

APPENDIX A SCHOOL INFORMATION LETTER

The Principal
Bedfordview Primary School
Bedfordview
Gauteng

28 July 2006

The Principal

UNIVERSITY OF THE WITWATERSRAND RESEARCH REQUEST

My name is Carol Milwidsky and I am a student in the Department of Psychology, University of the Witwatersrand. I am investigating working memory in young scholars who are learning to read in English, for the practical component of my course this year.

I am looking at a sample of 100 Grade One children, of which fifty will have English as their first language, and fifty will have English as their second language, with either Zulu or Xhosa as their first language, and would like to know whether Bedfordview Primary School would be willing to provide this sample.

Participation will entail the completion of four short language/memory related tasks and one task of general ability to be administered by the researcher, or researcher and her assistant. These tasks are presented to the child as language 'games' and are generally perceived as fun by most children. The total administration time of all the tasks is approximately one hour and ten minutes, which will be administered in two sessions. We would like to suggest that the tasks be administered during school hours on the school premises, during a school period convenient for both the teachers and the children.

Information letters will be sent to parents of Grade One scholars, with biographical information forms to be completed. Both consent forms to be signed by the parents, and assent forms, to be signed by the children at the time of testing, will be completed for each participant.

Participation in the study will be entirely voluntary, and the parent and child's decision to participate or not participate will have no negative consequence or relationship to his/her scholastic performance. The participant may withdraw at any point, with no questions asked.

The results of performance on the tasks will be treated in a confidential manner, ie all results will be coded, with feedback being provided to the school in the form of general patterns observed. No feedback regarding the performance of any individual child will be given to the school. Parents/guardians may, on request, receive feedback regarding group trends on the tests.

Permission to conduct this research has been approved by the Gauteng Department of Education, a copy of which is attached hereto for your records.

Should you require any further information, please do not hesitate to contact me on 083 250 8379 or email jcdesky@iafrica.com should you require more details. You may also contact my supervisor, Dr Kate Cockcroft at 717 4511 or email cockcroftk@umthombo.wits.ac.za.

Yours faithfully

CAROL MILWIDSKY

APPENDIX B
PARENT INFORMATION LETTER

28 July 2006

Dear Parents

My name is Carol Milwidsky and I am a student in the Department of Psychology, University of the Witwatersrand. I am conducting research on components of reading development in Grade One scholars for the practical component of my course this year. Your child has been selected as a potential participant in this study.

Participation will entail the completion of four short language/memory related tasks and one task of general ability. These tasks are presented to the child as language 'games' and are generally perceived as fun by most children. The total administration time of all the tasks is approximately one hour and ten minutes, which will be administered in two sessions. The headmistress of the school has granted permission that the tasks may be administered during school hours on the school premises, during a school period convenient for both the teachers and the children.

Please be assured that the test results will be treated with absolute confidentiality and anonymity. All answer sheets will be coded, and no child will be individually identified in any written or spoken report. All information will be used exclusively for research purposes and will not be shown to anyone but the researchers. Confidentiality is also ensured since only group trends will be determined, from which it will be impossible to identify any particular child. Feedback will be provided to the school in the form of general patterns in Grade 1, and if desired, a short general report regarding these trends will be made available to you, once the research has been completed.

Please note that participation in the study is entirely voluntary, that allowing your child to participate or not participate will have no negative consequence or benefit in relationship to his/her scholastic performance as this is not related in any way to the school curriculum. Further, there will be no risk to your child during this study.

Should you grant permission for your child to participate in the study, please discuss it with him/her and ascertain that he/she is willing to participate. Then please fill in the attached permission slip and questionnaire by . If you experience any difficulties in completing the questionnaire, please do not hesitate to contact me. Should you or your child change your mind about participation in the study, you may withdraw at any point, with no questions asked. Due to time constraints, it is unfortunately only possible to include a limited number of children in this research.

Thank you for your interest and please do not hesitate to contact me on 083 250 8379 or email jcdedesky@iafrica.com should you require more details. You may also contact my supervisor, Dr Kate Cockcroft at 717 4511 or email cockcroftk@umthombo.wits.ac.za.

Yours sincerely

Carol Milwidsky

APPENDIX C
PARENTAL CONSENT FORM

Consent for child participation in research project as outlined above

I, (parent
/ guardian)

of (child's
name)

I have discussed this study with my child and hereby give consent for him / her to participate in it. I acknowledge the confidentiality and anonymity of the test.

I understand that there is no risk involved to my child, and as the test participation is completely voluntary he/she may withdraw at any time. Also, he/she may refuse to answer questions.

I understand that all the information gained during the research is completely confidential and will not be disclosed to anyone besides the researchers.

.....
Signature

.....
Date

APPENDIX D
WITHDRAWAL FORM

Withdrawal Clause

If at any stage you wish to withdraw your child from the study, please fill in the form below and he/she will be removed from the study without obligation.

I,.....

wish to withdraw my son / daughter

from the above-mentioned study.

Signed.....

Date.....

APPENDIX E
BIOGRAPHICAL QUESTIONNAIRE

CODE NO _____

Biographical Questionnaire

Please complete the following questionnaire in full to enable the researcher to have as much information about your child's language background as possible.

Personal details

Full name of child

.....

Date of birth

.....

School

.....

Ethnic Group

.....

Home Language/s

.....

Home-tongue of Parents Mother:

.....

Father:

.....

Language used most frequently by child

.....

If your child is exposed to any other languages, please list

.....

Do you read to your child in any language other than English

.....

If so, what language

.....

Schooling

Name of Pre-schools or Crèches attended and the language of schooling at each:

Pre-school / Crèche

Language

.....

.....

.....

Therapy

Is your child currently repeating Grade 1?

Yes

No

Has your child ever had speech, language or hearing difficulties?

Yes

No

If yes, please indicate difficulties

.....

.....

Is your child currently receiving speech and/or language therapy?

Yes

No

If yes, please specify

.....

APPENDIX F
CHILD'S ASSENT FORM

Child's letter of assent

Hello

Thank you for agreeing to do this project with me. I am at university and am doing this assignment for one of my subjects.

We will do two tasks together today, and when I see you again we will do two more. On both days, we will stop for a break and have something to eat and drink, between our tasks.

If you get tired or don't feel like carrying on you can stop at any time you like. Nothing that we do will hurt you in any way, and you don't have to answer questions if you don't want to.

Thank you for helping me with this project.

I, (child's name) would
like to do this experiment and know that I can stop at any time if I don't feel like carrying on.

.....
Date

APPENDIX G i

Bradley and Bryant's Sound Categorisation Test

First Sound

Items	Correct Response	Child's Response	Score
<i>Practice Items</i>			
rot rod rock box	box		
lick lid miss lip	miss		
<i>Test Items</i>			
bud bun bus rug	rug		
pip pin hill pig	hill		
ham tap had hat	tap		
peg pen well pet	well		
kid kick kiss fill	fill		
lot mop lock log	mop		
leap mean meal meat	leap		
crack crab crag trap	trap		
slim flip slick slip	flip		
roof room food root	food		
Total Score			

APPENDIX G ii

Bradley and Bryant's Sound Categorisation Test

Middle Sound

Items	Correct Response	Child's Response	Score
<i>Practice Items</i>			
mop hop tap lop	tap		
pat bat fit cat	fit		
<i>Test Items</i>			
lot cot pot hat	hat		
fun pin bun gun	pin		
hug dig pig wig	hug		
red fed lid bed	lid		
wag rag bag leg	leg		
fell doll well bell	doll		
man bin pin tin	man		
fog dog mug log	mug		
feed need wood seed	wood		
fish dish wish mash	mash		
Total Score			

APPENDIX G iii

Bradley and Bryant's Sound Categorisation Test

End Sound

Items	Correct Response	Child's Response	Score
<i>Practice Items</i>			
fan cat hat mat	fan		
leg peg hen beg	hen		
<i>Test Items</i>			
pin win sit fin	sit		
doll hop top pop	doll		
bun hut gun sun	hut		
map cap gap pal	pal		
men red bed fed	men		
wig fig pin dig	pin		
weed peel need deed	peel		
pack lack sad back	sad		
sand hand land bank	bank		
sink mint pink wink	mint		
Total Score			

APPENDIX H

Rosner's Test of Auditory Analysis Skills

Instruction 1	Instruction 2	Correct Response	Child's Response	Score
<i>Practice Items</i>				
Say keyhole	Now say it again, but don't say key	hole		
Say snowflake	Now say it again, but don't say flake	snow		
Say address	Now say it again, but don't say /a/	dress		
<i>Test Items</i>				
Say cowboy	Now say it again, but don't say boy	cow		
Say steamboat	Now say it again, but don't say steam	boat		
Say sunshine	Now say it again, but don't say shine	sun		
Say picnic	Now say it again, but don't say pic	nic		
Say cucumber	Now say it again, but don't say cu (q)	cumber		

APPENDIX H Continued

Rosner's Test of Auditory Analysis Skills Continued

Instruction 1	Instruction 2	Correct Response	Child's Response	Score
Say coat	Now say it again, but don't say /c/	oat		
Say meat	Now say it again, but don't say /m/	eat		
Say take	Now say it again, but don't say /t/	ache		
Say game	Now say it again, but don't say /m/	gay		
Say wrote	Now say it again, but don't say /t/	row		
Say please	Now say it again, but don't say /z/	plea		
Say clap	Now say it again, but don't say /k/	lap		
Say play	Now say it again, but don't say /p/	lay		
Say stale	Now say it again, but don't say /t/	sale		
Say smack	Now say it again, but don't say /m/	sack		

