

## APPENDIX A

## Observation Protocol for Classroom Instruction

<b>Subject</b>	<b>Unit of Observation</b>
Instruction Implementation	Lesson flow
	Use of physical setting
	Use of teaching materials
	Instructional Strategies
	Students Role (active/passive)
	Teacher Assistant's Role

## APPENDIX B

T1/ OBS /9

**0810** D is in class watching TV. ZK comes with his mom. He walks around as usual. No problem as he walks around. G comes with his mom. Then teacher arranges the wooden chairs in front of the TV. ZK starts to fuss as the teacher arranges the chairs. Teacher starts Good Morning song. Good G. D very good. Pat pat teacher hits the chair and tells ZK to sit down. Sit down ZK. Sit down. Dia mahu kerusi plastic. Sit down. He sits then he goes back to the floor. Crying. Dia bangun teru tarik kerusi G ke sini so that he cannot sit on the floor (strategy to make ZK sit on the chair). Where is the rubber band? M goes to look for the rubber band. Mom said he is frightened of rubber bands. Says sit in Chinese. Shows rubber band, ZK sits on the chair quickly. M and teacher pull G's chair and close the gap between G's and ZK's chair. Good morning ZK. Pass saya puppet. Dua asks M. Ya boleh. Puppet in right hand. Good morning to everyone. G touches the puppet. Teacher makes the puppet salam with G and ZK. G touches but ZK does not touch it. Teacher sings Apa Khabar ong with Tiga. ZK seems to have become quiet but still mumbles. M shows him the rubber band once in a while. G smile, G. G hello G. teacher does all this to get some reaction from G but no effect. Disturbs him with Tiga, rubbing under his face, tickling him. Apa khabar D? Lets D touch Tiga. Makes ZK touch Tiga. G touches Tiga cautiously. Everybody do this- song. D can follow the actions on his own but some actions were prompted by the teacher or M. M holds ZK's head. Teacher keeps calling G to follow her action. ZK point to your mouth. Press your nose. Teacher lifts ZK's legs. He is very stiff, sekeras kayu. G, G, teacher keeps calling G. Mumble. Sit down. Spread you knees. D is crying. D nak apa? Nak apa? D nak tidur? He lies on teacher's lap. Cries. Teacher puts him on the mattress. Emak dia cakap malam tak tidur says M (his

mom has said this to M when she brought him to school this morning). Parents of a child come to ask about registration. Teacher tells them and finds out that they are enquiring for a normal child. Teacher returns to the children, shows the rubber band and makes ZK sit on the chair. He is holding his bottle. Teacher takes the bottle away. He cries. M puts a brush on the chair when he sits on it very hard continuously. But he is not aware of the brush at first, and then he throws it away. Cries. Pergi mandi. Teacher takes him into the bathroom. But he returns without going to bathe. Kalau rasa suka hati tepuk tangan song. Tarik telinga, aduh sakitnya. Tak ada reaksi from G and ZK. ZK cries and mumbles. Picit hidung pon pon. Teacher pinches G's nose and he also follows her action without much reaction from him. G looks lost. M sits on the floor to help G. She lifts his legs up and down as teacher goes on to singing. Angkat tangan kanan. G looks and follows the action. ZK angkat tangan kanan song. Sometimes he follows. Teacher keeps calling him to get his attention. ZK cries. Teacher looks at him. Teacher holds G's leg to do the action. ZK cries louder. Teacher looks at him. Teacher talks to M about ZK's behaviour. Tells him in Chinese to bathe. M goes into the bathroom and calls ZK. ZK come, lai. Tells him again. He slips to the floor. Teacher drags him by the leg to the bathroom. M fills the tub with water. He is happily playing in the red tub filled with water and soapy bubbles.

**0845** teacher puts a single row of the red mat on the floor. She puts some skittles on the mat (the skittles are not put at regular intervals and they are put too far between sometimes). She shows G how to walk over the skittles but he is unable to do so. She has to lift his leg for him. A walks in by herself from the gate, her mom leaving her there at 0845. ZK is in the tub, happy and quiet. D gets up from the mattress and comes to the mat. Teacher says that he did not sleep, he was looking at what the teacher was doing, then he decided to get up and join the teacher. He is walking on

the skittle with the teacher. A is arranging the chairs in front of the TV but teacher tells her, kamu datang lambat A, sudah habis sesi itu (referring to the morning circle time). Teacher adds another row of red mat for the children to walk on. Teacher goes to get ZK. berings him out and starts to wipe but M says that he has pissed in the tub so teacher takes him back to pour water on him. Brings him back again. ZK is crying. He wants to go back into the water again; teacher closes the door with the string on the nail. He cries, biarkan dia. Then realizes that his water bottle is inside the bathroom. Oh air dia! Ok ambil. M goes in takes his bottle and gives him his amulet which he wears around his neck. He is in his shorts. Now he is quiet. Ambil ini dulu, the teacher removes the skittles. Sings A Thousand Legged Worm. Ok come A, D, G. teacher walking on the mat with G in front and D at the back. ZK fuss. Apa kamu mahu ZK? he is wearing his t-shirt on his legs. M shows him the band and helps him to put on his t-shirt but he is still shouting. Teacher hops on the mat with D. G stop. Teacher tells him to stop walking and to hop in Chinese. Meanwhile when ZK stops his crying, teacher tells him, good ZK, good boy. Since he had shown interest in some circular, laminated cards, she gives him that as a reward for stopping his cries. Nak bagi ganjaran apa? ( because he is not interested in anything apart from water). Then he starts to jump on the trampoline. Now teacher goes towards her table but at the same time she is saying, ok come here sit down here (D, G are confused so they just stand around). Then teacher walks to the dining table, and puts the paper she takes from her table on it, the D and G come to her. They sit at the table. She has art paper in her hand. A who is in front of the TV, slowly comes to the dining table.

**0900** teacher and M discuss about things to buy for the kitchen as teacher prepares the things she needs for the activity. She puts two tubs of starch, red and green on the table. Cikgu Nor, A calls the teacher to get her attention. ZK is noisy and quiet, alternating. Then he walks on the red mat and goes towards the kitchen. Kamu bagi

dia satu mangkuk, emak dia kata dia suka main dengan ini (referring to the starch). ZK suka gam macam ini (showing her nose, referring to the mucus that ZK likes to put into his nose very frequently). Teacher draws curved lines on the paper. The starch is on small containers. Teacher instructs A to dip her finger into the starch and follow the curved lines, as she fills the space between the lines on the paper. While guiding A to follow the shape of the lines, teacher sings, Where is Pointer, Where is finger and also says up, down continuously, following the movement of the finger. When M joins at the table to help G teacher tells her, kena bubuh banyak sikit supaya licin itu ada (smooth on the paper). Teacher goes to D to start him off. D cries to touch the starch. Semua yang baru dia sudah takut. M also says naik turun repeatedly when she is helping G. Then teacher goes to G. when teacher goes to G, M goes to check on A's work. Teacher moves back to D. then she tries to work on ZK but he stiffens. Ini pegang tangan dia, terus dia keras. Good A, praising her work. A sini, says the teacher pointing to the empty area on the art paper. Teacher is with D now saying up, and down repeatedly. Then teacher moves on to G. This year G sudah kurang geli teacher remarks to M. Teacher sees a messing up her paper. A nanti, cikgu bagi kertas lain. Then teacher guides her hand and covers the areas that she has left or spoilt by going in circles. Goes up and down with A on the paper, while holding her hands. Then she removes that art paper and puts it away for drying. Wait, wait tunggu. Teacher goes to her table and brings another piece of art paper. Now you do circle. Teacher draws circular lines on that paper (because she saw A going in circles on the first piece of paper). Teacher alternates between G and D. teacher sees ZK walking on the red mat so she arranges the skittles at regular intervals for him to walk over them. He does so. Ya, nak cakap dia tidak capai kemahiran, tak boleh. A is going over the circles with the starch. D buat sendiri, buat sendiri. D buat lagi. Teacher keeps telling D to do his work on his own whenever he stops doing the

work. Ok A come, teacher calls her when she has covered the whole of the art paper. M is with G. teacher sings Round Round the Garden. ZK ini lagi bersih. (teacher is trying to get ZK to sit and do the work. She says this referring to the mucus he takes from his nose and puts inside his mouth.). G is fussing and doing flapping action with his fingers on the art paper. G dah mula gelilah itu. Teacher has taken a new piece of art paper and drawn circular lines and is with D guiding him to do the work. ZK is seated at the table, he has an art paper in front of him but without any lines. M gives him green, he doesn't like red teacher says. Bagi dia pilih, teacher tells M. M takes the container of red starch and puts it next to ZK. he takes from it and puts on the paper with his hands. He uses his palms instead of his fingers. (eventually all four of them use their palms instead of their fingers as originally set out by the teacher). A, teacher calls her and sings We walk ... (song that she sang while walking on the red mat). Buat sendiri D. Semua nak pegang tangan cikgu. Good, good teacher says repeatedly when he does on the work on his own. ZK is still doing the work but not according to what the teacher wants ( and he does not have any lines on his paper) but he mumbles loudly if the teacher tries to guide him. At least ZK tidak masuk mulut. Teacher is relieved that he has not tried to put the starch into his mouth. M and teacher clean the place, they pour the remaining of the starch into the containers and put the art papers onto the next table to dry up. ZK has got up to wash his hands. Pergi main dengan A (teacher tells D) cikgu nak kemas sikit.

**0930** A wash hands. G wash your hands. D sudah wash hand. A belum. Go. G wash your hand. D sit down. ZK come. Teacher is also discussing food preparation with M, sausage itu rebuslah jangan goreng. A tolong cikgu (to lay the table). M tells A. D takes the glasses from M, she gives the forks to ZK. He brings the forks to the table and puts one on each plate when M tells him simpan sini. She tells once but he does

the same for all the plates automatically. They sit down to eat. Nugget fried and milo. But ZK does not like so they see that D's mom had sent white rice with fried egg, so teacher takes the rice and fries it and gives to ZK and D.

**1020** brush teeth teacher takes them into the PPD. G come. D comes out of the PPD. M is with D, taking off his clothes. Teacher helping A to brush her teeth while singing the song This is the Way I brush my Teeth. M is guiding D to bathe. She is telling him where to clean, hand, leg. Ok keep your brush. A puts her brush into the small cup and takes it into the bilik mengemas diri next to the bathroom. ZK come to piss. Teacher helps ZK to wash after urinating and he goes out. G is lying half on the mattress. A takes off her clothes so teacher instructs her to pour water and soap the different parts of her body. Then makes her stand under the shower and tells her to clean. Bawah shower. Rambut, armpit. Teacher helps A to get dressed.

**1030** A tidak sikat rambut A. teacher is sitting at the round table. ZK has also come to sit at the table by himself and teacher has given him the pyramid blocks to put in order. ZK memang pandai kalau tak disuruh. A is with D and G. She is playing more with G. Teacher is drawing dots on squares in a worksheet that she has photocopied (the worksheet has space on top and at the bottom and twelve squares in four columns). D come. Ini apa ini? (pointing to his hand) Tangan. A come here A (because A has not come to the table yet). Tangan teacher repeats holding D's hand. Then teacher puts his hand on the paper and teacher traces the hand on the worksheet. Then she writes the word TANGAN on the paper, T in red and the rest in blue. Then teacher takes another laminated paper on which there are alphabets on one side and Velcro on the other side. There are the letters, S, T, and U on it. Apa ini? Huruf apa ini? Huruf T. Nanti tunggu. When he wants to leave the table. Ini apa? T. Teacher

holds his pointer finger and traces the letter T with it. D tengok sini. D tengok cikgu D. then teacher tells M to bring the papers on which she has pasted the sandpaper. of varying roughness. Bagi mereka yang kamu sudah buat tu. Teacher holds a blue colour pencil with D and writes T he says up, down. Ini bukan up, down. Ini straight, down. Teacher repeats. G is with a jigsaw puzzle. A is on the floor, near the TV, slotting alphabets into its correct place on a rubber letter slotting teaching aid. ZK is walking about. D has finished writing the letter T, he leaves the table. ZK come teacher calls. She calls him a couple of times in English and then calls him in Chinese at the same time she pats the chair twice. Both ZK and D are under the teacher's table. Dua, dua masuk bawa meja (referring to the two under the table). D also says ZK's name when he hears teacher calling for him. D comes out. Teacher goes near the table and ZK comes out on his own. Tengok tak perlu tarik mahu dia ikut. They return to the table. Teacher runs ZK's finger on the sand paper. Run, run, run,... teacher says as the finger moves along the curved pieces of sand paper then, stop teacher says as they reach the end of the sandpaper. Teacher has brought some workbooks for prewriting skills to the table (not supplied by the ministry) My First Wipe Clean Book workbooks where they can wipe after doing the work so these books can be reused year after year. D is following on the curved lines with a pen, M is guiding him. G is also tracing his fingers on the sand paper. Now teacher traces A's hand on the worksheet. Tangan siapa ini? A. A very good. T, T, TANGAN. A ini apa A? Ini apa? Ini A (teacher asks her each alphabet of the word TANGAN. Teacher holds her hand, and says as the hand is moved, straight.... down. Teacher repeats this several times. Some more A. A completes writing in all the squares. Then teacher puts A's forefinger on a piece of rough paper and traces the finger. Teacher says one. A one, one. Teacher tells M to take some flash cards with the digits and circles on two separate cards. Teacher holds A's hand and traces the digit 1 with her forefinger. Then



teacher does the same with the circle, to show digit 1 and the value of 1, that is one circle. Then teacher shows her 2 and traces on the digit with A's finger. Then teacher tells A to put two fingers on the same piece of rough paper and traces two fingers and writes the number 2 next to the fingers. Then trace with the finger the digit 1 and then teacher has already prepared the dots in the worksheet for A to join. This is your finger G. Satu. One, one G. One. Join two dots for G to write the digit one (teacher does not give G the worksheet TANGAN). Teacher uses the Chinese in between to give him direction. M is helping A write in the workbook. Teacher is finished with G. Hi Mr C come here, teacher calls ZK. Mr. C, CZK, ZK, ZK. D come here D. D come. Duduklah sekejap ya D. A few seconds. D come D. Teacher takes a container with rubber stamps of parts of the face and limbs. Teacher has a photocopied worksheet with rectangles, teacher tells D to use the stamp pad to chop the body part inside the rectangle. Tangan. Next one is also tangan. D satu lagi. Stamp on the paper. ZK is on the floor, ZK bangun teacher says. Pecah nanti semua pecah (ZK is playing with something). ZK (teacher's volume is raised). Out. ZK is under the table with his water bottle. D is stamping the hand stamp on the worksheet now. Teacher is with ZK now. She brings ZK to the round table. D has done too many "hand" pictures, he has gone to the next row, which the teacher had actually meant for the next part of the body (teacher should have actually asked M to keep an eye on D while he was doing the work because she had left the table to cater to ZK). Teacher leaves ZK and tends to D. Kaki siapa? Kaki siapa? Kaki D. one-to-one correspondence, dia tahu ruang (teacher says to M). ok cukup D muka (D has finished one row of 'muka'). Kita ada satu stamp pad saja? Ada dua says M. she brings another set. It's a new set, she takes it out of the plastic cover. Teacher gives the new set to ZK for him to stamp on the worksheet. D is writing on the workbook now with M's help. A is writing on her own. Teacher is with ZK, who is sitting on and off the chair. Mmm ok sit down teacher

tells ZK. G (teacher keeps calling him to get him to focus on his work). Buat bila panggil, lepas itu terus dia diam. Dia yang pegang (M tells teacher that D is holding the pencil on his own while writing, she is just guiding). G take chop ok. Up and down with ZK. ok G good. G stops doing his work when teacher turns her attention to ZK. mama dia kata dia sudah sampai 10 (referring to D, who is writing numbers 4, 5, ...). (teacher allows M to let him continue writing the numbers although she has only taught him 1, and 2.) Teacher directs G with the stamping. Then teacher writes G's name and comment on the worksheet. ZK's work is incomplete. Ok kemas A. kita nak sit down and cross your leg. Teacher sings. Oo ... G, his hand is blue because he has put it on the new blue stamp pad. M says G biasa penggeli tapi hari ini tengok. Teacher takes him into the PPD to wash his hand. Habis says M (referring to D who has finished writing until 10 in the workbook). Suruh mama D bawa exercise book untuk communication. Nanti saya lupa (teacher talks about book for communication but I have not seen the book or seen the book being passed from the teacher to the parent or vice versa)

**1120** teacher sings Sit down and Cross your Leg. A story of Red Riding Hood. CZK, CZK. ZK pat, pat (the sign for him to sit down). Teacher sits down in front of TV and tells all the children to come to her. D sit down. Good boy D. Tell you stories. Once upon a time... teacher starts to tell the Red Riding Hood story. D is facing the door (his mom usually comes at this time so he is looking at the door). D pusing badan tengok cikgu. Teacher turns his body so that he faces her. Teacher reads the story with exaggerated action and voice (she also flips the pages of the book as she reads). ZK is on his own. A is playing with the small pails (teaching aids) but she is also paying attention to the teacher, because she makes the action with the teacher. D is making some noise. D apa bising teacher says. A teacher calls. M sits with D on her lap, turns

D's face to help him focus his attention on the teacher. Where's your ears A? (since the story deals with parts of the body as well, so teacher keeps relating to the children's parts of the body). A. (teacher also calls their names so that their attention is maintained). A follow teacher. Where's your eye, G. dia main-main tapi dengar juga (referring to A who is playing with the pails). Where's your teeth? D where's your teeth? G teeth. Eat you up. Tolong, tolong, help, help teacher keeps repeating these words and the action of attacking the children. They know their routine ( D's mom comes so quickly D gets up to salam; teacher says that the children are learning to recognize the routine in the preschool). Tapi cikgu belum nyanyi lagi (teacher explains that the lesson is over only when she sings certain songs, so D is not allowed to go yet). Previous students come to the door, teacher goes to say bye (that is another routine that has been established by the ex-students with the teacher, according to the teacher. Teacher is still attached to the ex-students more so because the present batch is taking a long time to form a bond with her). As teacher returns to the TV area, she discusses the ex-students news with M.

**1130** ok I Love You... song. Teacher pulls all the children towards her except ZK. M pulls ZK towards the teacher. Salam kawan-kawan. G salam A, D salam A. (teacher has started this after D arrives on the scene). G goes to the toilet on his own (teacher comments to M).

(Children say bye to the teacher even if the parents are not here yet. Then they play around while waiting for their parents.

## APPENDIX C

## Interview Protocol for Classroom Instruction

<b>Subject</b>	<b>Questions</b>
Teacher and Student Biodata	<ol style="list-style-type: none"> <li>1. What can you tell me about yourself, your academic and professional qualifications and your teaching experiences?</li> <li>2. What can you tell me about the students in your classroom, their impairment, strengths and weaknesses?</li> </ol>
Assessment in Instruction	<ol style="list-style-type: none"> <li>1. When do you assess the students?</li> <li>2. How do you assess them?</li> <li>3. How do you document the assessment results?</li> <li>4. How do you use the assessment results?</li> <li>5. How does the teacher assistant help in assessment?</li> </ol>
Planning Instruction	<ol style="list-style-type: none"> <li>1. What are the documents used for planning instruction?</li> <li>2. What are your reference materials?</li> <li>3. What are the steps in planning instruction?</li> <li>4. How do you prepare the teaching materials?</li> <li>5. What are your criteria for arranging the physical setting?</li> <li>6. How does the teacher assistant help in planning?</li> </ol>
Implementing Instruction	<ol style="list-style-type: none"> <li>1. Why did you carry out this activity?</li> <li>2. What are the instructional strategies used in this activity?</li> <li>3. Why was the daily lesson plan followed during implementation?</li> <li>4. How does the teacher assistant help in implementing instruction?</li> </ol>

## APPENDIX D

## Interview Transcripts

T1/ INT/ 9

**When you arranged the skittles, the distance was not standard and so was the action you asked the children to do, (instruction) some of them were going over and some were walking with their legs wide apart by the side.**

Because you know first time I notice when I actually I want when I put the one line and then I put the skittle I want them to cross over but when I do it I notice that its quite difficult for the children to maintain their step to step on one piece and then to cross over that's is why you notice that after that I put two rows so two rows they have more space for them to step right if one row I find it they tend to step out because they don't have the space to cross over and then step on the mat at the same time you see that's why when I see I need to improvise I take another row to put on.

**Earlier today you used the dining table for teaching will they get confused because usually the dining table they eat there, they do their work here (round table) so today you were using the dining table for instruction.**

Every time I use here (round table) for writing and non messy things if messy I always use the dining table and that's why I put my pusat creativity estetika as well as ruang makan there because the sink is there you see, so all the art work have to deal with like water colours or what I will do that area plus makan. So normally if they need to wear like their apron or what then that is their work area dirty area. Unless sometimes I do it inside (referring to the PPD) if real dirty then I will do it

inside there but inside is a bit warm you see, the bathroom. But water colour or art and craft I always do it there (dining table) and writing or what I will do it here (round table).

**When you are giving instructions sometimes you tend to walk so the students like do not know what to do. When you walking then the children also stand there waiting for you next instruction. Do you want them to follow you or...**

I was not aware.

**Earlier on you were giving her straight lines and then finally after doing the straight lines she was going round and I notice you quickly shifted to round.**

Ya shifted to round. Also that time I wanted to give them straight lines only you know when I doing round then it triggers my mind oh ya that I should also let her do the round one... (do the circular shapes). Adapt to her desires at that time.

**I see a lot of individualization going on here even though you say there is no individualization, but I see a lot of individualisation and along the way everyday you tell M this child can do this, cannot do this, I can prepare an IEP for you already. Because the information is coming from you already what this child can do and what the child cannot do (bagus you peluk me, ZK is going back, so he comes to salam teacher, teacher tells mom about his behaviour on that day as is the usual practice. Mom is stressed with domestic problems, talks to teacher about it.)**

Teacher is talking to ZK's mom in Chinese.

**The worksheet that you were giving them, I notice that G did not do the letter T and the word TANGAN.**

Because I know that he is still not up to that, you see I only prepare for D and A because I know they are up to that. G still cannot match dot to dot yet, that's why you cannot give worksheets ah one for all I feel but certain thing like easy ones they can do then G also they all do like the one to one correspondence, but once it comes to writing A and D are more advanced, they are more advanced so I give them the more difficult.

**You taught D one and two but when M took over the workbook he went on to write 3, 4, 5,... so will you be going back to teach him 3,4 again or go to the next number.**

I will still teach but that one is just that more on I think just let him pass his time rather than he walk around to 1, 2, 3, 4 but D can actually rote learn he can memorise 1, 2, 3, 4 but I don't think lah because I haven't really observed but I don't think he really knows 1 is one and 2 is two. But just rote learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 he can say it, when he is alone he can say but actually this is three I don't think he knows, but I will still go on to teach 1, 2, 3, , normally I will go on until 5. But if they can go further I will go until 10. It all depends, normally I start later for the children but I see A and D they kind of know already, that's why I want to start it now if I can what you call incorporate in my learning like with fingers 1, 2, then I will try to teach

the numbers as I go along maybe because I plan the next theme I want to do is things in the classroom so I might go into two or three with them.

**This week is still anggota badan**

More on repetition, revision, because holidays, I thought next week only I want to start a new theme. I will try to go slowlah no point rushing up and then the children don't get. anggota badan slowly I can see there is some concept being able to they can get some even like ZK or Ga also little bit also they can get. If I start a new theme they might forget already. You see I am going very slow maybe comparing to other preschools, I go quite slow. But many teachers they will do one week one theme one week one theme.

**Even if you stick to the same theme but you are doing other things to strengthen their...**

Ya.

**Today the learning was longer than usual, by the time we came here was 11.15 already.**

Ya, because I see they can sit ok lets go slightly more, if they are bored then I quickly pull them here its all flexibility. But you notice like actually the ending one is I only take 10 minutes or 15 to 10 minutes but if the student by 11 0'clock they are already very restless already then I will quickly pull them here and get some music for them



because no point they sit there also they feel so restless but today I see they can stay on task a little bit longer so I prolong a little bit.

**I notice another thing is even though earlier you said that they don't like stories, but still you keep introducing stories during the end of the class.**

I try. Because when you introduce somehow when they get used to the story they will I hope that they will get the attention of them to that story time will come.

**Yes like A today her attention was more.**

I noticed ah although she is playing but she is also listening you know although she is not looking she is listening she can act out what (according to the story). And I try to use the same story at the same time according to themes lah like today I am doing Red Riding Hood, R is based on the themes the face, the eyes, the eyes, the teeth even if I am not doing these themes I will still repeat Red Riding Hood because children like repetition right and things that are familiar to them they do not like things that are not, so these stories like A they might not be familiar with this story but towards the mid of the year, towards the end of the year, as they go along they are very familiar with the stories then they will pay attention if I tell the same story. That's what my experience with my previous students earlier like Ginger Bread Man all this they don't like but after four months, five months when you talk about ginger bread man ah they know already because they understand, then they will come and listen.

**You are doing parts of the body, but you still bring in numbers. Why?**

Mmmm....because like A and D, but bringing in numbers also relates to parts of the body. Like when I sing Dua Mata and then even they learn the skills the jari comes in. I try to go within the theme lah you know, not out of the theme because children might get very confused if you suddenly you put dua pensel and all this while you are talking about anggota badan and then you teach them dua batang pensel.

**I can see the slow (lesson flow) and it's connected, yesterdays lesson connected to today's lesson.**

Sometimes I try to do repetition like all this (pointing to the red mat on the floor) you walk one time and then you don't do it again then the effect, the impact is not there. Maybe I will stop this and then I will come back again maybe (after) one or two week's activity again. You can't just leave the activity and then you start a new one and you don't come back to the old one.

**Moreover this one like gives them focus to walk, sensory.**

Even ZK also. Grumble pun dia jalan. If I can have a permanent one is good if you have more space you get the permanent one. Even like all this black lines last time my students they come to school they will walk you don't have to tell them they will walk they know already, somehow they walk they follow.

**Ya if you have another two children like D and A, they will be following that and then the others will just follow.**

Its good also that D comes in you know at least A...

**The class is more lively.**

Ya more lively and then the others will try to follow

**Hopefully Ga also will follow them then it is three to two. Ok thanks.**

## APPENDIX E

## Document Analysis Protocol

Name of Preschool	
Name/Description of Document	
Date Received	
Brief Summary of Document	
Associated Event	
Significance of Document to Study	

## APPENDIX F

## Document Analysis

Name of Preschool	Rivers Preschool
Name/Description of Document	Q2203 PV9 0032.jpg
Date Received	22 March 2007
Brief Summary of Document	There is a piece of white paper with purple zig-zag lines with space in between the lines, two trays of coloured starch, red and green. Medha is holding Asha's hand to paint the space between the zig-zag lines with green starch. Asha is looking straight ahead.
Associated Event	Creativity and Aesthetics component
Significance of Document to Study	Activity in the classroom

## APPENDIX G

## ERPD Letter



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
KEMENTERIAN PELAJARAN MALAYSIA  
ARAS 1-4, ELOK E-8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT Pentadbiran Kerajaan Persekutuan  
62604 PUTRAJAYA.

Telefon : 03-88846591  
Faks : 03-88846579

Ruj. Kami : KP(BPPDP)603/5/JLD.01 (107)

Tarikh : 10 Januari 2007

Pn. Chitra A/P K.M. Krishnan Adiyodi  
43, Jalan Bangau 5  
47100 Puchong Jaya  
Selangor

Tuan/Puan

**Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia**

Adalah saya dengan formatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

" **Evaluation Of Classroom Instruction In Selected Government Preschools For Children With Learning Disabilities: A Multi Case Study** " diluluskan.

2. Kelulusan ini adalah bercasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatar kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

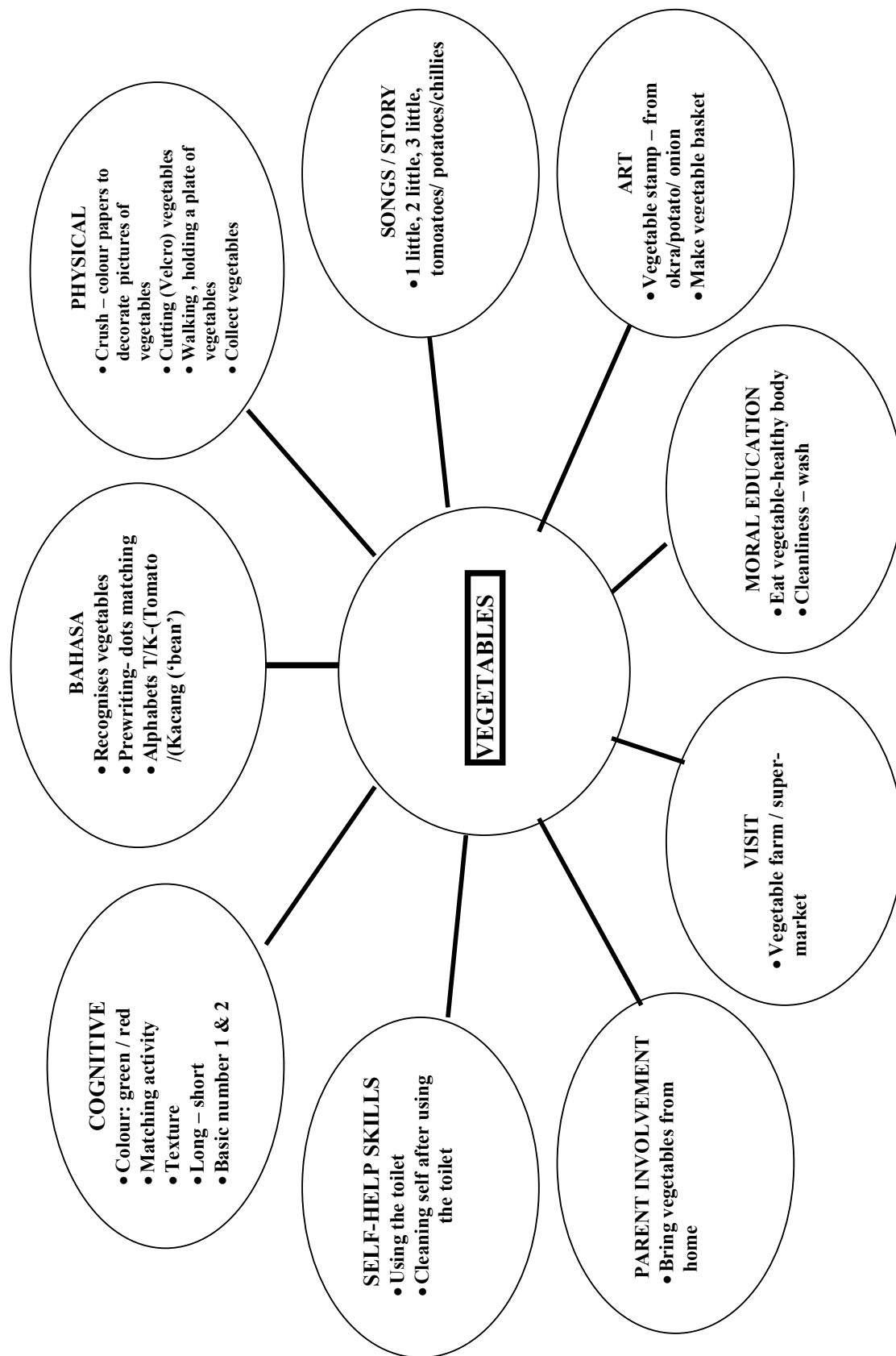
Saya yang menurut perintah,

**( HJ. MD. MONOTO BIN KOSNAN )**

Ketua Penolong Pengarah  
Unit Penyelidikan  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pelajaran Malaysia

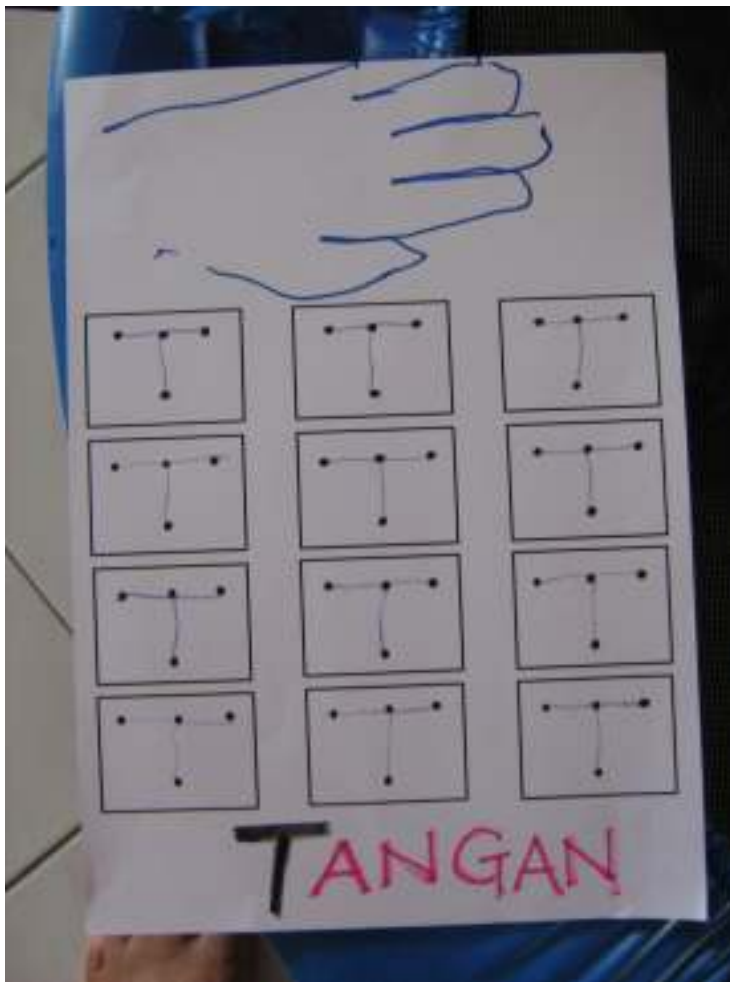


## APPENDIX I

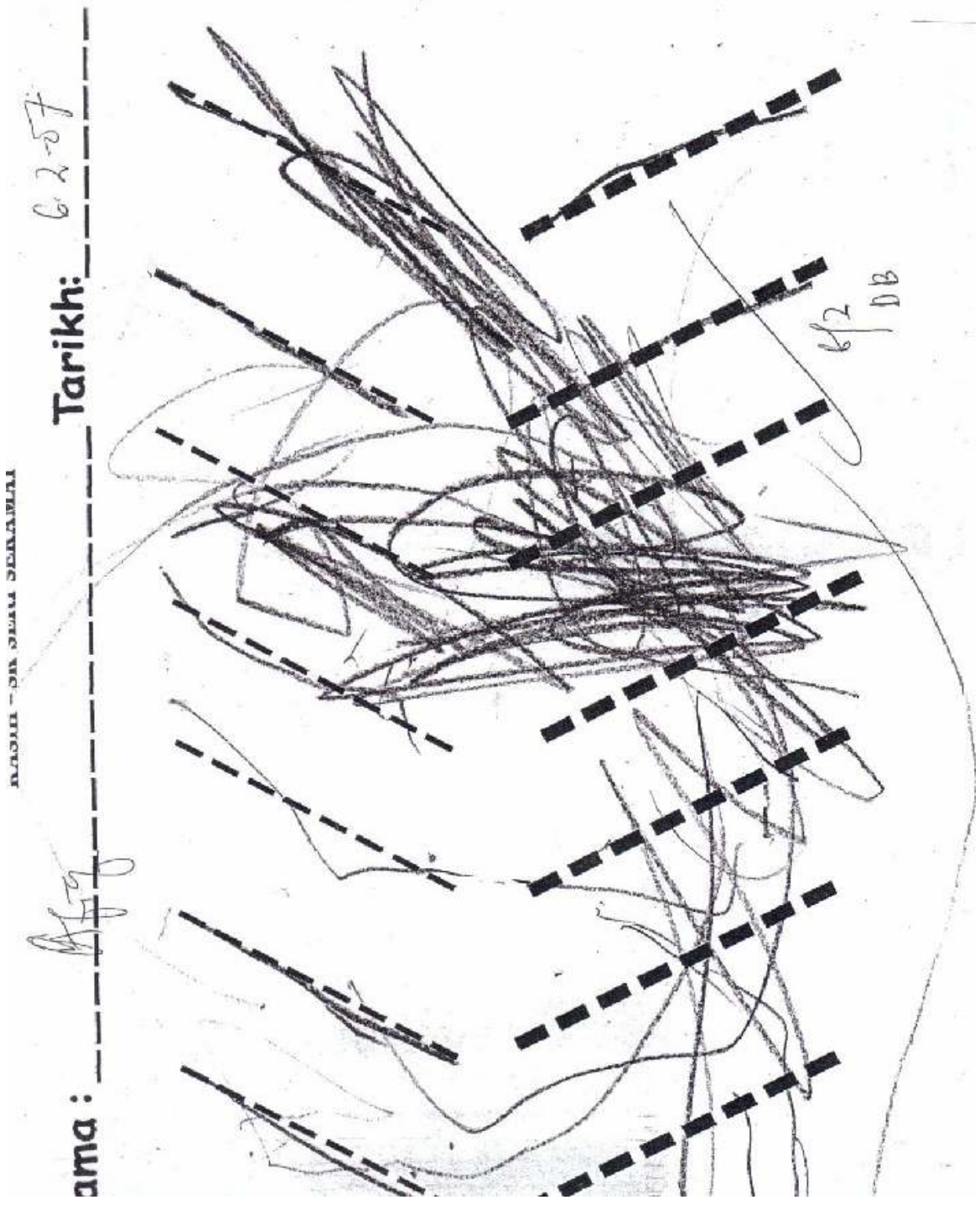




## APPENDIX J



APPENDIX K



MAJLIS - DA NEAMA SERAMPANG

*Handwritten signature*

6257

Tarikh:

ama:

42  
DB

## APPENDIX L

