore, on the basis of this concrete model scheme, he also spells **sirkel** as **serkel** and **silwer** as **selwer**.

The lack of ordering the system of symbols into regular patterns also is shown in his tendency to spell phonetically. It seems that he constitutes the act of spelling merely on the basis of his hearing. For example, he has not yet discovered the system (rule) that a consonant (in Afrikaans) must be doubled if it follows a long vowel. Thus, in spelling, when he is faced with a problem of this nature, he falls back on his hearing because, after all, here he does have a "system" to cling to. Therefore, he spells "groter" with a double "o" and "blomme" with one "m".

From the above it also seems that the connection between sound and letter symbol is not properly in place. Where one usually mentions two systems that are combined in such a way that they function as one, the impression here is that for Sarel the letter

system is so defective that the sound system dominates almost entirely. No wonder, then, that the acts of reading and spelling, as language-learning tasks, direct a negative appeal to him and that, therefore, he shows a defective intention to learn. His more than usual surrender to a predominantly pathic attunement possibly is a result of this, while this also severally restrains him in his efforts to adequately master the abstract system of symbols.

Summary

It seems that we are dealing with a boy who has great difficulty in breaking through the pathic mode of **experiencing** of reading and spelling to a more gnostic-cognitive level, which is a precondition for adequately mastering language. Among other things, this has the consequence that his world of perceiving, with the required distancing to and differentiation on a cognitive level, does not follow an entirely meaningful course for him because a fluent handling of the underlying activity forms of globalizing, analyzing and synthesizing is severely restrained. This is especially reflected in his reading and spelling where there are repeated indications of global-diffuse perceiving (e.g., the fact that he has problems analyzing sentences and words). Because of his problem analyzing, synthesizing also is problematic. This entire problem can be traced back to his defective insight into the system of symbols. A meaningful command of reading and spelling occurs by actively assimilating, ordering and arranging the system of symbols into regular schemes or patterns; it seems that it is precisely this insightful arranging or ordering that Sarel is unable to accomplish.

The poor constitution of the tasks of reading and spelling do not leave his thinking unharmed. Because language is not always available to him as a medium for thinking, it is not surprising that his thinking is chaotic, disordered and concrete. In addition, it is obvious that the actualization of his intelligence cannot flourish fully.

When there is an attempt to indicate potential causative factors for Sarel's reading and spelling problems, possible didactic neglect remains prominent. It is clear that Sarel's conscious analyses of word structures is very defective and this probably started during the beginning of his instruction in reading and spelling. This is in agreement with data acquired from the historicity image.

Other contributing factors might be the converging strabismus of his eyes and his disturbed laterality, especially in light of the inversions found in his reading and spelling. However, these factors are very slight in nature, and it can be accepted that both problems have been or are being solved. The fact remains, however, that these factors still can be contributing to Sarel's present reading and spelling problems.

4. Orthopedagogic-orthodidactic assistance

At the beginning it is stated plainly that orthopedagogically and orthodidactically assisting a child with reading and spelling problems can no more be separated than can reading and spelling be isolated from his existence. The primary concern is with correctively educating a child as a person and never only with the reading and spelling difficulties; therefore, there always should be mention of orthopedagogic-orthodidactic assistance.

Regarding the orthopedagogic aspect of assistance, the concern is with re-educating the child with reading and spelling problems. According to Sonnekus,⁽¹⁹⁾ orthopedagogic assistance essentially is aimed at the child accepting and assimilating his disturbed reading and spelling world as his experiential world. In Sarel's case, the orthopedagogic aspect has to be aimed at strengthening his feelings of safety and security, naturally in terms of pedagogic criteria. Should the orthopedagogue succeed in this, the child will show a greater venturing attitude by which he can leave behind his pathic floodedness in order to push through to placing his reading and spelling attitudes on a cognitive level. On the other hand, this assistance also includes reorienting a child's learning-directed intention so he can responsibly accept the task. This latter view again points to the inseparability of the orthopedagogic-orthodidactic aspects of assisting because a language-learning intention can only be stimulated with difficulty if one of the two aspects is missing.

Orthodidactic assistance means designing orthopedagogically-orthodidactically founded means that have to link up directly with the nature of the existing structural activity forms underlying reading and spelling with the aim of correcting them so they are didactically accountable.⁽²⁰⁾ In the present case, this amounts to designing means by which Sarel can move from the global, via

analysis, to a synthesis so that meaningful reading and spelling acts can occur. However, it needs to be stressed that there can never be a preconceived recipe for the child to follow, but rather the designed materials have to be continually changed and modified by the orthopedagogue accordingly as new insights are acquired. Consequently, assisting also deservedly can be considered an evaluative situation.

The following discussion of the proposed materials for assisting Sarel should be viewed in light of the above comments. First, it is recommended that words and sentences be presented visually. Then, the sentences, as conveyors of thought, have to be broken up or differentiated. In other words, the child has to discover that a sentence is made up of words having particular relationships with each other. The orthopedagogue can proceed as follows:

In clear cursive script, write a number of short sentences in imperative form on separate cards. The sentences should be composed so that they correspond exactly with each other except that one or two words can differ. For example, the following sentences each can be written on a card:

Plaas die bal op die tafel. (Put the ball on the table).
Plaas die boek op die rak. (Put the book on the shelf).
Plaas die bril op die stoel. (Put the glasses on the chair).

At a later stage, the verb and preposition can be changed while the other words in the sentence remain constant.

Now, one of the cards is given to Sarel and he is asked to carry out the instruction. Beforehand he is told that he will receive the next card only if he correctly carries out the assignment, and that the number of assignments he can correctly complete will be kept track of. When completing the instructions, he also has to read the sentence aloud. In this playful way, he is forced to analyze the sentences into words.

In the same way, Sarel can be guided to discover that each letter in a word has a meaningful and valuable role to play. This can be done with instructions on a series of cards such as:

Kyk na die **m**ier. (Look at the ...).

Kyk na die **dier**.
Kyk na die **tier**.

Not only are the sentences held constant, but so are the words, except that one letter in one word is changed. Thus, correctly executing the particular instruction implies a fine differentiation, and in this way the child can discover that each letter in the whole word is meaningful.

When a child makes this much progress in analyzing, assistance has to be directed to discovering a structure to language; i.e., he has to be guided to discover that letters and groups of letters follow each other according to certain patterns or systems. To guide a child to such system forming (discovery), the orthopedagogue can construct words that follow similar spelling rules for the child to group, order and classify. For example, to show that (in Afrikaans) the plural form of a word with a closed syllable undergoes a doubling of the consonant, he can proceed as follows:

Always with the aim of linking up with Sarel's experiential world, the orthopedagogue can question him about a situation, e.g., in which they are actually going to eat an apple. Words appropriately connected with the progression of eating are written down in singular form, e.g., **mes** (knife), **skil** (peel), **stuk** (piece), **pit** (seed), etc. Now when more than one peel (**skille**) falls on the table or a number of seeds (**pitte**) remain at the end, Sarel is asked to change (in writing) the already written word to its plural form. (Note that he is not asked to write a completely new word in its plural form--but to add the necessary letters to the word already written by the orthopedagogue).

In this way, he discovers patterns and acquires practice in synthesizing. Discovering patterns occurs naturally with the orthopedagogue's actual help and support. Because two different handwritings are united in one word, the word written (by them) lends itself to an analysis that is necessary for an insightful break through to the language structure. For example, it can be pointed out to Sarel that the word is monosyllabic, that it has only one vowel and, of importance, that a short sound is represented by a single vowel, etc.

By, in this way, gaining insight into the ways in which the living (spoken), phonetic language is visually represented, the child's

stagnation on a global level can be eliminated so that his acts of reading and spelling can be meaningful via the activity forms of globalizing-analyzing-synthesizing.

Finally, it needs to be stressed that the orthopedagogue as a person, and not just the means of assistance, plays a very important role in orthopedagogic-orthodidactic assistance. Forming a pedagogic encounter is of the greatest importance for a child's **experience** of security that, in itself, is a precondition for a venturing attitude toward the acts of reading and spelling. Orthopedagogic action that is linked to the child's experiential world leads the formation of a positive valence-appeal from the reading and spelling acts that again is a precondition for the successful course of the activity forms⁽²¹⁾.

B) Helen, 10 years 4 months, grade 5

1. Historicity image

a) Hetero-historicity

Helen is the youngest child in an English-speaking family and has an older brother who is sickly and who required a great deal of attention when he was younger. Her father is a businessman and her mother works full-time as a typist.

The course of Helen's physical development was normal and she is very healthy. However, it is remarkable that her mother is not well informed about her developmental image. Further, Helen seems to be very impudent and moody. Her parents say they bring up their children strictly but that Helen does not accept her mother's authority at all. Thus, the relationship between her and her mother is not at all good. Her mother openly admits that she has never accepted her daughter because "I and Helen are not tuned into the same wave-length." She does not understand Helen and even thinks the maid knows her better than she does. She has often threatened to send Helen to a boarding school "just to get her out of my sight."

From the above, it is not at all surprising that regarding her schoolwork, she will not accept any help from her mother. Attempts to help usually end in fierce quarrels because her mother accuses her that she will never be able to take care of herself because she won't learn, while Helen responds in a recriminating way that her

mother can care for her because she indeed works and has lots of money.

Helen entered school when she was six years old and, according to her parents, she was ready for school. Her achievement was relatively good in grade one but it dropped in grade two. Also, she could have failed grades three and four but each time she was given the benefit of the doubt and promoted. She usually experiences problems with reading and spelling. Her parents contend that no teacher takes more than a passing interest in her and she is usually placed at the very back of the classroom.

b) Auto-historicity

During the conversation, Helen seemed to be very unfriendly and distant, and she answered the questions merely with "yes" or "no". Although she later warmed up and more readily participated in the conversation, her relatively small vocabulary and the great number of stereotypic expressions (clichés) she used were very conspicuous.

In addition, it appears that Helen does not like school at all; as reasons for this she mentioned the fact that she cannot read and spell and also that her teacher takes no notice of her. Moreover, going home at noontime is not an acceptable prospect because there is no one with whom she can chat.

2. Reading and spelling image as image of lived-experience

a) Guide it

As a rule, Helen's active involvement with this medium showed a mode of being on a pathic level. The manifestation of a defective insight regarding the problem, a stagnation on a trial-and-error level and an accompanying chaotic work level are a few aspects that point to her inability to distance herself from the task presented. In addition, it seems that she was poorly directed to the task. (It also was noted that she is right-handed and that there are no noticeable motor defects).

b) Actualizing intelligence

Helen obtained an IQ of 96 ($V = 92$, $NV = 103$) on the **New South African Individual Scale**. She was poorly directed to the

different tasks and consequently her work tempo was slow. A preponderantly pathic way of learning was observable on almost all subtest items, but this was most clearly evident on those items requiring the use of language as a medium for thinking and for formulating an answer. For example, on the Comprehension items she seldom gave answers when **experiencing** is on a cognitive level. Very quickly, Helen's responses indicated pathic flooding, which often is evidence of a deficient distancing between the concept and a particular **experience**. In this connection, compare the answer to the question "Why should you stay at home when you've got an infectious disease?": "Because it's nice when mummy looks after you."

c) The Rorschach inkblot medium

1) Formal analysis

6 responses in 17 minutes

W = 6 (2+) F = 6 (2+) A = 5 P = 2 Obj = 1

Although Helen actually gave 30 responses in 17 minutes, only 6 were remotely scoreable. It is clear that an analysis based on so few responses cannot be reliable; therefore the above has to suffice. Illuminating, however, is her way of responding to the inkblots, especially regarding the 24 unscorable answers. The latter are reducible to the following three similar sounding sentences which were given to each of the plates with monotonous regularity (with the exception of Plates I and IV--the latter was refused): "It's got a nice pattern. It's got a nice color. It's got a nice shape."

2) Aspects of lived-experiencing

A fathoming of the above brings to light enough evidence to assert that Helen's way of being (learning) primarily occurs on a pathic level which, naturally, restrains the gnostic-cognitive. The unscorable perseverations point to the fact that she construes the plates as surface configurations (Kijm); that is, they are **experienced** as a naive sensing-for-me and a breakthrough to a distanced cognitive way of being cannot occur. The refusal of Plate VII is viewed in the same light. From the preceding, it is not at all surprising that all 6 scoreable responses are whole responses (W)

because of a deficient analyzing and synthesizing as abstracting; consequently, at most the plates appear to her as global-diffuse.

d) Apperceptive media

It is conspicuous that as often as the opportunity presented itself, Helen saw and **experienced** another person as the point of concern in her world; this appeared as a doubling of self-in-affect (projection) during which she showed her negative learning relationships with her mother and teacher as well as a predominantly pathic mode of being (learning). The latter is especially viewed in the light of her inability to break through this learning world to a distanced (cognitive) position of giving and **experiencing** meaning. In this connection, her rendition of the Violin picture (T. A. T., 1) is a good example: "He is sitting down and is thinking what he shall do. He should go and ride his horse. He finished all his homework. He is not happy at school. He is sad because his teacher was hitting him. He told his mother about his sadness. She wasn't very sorry for him. So he played in the sand all by himself."

e) Incomplete sentences

Conspicuously, the majority of sentences were completed with a few words and often they were meaningless. Thus, there is evidence of a hesitant relationship with language but also she cannot formulate the meaning of the words. The latter possibly is attributable either to deficient reading (she incorrectly reads the words/sentences) or to a qualitatively poor understanding of language which, in part, leads back to deficient reading. The following sentences illustrate the above:

I feel it.

When I was younger meat. (Has she perhaps misread "hunger" instead of "younger" -- hence the response "meat"?).

Dating dress.

Sometimes to do.

The only trouble is nice.

In addition, a stereotypic, cliché-ridden use of language is evident which points to a hesitant involvement with language and a poor vocabulary:

**My father is nice.
Dancing is nice.
The future is nice.**

f) Media for determining hand and eye dominance

By using simple media and direct observation, it was established that Helen is right-handed and right-eyed.

g) Media for evaluating motor coordination, form perception and spatial orientation

On the basis of media such as the alabaster board, the Ellis Visual Design and the Vedder Figures and Form board, it was established that Helen shows no noticeable deficiencies with respect to the above.

3. Orthodidactic image as image of defects in the activity structures of reading and spelling

a) Error analysis

i) Spelling and dictation errors as manifested in different media:

aa) Phonetic spelling

notie instead of naughty
nubul instead of nibble
ceaten instead of kitten
finch instead of finish
a loud instead of allowed
roat instead of rolled

bb) Confusions of vowels and consonants

n/m: sunpil instead of simple
f/b: fussufes instead of bus service
frak instead of brake
s/sh: suun instead of shine
sam instead of shame
ch/th: nuching instead of nothing

n/th: nen **instead of** then
p/b: parth **instead of** bath
g/c: got **instead of** cot
c/g: came **instead of** game

cc) Transpositions (reversals, etc.)

Yolle **instead of** yellow
Rodeb **instead of** Robert
homerwick **instead of** homework
surte **instead of** strate (Afrikaans)

dd) Meaningless spellings

curelke **instead of** quickly
suun **instead of** shine
oup **instead of** up
ctat **instead of** so that
icgs **instead of** eyes
blowp **instead of** blue

ee) It is striking that a great number of words were written (spelled) **inconsistently**:

nuvin/nuching **instead of** nothing
tefone/tulfon **instead of** telephone
reaseva/reseve **instead of** receive
cuelke/qukul **instead of** quickly
sventie/sevetey **instead of** seventy
fussufes/bus suves **instead of** bus service
yolle/yollu **instead of** yellow

ii) Reading errors

Where during the spelling and dictation tasks Helen could "hide" her deficiencies by constantly keeping her written work covered with her hand, during reading, precisely where her shortcomings are strongly **experienced**, she tried to evade the task with such remarks as, "I would rather recite you a poem ...?"

It is remarkable that Helen reads word-for-word and consequently at a slow reading rate. However, mis-readings are common and show no attempt at intellectual control. Therefore, reading with insight is

out of the question. She showed the following types of reading errors:

aa) Misreadings

stable **instead of** saddle
slips **instead of** stirrups
full rows **instead of** fowl runs
chickens **instead of** children
first **instead of** fast
plad bed **instead of** pleaded

bb) Elisions

greed **instead of** greedy
chick **instead of** chicken

iii) Transcription

Slight errors such as elisions and insertions occurred (fow and.fowle **instead of** fowl), but even more remarkable is her poor intentional directedness as shown, e.g., by omitting punctuation marks such as commas, periods and even capital letters and also by not crossing t's (lo **instead of** to) or by crossing the wrong letters (telluce **instead of** lettuce).

iv) The composition

In carefully reading the composition, the content comes across as almost entirely meaningless. This is a result of frequent senseless spelling as well as the complete omission of any form of punctuation. The following is an example of such a sentence, and since it is not an extreme example, possibly it can be understood that the above remarks are not too severe:

nen we hato holum with a rag ctat the sampo werd
mot get in his icgs his nyme is micie
[With Helen's help, this was later deciphered as:
Then we had to hold him with a rag so that the
shampoo would not get in his eyes. His name is
Mickey.]

v) Comprehension test

A simple eight item (four directed to content and the rest requiring insight) comprehension test was given to Helen to complete. In light of the data from the media already mentioned, her achievement on this medium was rather predictable: Only those questions whose answers are directly available in the reading material were answered and only with a few words. The rest of the questions were merely omitted.

Thus, it seems that as a result of restricted language (reading and spelling), she has difficulty abandoning a concrete-visual level of thinking. Therefore, there is scarcely mention of the insightful because for this it is necessary to transcend the word to the thought which, in itself, is a mode of learning on a cognitive level.

b) Qualitative analysis of the basic structures underlying the image of reading and spelling difficulties

The deficient insight into language structure implies that there is a gap in the totality-act of globalizing-analyzing-synthesizing. Helen shows conspicuous problems with analyzing which, in its turn, does not leave the act of synthesizing untouched.

If the question of the etiology of the above is posed, it first has to be frankly stated that this does not involve tabulating a list of causative factors which ultimately results in an integrated totality-image, but rather that it involves a search for the essentials of the child's learning world.⁽²²⁾ If, however, only the error-analyses are considered, then one is condemned to certain possible causes that have to be briefly taken into account. For example, as a consequence of symbol confusion and meaningless spelling, one can be led to consider nothing more than a possible hearing loss or even acoustic agnosia. Similarly, an optical, perceptual disturbance or also optical agnosia are possibilities suggested by the large number of misreadings and reversals.

However, both of these hypotheses are rejected. The first is rejected because Helen does succeed in spelling some of the words phonetically. The second is rejected because her mis-readings give the impression that she is able to distinguish each separate letter and that she misreads only because she is not able to construct a word from the separate phonemes. The relatively good

transcription results also contribute to undermining these hypotheses.

In a search for the basic structures underlying the above error-analyses, it is accepted with great confidence that for Helen the sound-language symbol connection has assumed an unsteady form (compare neglected symbols, reversals and the meaningless spellings). In other words, for her, language has taken the form of symbols in such a modest way that the acts of reading and spelling are not controlled as automatisms. Thus these acts remain a matter for her of continually constituting them cognitively (i.e., explicitly and not automatically). Now, if Helen had at her disposal an etiquette schematic principle of ordering, these acts would have been in order, but because of her deficient insight into the language structure, at most, she is relegated to a model schematic, concrete system. In other words, she engages in the reading and spelling acts according to what is immediately present (i.e., the sound symbol in the case of spelling and the global word in the case of reading). The result of this is distressing because the English language does not lend itself to phonetic spelling or pronunciation and because Helen is simply uncertain about the relationship between sound and language symbol. This is why her attempts at reading and spelling are so frequently meaningless.

It is not at all surprising that her productive use of language (e.g., the composition) is very weak because here the sounds, that serve as her foothold, is now absent. Consequently, she is dependent mainly on her memory of language that also functions defectively because the language symbol is hardly understood as a sign or idea.

Thus, the above orthopedagogic-orthodidactic evaluation reveals that an essential aspect of Helen's learning world, as experiential world, is a blockage in her pathic **experiencing**. Learning on a more gnostic-cognitive level, therefore, is hardly actualized. In view of her mother's non-acceptance of her, which necessarily results in her **experiencing** insecurity, it is entirely understandable that the cognitive is hardly mentioned; **experiencing** security not only is a guarantee for child exploration, it is also the precondition for distancing to a more cognitive level. Without an affective readiness to participate, the cognitive often cannot be constituted.

Since both learning to read and write (spell) make yet a greater appeal to the child's feeling secure⁽²³⁾, it follows that Helen will

experience almost insurmountable problems with these acts. This greater appeal is because both acts need to be constituted in the absence of a reading and writing (spelling) partner; in addition, there is mention of leaps of discovery⁽²⁴⁾ require a cognitive level of constitution--especially regarding the qualitative activity forms of globalizing, analyzing and synthesizing. It is not at all surprising that the orthopedagogic-orthodidactic evaluation made it evident that there is a weak directedness observable in everything (compare the intelligence medium and Guide It) and that the error-analyses especially gave a definite indication of a weak intentional directedness to learning (compare the phonetic spelling, spelling words in more than one way, the scanty use of punctuation, etc.).

Because of their close connection with language, her thinking, actualizing intelligence and perceiving are restrained. Regarding her perceiving, it is clear that Helen does not stagnate on a global level only with respect to reading and spelling but this stagnation is also noticeable in her responses to the Rorschach inkblots (see above).

The deficient reading and spelling acts have the inevitable consequence that Helen is unable to adequately grasp of the learning content, and this also results in continual clashes with her teacher. The formation of a negative valence is noticeable over the entire range of learning and not just with respect to reading and spelling.

Thus, we are dealing with a girl whose pathically flooded experiential world is both the origin and the result of her confused learning relationships that do not leave the different modes of learning unscathed. The fact that Helen has trouble at home and at school makes the claim that she is in a situation of existential distress not at all far-fetched, and she is in urgent need of help and support.

4. Orthopedagogic-orthodidactic assistance

In Chapter IV and also in the discussion of assisting Sarel it was repeatedly emphasized that assisting a child with reading and spelling problems is never reducible to merely correcting these problems but that such assistance has an orthopedagogic and orthodidactic aspect which, at most, are distinguishable and not separable. This truth is well illustrated by Helen's case and should this assistance remain limited to "applying" specialized, corrective

didactic means, it can be anticipated that such intervention will be doomed to fail. This is because Helen not only shows an inability regarding reading and spelling but she also manifests a disturbed experiential world. If this fact is disregarded, then in giving assistance, the orthopedagogue, in fact, is engaged in treating symptoms.

Regarding Helen, this means that the orthopedagogue first has to enter her experiential world and allow his assistance to link up with it. In truth, the entire matter is characterized as supporting her to **re-experience** the pathic-affective (i.e., the orthopedagogic) as well as the gnostic-cognitive (i.e., the orthodidactic).⁽²⁵⁾ The orthopedagogic aspect involves assisting and guiding her to a readjustment concerning herself, her own situation, her own **experiences**; briefly, she has to be guided to **experience** reality differently so she can become different.⁽²⁶⁾ For this to occur, it is imperative that she be accepted and understood as she is. This implies establishing an encounter, taking her familiar experiential world as the point of departure, assuming an optimistic work attitude, etc. Even so, these means will have little chance of success if the parents and teacher do not reorient themselves with respect to Helen. Especially, if her mother does not come to accept and understand her, it is firmly stated that any attempt at helping her is doomed to fail.

To the extent that Helen receives assistance and guidance to **experience** security, she will become affectively ready to participate gnostically-cognitively and to that degree she can be guided to a gnostic-cognitive **re-experiencing**. This means that reality has to be unlocked once more, she has to **experience** it again cognitively and become knowingly involved with it to insure her grasp of the particular slice of reality at issue.⁽²⁷⁾

Helen's slippery grasp of the language structure compels the orthopedagogue to systematically uncover from a meaningful situation a basic vocabulary for her to discover and build. This means that she has to **re-experience** the word and its meaning cognitively in a meaningful situation because only then will she be able to remember such a word.⁽²⁸⁾ Thus, certain situations are constituted during which the written image of a word is placed at her disposal. However, it has to be stressed that, for obvious reasons, the presented word has to be paired each time with its

pronunciation given aloud. Furthermore, the words have to be such that they serve as analogies in terms of which she can infer the ways of spelling other words. The reader's attention is called to the fact that in this orthodidactic assistance, reading and spelling are not separated because, although initially she only reads and listens to its pronunciation, later she is expected to write the word down.

After Helen readily knows a number of words there can be a transition to letting her discover that certain sounds are symbolized by certain letters. In this way there is an attempt to guide her to an analogical understanding as well as to an analysis. Because analyzing and synthesizing go hand in hand, synthesizing is also included here. Changing a word from the singular to the plural form will serve as a good place to start: While viewing a single rose, the word "rose" is written down. After a number of roses are shown to her, the ending "s" is affixed to the already written word. If the roses are again reduced to one, the "s" is erased. On the basis of a number of examples, she should be able to independently form the plural of such words as hose, nose, etc.

In the above ways, Helen is forced to see the letters in the word being considered; that is the first step is taken in the direction of analysis. Subsequently, she can be confronted with a series of brief assignments (instructions) where only a letter or a syllable is varied (see the assistance for Sarel). In Helen's case it might even be a good idea to further simplify the instructions by underlining, stressing or even outlining the changing letter or syllable; e.g., **ma'tch**, **scra'tch**, **wi'tch**.

With these and many other variations a system is placed at her disposal by which she can penetrate to a proper command of the language structure. In this regard, the importance of the learning discussion cannot be emphasized enough because a child is not likely to acquire a deeper insight into and perspective on her problem alone (in the sense of discovering for herself); the discussion also is a means to cognitively **co-experience** the acts of reading and spelling.

4. Conclusion

Finally, it is clearly stated that not one of the programs of assistance described can in any sense make the claim of completeness. Rather, these should be viewed as a few aspects of such programs from

which the interested reader can get a notion of the procedures that are applied.

Further, assisting children with reading and spelling difficulties responsibly in orthopedagogic-orthodidactic ways can only take place meaningfully after an image is obtained of the child's reading and spelling world, as experiential world, and after a qualitative analysis is made of the structures which underlie her reading and spelling problems. Thus, orthopedagogic-orthodidactic assistance embraces much more than "Remedial Teaching" where reading and spelling errors are treated only in terms of an analysis of errors.

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