

APPENDIX B

CONSENT FORM FOR THINK-ALOUD PROTOCOL AND INTERVIEW

My name is Cynthia Yolanda Doss and I am a student pursuing my doctoral studies in the Faculty of Languages and Linguistics at University of Malaya. My area of study involves Reading strategies used by second language learners while reading in print and on screen.

I am therefore asking if you would agree to participate in my study. Your think-aloud protocols and interviews will be audio taped. No individuals will be identified without their consent.

I am fully aware of the nature and extent of my participation in this study as stated above. I hereby agree to [participate in this research.

Signature of participant

Printed name of participant

Signature of Researcher

APPENDIX F

The teacher modeling session demonstrated the use of the concurrent think-aloud.

MODEL 1

20 : 10 ----- 50 : _____ (25, 150, 30 100)

Think-aloud – Ok, 20 goes with 10, so what goes with 50? Maybe it's 150. Is that right? Twenty is two times 10. Is 50 two time 150? No, that can't be right. The second number must be smaller. Maybe it is 25. Yes, 50 is two times 25 just like 20 is two times 10.

The teacher then explained that thinking can also be done during reading.

APPENDIX-G

MODEL 2

Next the teacher modeled thinking aloud while reading an excerpt from a short story “ Food’s on the table”. In this story, a family of children is invited to their aunt’s new apartment for supper but mistakenly enter a different family’s apartment where no one is home. The children see a table set for dinner and eat the food that they believe that their aunt set out for them.

Teacher reads story title and introductory note.

Title: Food’s on the table by Sydney Taylor

Introductory Note: Until a door is open, you don’t know what’s on the other side. Ella , her sisters and her brother opened a door to a new apartment

Teacher: I guess this story has something to do with eating and several children who go to an apartment. I wonder exactly where they’re going and what does this have to do with food? This isn’t making a whole lot of sense yet. I guess I’ll read on.

Teacher reads from beginning of actual story of text.

Text: Ella glanced at the slip of paper in her hand. “We want 725--- it must be the next block.

Teacher: Maybe this takes place in the city, since Ella said “next block”. I know apartments are in cities and they have numbers. I bet the slip of paper must tell where the apartment is. Maybe they are looking for apartment 725. Is this making sense so far? I think so, it’s a little early to really decide. I’ll read on get more information and find out.

Text: The girls – Ella, Hendry, Sarah, Charlotte and Gertie – and little Charlie were going to their aunt’s new apartment for supper. Their mother would meet them later.

Teacher: Well, I see how the apartments and food go together, since all the kids are going to their aunt’s for supper. It sure is a big family – let’s see five girls and one boy. Is this making sense? It seems so, but I still have some questions, like will they find the apartment and what will they eat for supper? I’ll read more.

Text: “Now,” Ella said, “lets see. There is 721 -723. Here it is—725. Its a nice- looking building.

Teacher: Whoops ! I guess I was wrong about the 725. I don’t think that is the apartment number. Instead I bet it’s the address for the building, it’s street number. Also my guess about this being in a city seems to be correct. Yes

Text: “Look Ella,” Sarah pointed. There’s a note on the table.” She picked it up read aloud: I had to go shopping. I’ll be a little late. Don’t wait for me. Go ahead and eat.

Teacher: The kid’s aunt must have written the note, so I guess they can go ahead and eat supper. Maybe they should just wait for their mother or aunt.

Text: “Well that’s that,” remarked Hendry, Let’s eat. “Oh, I don’t think that would be nice,” Ella said, “Let’s wait a little while.” “We could finish setting the table,” suggested Sarah. “Lena must have been in an awful hurry. There are no plates and three settings of silver.”

Teacher: I think I am right. They are going to wait for their aunt because Ella said they should wait a while. I bet Ella is

the oldest of them. The part about there only being three sets of forks and knives. That is confusing. Why would she only set out only three settings of silver.

Text: Ella and her sisters and brother, being unable to restrain themselves from eating any longer have just consumed most of the food set out on the aunt's table.

Teacher: Oh dear, they did not wait for their mother or aunt. Poor children. They must have been hungry or just greedy.

Text: Someone was at the door. It opened, and a short, stout woman came in. Her arms were piled high with shopping bags. "hello," she said looking around.

Teacher: I am sure the lady is the kids' aunt because the note said she went shopping, and now she came home. I think I'll read more.

Text: The girls all turned and looked at the newcomer. "My aunt hasn't gotten back yet," Ella offered. The woman looked puzzled. She gave a quick glance at the door. "You're expecting your aunt?". "Yes," Hendry replied. "Don't go away she should be here any minute. Here let me help you with the packages."
"Thank-you, but....."

Teacher: I am all mixed up. If this person is Aunt Lena, Ella wouldn't say what she did. And Aunt Lena would probably be excited and say hello, but she didn't. Why would Aunt Lena look puzzled? I feel that something is wrong.

Text: Her packages were set safely on a chair. The woman folded her arms and looked at the children. "Now tell me

who are you?." "We are the nieces and this is the nephew, Charlie," Ella told her.

The woman smiled and gave a nod. "That's nice. I'm pleased to meet you." Then her eyes fell on the table. A look of dismay passed over her face. "Oh, my goodness! I see you ate up the whole supper!.

Teacher: Maybe the kids got mixed up and ended up in the wrong place. This isn't their aunt's apartment.

Text: "Were you invited to? Ella asked. Who's invited? The supper was for my husband and son."

"Goodness gracious!" Hendry cried. "How many people were supposed to eat here tonight?" "My dear child, you don't understand. "The supper was just for the three of us – my husband, my son and me. After all, this is my apartment."

Teacher: See, I was right. The kids ended up in the wrong place. Wow! I bet they feel bad, and I bet this lady is going to be mad with them. They are sure in trouble.

APPENDIX H

READING IN PRINT

Instructions

1. Read the text
2. Verbalize your thoughts. Say everything and anything that comes to your mind
3. The red dots act as a reminder for you to verbalize your thoughts
4. There is no time limit
5. You can write, underline or scribble on the paper if you want
6. Please speak loudly so that your voice is recorded
7. You can speak in Bahasa or English or both, whichever language that allows you to best express your thoughts.
8. You will have to write a summary of about 100 words

APPENDIX I

READING ON SCREEN

Instructions

1. Read the text
2. Verbalize your thoughts. Say everything and anything that comes to your mind
3. The markings act as a reminder for you to verbalize your thoughts
4. There is no time limit
5. You can write, underline or scribble on the blank sheet of paper if you want
6. Please speak loudly so that your voice is recorded
7. You can speak in Bahasa or English or both, whichever language that allows you to best express your thoughts.
8. You will have to write a summary of about 100 words

APPENDIX J

Reading Strategy CODE and the Description

Reading Strategy Codes adopted from Sheorey and Mokhtari (2001), and Anderson (1991, 2003).

	STRATEGY	CODE	DESCRIPTION
	METAGOGNITIVE		
1.	Reading purpose	Rp	Keeping reading purpose in mind
2	Previewing text	Prev	Skimming to get an overall view of the text and relate to what they know
3	Noting text characteristics (Recognize text structure)	NW	Looking at key words or idea, cohesive device or structure of a sentence/para or length and organisation
4	Determining what to read	DM	Decide what to read closely and what to ignore eg. Unknown words
5	Using text features	TF	Eg. Tables, pictures, aids etc, to increase understanding of text
6	Using typographical aids	TA	Eg. To help identify key information
7	Confirming Predictions	Cpred	Check if guesses about the text are right or wrong
8	Evaluating / Analysing/ Commenting on what	EVA	Critically analyse and evaluate the information

	is read		
9	Using context clues	CC+T	Context is used to understand text information
10	Read on	RO	Deciding to read on to comprehend the text
11	Monitoring Comprehension	MC	Assess his or her degree of understanding of the text, and attempts to make repairs
12	Comments on the task itself	CT	Express his or her views about the task.
13	Comments on own behaviour and process	CBP	The reader expresses awareness of the components of the process, describes strategy use in case of comprehension failure
	COGNITIVE		
14	Anticipate Contents / Making Predictions	Pred	Reader predicts what content will occur in succeeding portions of the text
15	Using prior knowledge / Background information(Think about what I know to help me understand what I read)	PK	Explain and clarify content, evaluate the veracity(truth) of content or react to content
16	Adjusting reading rate (Reading slowly and carefully)	ARR	Adjust reading rate based on text difficulty / To make sure the reader understands
17	Pausing and thinking about reading	P+TA	Before each red dot or point or idea. Hm....(short hesitation, during the think aloud)

18	Visualizing information	VIS	To help remember or comprehend the text
19	Reread	RR	Reread some portion of the text to help comprehend the text
20	Guessing meaning of unknown words / phrases (Voc.)	GM	Suffix/prefix/stem Context
21	Summarizing	Sp Sw	<ul style="list-style-type: none"> • Some portion of the text • Whole text
22	Integrating Information	IT	Connects new information with previously stated content
23	Reacting to text information	RTI	Responds affectively to text content
24	Interpreting information	II	Assesses and makes inferences or draw conclusions from the text
25	Questions information of the text	Qinf	The reader questions the significance of the content read.
26	Repeating Words	RW	The reader repeats unknown words
27	Sentence Division	SD	The reader divides the sentence into parts to make it comprehensible
28	Trying to stay focused on reading	SF	Get back on track when the reader loses concentration
	SUPPORT		
29	Taking notes	TN	While reading to help understand the text

30	Underline / circle information in the text	UT	Mark relevant / important information on the text
31	Using reference materials	RM	Using either dictionary or thesaurus.
32	Paraphrasing	Pp	Restate ideas or content for better understanding
33	Going back and forth in the text	GBF	To find relationships among ideas
34	Asking Questions / Questioning understanding	Q+W	Stating failure to understand a portion of the <ul style="list-style-type: none"> • Text • Words / Phrases • Sentence
35	Translate from English to L1	T+W T+S	<ul style="list-style-type: none"> • Word / Phrase • Sentences
36	Think about information in both Eng. And L1	TEL1	Some portions in L1 and English
37	Other strategies	OS	

APPENDIX K

Table 5.2.1: Frequency of Reading Strategy Usage When Reading Printed Text

Strategy	Subjects (n = 10)										Total	Mean	SD
	1	2	3	4	5	6	7	8	9	10			
Reading Purpose	-	-	-	-	-	-	-	1	-	-	1	0.10	0.31
Previewing Text	-	-	-	-	-	-	2	-	1	-	3	0.30	0.67
Noting text characteristics	-	-	-	-	-	-	2	-	-	-	2	0.20	0.63
Determining what to read	-	1	-	-	-	-	1	-	-	-	2	0.20	0.42
Using text features	-	-	-	-	-	-	-	-	1	-	1	0.10	0.31
Using typographical aids	-	-	-	-	-	-	1	-	-	-	1	0.10	0.31
Confirming Predictions	-	2	2	1	-	-	-	-	-	4	9	0.90	1.37
Evaluate/Analyse information	3	5	4	1	4	1	2	1	11	-	32	3.20	3.19
Using context clues	-	-	-	-	-	-	-	-	-	-	-	0.00	0.00
Read on	2	1	2	-	1	-	7	1	2	1	17	1.70	2.00
Monitoring Comprehension	2	12	18	5	4	13	29	15	4	1	103	10.30	8.84
Comments on the task itself	-	-	1	-	-	-	-	-	-	-	-	0.10	0.31
Comments on own behaviour and process	-	-	-	-	-	-	-	-	-	-	-	0.00	0.00
Making Predictions	1	4	1	1	1	1	1	-	-	-	10	1.00	1.15
Using prior knowledge	4	2	1	-	7	-	9	5	2	-	30	3.00	3.16
Adjusting Reading Rate	11	2	12	6	2	-	11	1	10	8	63	6.30	4.69
Pausing and thinking about reading	22	15	26	9	9	9	31	22	13	7	163	16.30	8.39
Visualising information	-	-	-	-	-	-	16	-	-	-	16	1.60	5.06
Reread	14	3	17	9	4	8	15	3	16	11	100	10.00	5.43
Guess meaning of unknown words	-	-	2	-	-	-	9	1	-	-	12	1.20	2.82
Summarising	1	-	-	-	-	-	2	1	-	-	4	0.40	0.69