APPENDIX A
Danial, Pre-Session, Interview, 10-3-09

I: Oh cantiknya lukisan Danial ni. Okay sekarang cuba Danial cerita dengan teacher lukisan ni pasal apa. [Oh this is a really nice drawing Danial. Okay now, why don’t you tell me what this drawing is all about]

D: Ini rumah Danial [This is my house] (pointing to the cone shape house)

I: Oh okay, ni? [Oh okay, these?] (pointing to the other characters in his drawing)

D: Ini abah, ni emak. Ini adik, ni abang. Ni Danial.[This is my father, this is my mother. This is my younger brother. This is me]

I: Hmm...Danial ada berapa adik beradik? [Hmm...how many siblings do you have Danial?]

D: Ada adik, ada abang. [I have a younger brother and elder brother]

I: Adik berapa tahun? [How old is your younger brother?]

D: Adik baby lagi [He’s still a baby]

I: Perempuan ke lelaki? [Boy or girl?]

D: Lelaki [Boy]

I: Abang berapa tahun? [How old is your elder brother?]

D: Tahun 4 [Year 4] (10 years old)

I: Ayah Danial kerja apa? [What does your father work as?]

D: Dia kerja kat store? [He works at a store]


D: ‘Store’ yang supermarket tu [The supermarket ‘Store’]

I: Oh, dia kerja jadi apa? [Oh, what does he work as?]

D: Dia kerja dekat kauerter bayar. [He works at the payment counter]

I: Oh okay. Mak Danial kerja ke? [Oh okay. Is your mother working?]

D: Tak, mak tak kerja, dia jaga adik dekat rumah. [No, she does not work, she takes care of my baby brother at home.]

I: Oh okay. Okay lah, Danial boleh balik class sekarang ya. [Oh okay. Okay Danial, you can return to your class now.]
Today Session 2 with Haseena (high)
Session 1 with Nadia Farhanah (mod)

Haseena - Session 2
I did not plan to have Session 2 with Haseena bring! I planned to have Session 1 with students from their English teacher (based on the Eng marks) considered as having middle level prof. But Haseena kept on coming to the room that I lead my session and asking me when would be her turn (as I did promise her that I will see her again today). So I decided to have my Session 2 with Haseena as the enthusiasm is there.

I first read the book to her, over and over (page by page). After I've finished reading a page, I'd ask her if she knew/recognized any of the words on that page. She was able to recognize almost 80% of the words she knew what these words mean.

Haseena was also more relax and easier to talk to in this session. She was not as hesitant to say what she thinks as compared to her first session.

Nadia Farhanah (Session 1)
Nadia scored 60% on her English exam - the Eng teacher considered her as having mid-level proficiency. Nadia is a very pleasant girl. She is not afraid to express her thoughts verbally. When asked if she could read or could recognize any of the words in the book, she was able to recognize about 50% and knew what the words meant. But when I say put some of the words that she could not recognize like 'cinema', she knew what cinema meant.

I would term her as emergent reader and would take her as one of my 6 participants.
The plan today is to have Session 2 with Hazeeq & Haikal.

Before the session started, I was informed by the Am Teacher An. She said that Haikal was involved in a fight with other boys in the class. I saw the En Teacher (En. Yuti) reproaching a few boys of 1 form at the back of the school. I recognized two boys from this group boys - Syed & Daniel. An. Yuti also told me that Haikal also threw a tantrum in class & 'manganeke' without any provocation. She believes it is due to the 'Demi' problems that he is facing at home. She said that Haikal's mom is suffering from post-partum depression ('meroyan').

I found out that I've got a c.jf. Hazeeq - the one that I had the first 2 sessions is not Hazeeq that scored 96%, but Hazeeq who is in k! A. The Hazeeq that got 96% is Hazeeq Ajmal. So, I'm doing Session 1 with Hazeeq Ajmal today.

Hazeeq was able to describe (illust) in the book quite well. He was able to read & understand almost all the words in the book. But when asked to tell the story in the book, he relied heavily on the illust rather than words, only when asked him questions which he could not get from the Yukai, then he would search for the answer in the words. For example, when he described to me the gorilla-cooker and the girl are both the girl up. When I ask him if the girl was scared, he paused and his eyes now focused on the words, and later told me 'yes', when I asked him how did he know this, he pointed to me the word 'afghened'.
Hiziq come from family of 5. Mom, dad, + two brothers. Elder brother is in Yr 6 the same school & younger brother is 5 yrs old. Mom work with Maybank & Dad work as Architect. He stays in Tanar Mokhtar. He says his fav book is "Tim-Tim" and mom

Date:

He used to read to him bef. he go to sleep (bef. he was able to read on his own). Now he reads books by himself.
Date: 10.04.09

Friday

My third day of data collection. I've had sessions with the pre-selected 6 students. Today, I decided to have sessions with two good students (selected by Eng. Teacher): Haseena + Hayat

Haseena: (8:45 - 9:15 am) (selected by Eng. Teacher)
She looked excited when she found out she was going to have a session with me but when she was with me, she seemed to be a bit reserved and shy.

Session started with quite a lot to get anything from her. But as session takes place she warmed up I work really to attract with me.

Able to recognize quite a no. of words in the book. Recognition of words due to the fact that she has seen those words in lessons in class & her mom reads to her at home.

With reg. of words - she was able to name the character in the pic. Eg. Pic. of girl - she now refers to Hareena, pic. of a guy - how next as fathe.

* Hareena scored 86% in her last English test.
* Hayat scored 87% in her last English test.
APPENDIX B
2nd Week

Session 1 - Lawena

Siti Nurajina

Session 2 - Aishena & Bawal

Fourth day of data collection. Today according to my earlier schedule, I'm supposed to start with the second session of the 'gorilla' picture book. But my efforts to try yesterday - have made me to select 2 new participants of a different...

Got the help from the to English teacher. He gave me the names of students who scored 96.2% or above for English & those in the middle 60-75%.

I decided to choose two of the highest score in English. Lawena - 100% and Siti Nurajina - 98%.

Lawena - Session 1

Lawena was able to read all the words in the book.
I would term her as a reader and not emergent reader.

Lawena has both parents who encourage her to read. Her mother reads to her and parents take her to the national library every weekend. Lawena said that she had read the book 'Gorilla' before.

Siti Nurajina - Session 2

Siti Nurajina was able to read all the words in the book too.
I would term her as a reader. Siti has never read the book 'gorilla' before but was able to read the words in the book.

Siti Nurajina also has a mother who reads to her.
I had my Session 2 with Shireesa and Daniel. Based on my first session, I've decided to take them as my participants of emergent readers of the lower proficiency. Both Shireesa & Daniel are in the K-1 group. In this second session, I first read to them the words in the book 2 letter at a time if they could identify any words that they knew.

Date: [Blank]

I did this page by page. Both Shireesa & Daniel were able to identify 3 to 4 words and the 9 noted last enabled them to better understand the story (with the help of pictures). They are now able to see the connection between words & pictures and both of their inputs have helped them to have a better grasp of the story.
Nadiah, Session 1 (Printed Picture Book – Gorilla), Interview, 16-4-2009

I: Ok, sekarang buku ni pasal apa? Gorilla ke? [Okay, what is this book all about?]
N: Mmm gorilla [Mmm gorilla]
I: Ok, gorilla tu buat apa? [Okay, what is the gorilla doing?]
N: Dia terbang [It’s flying]
I: Dia terbang pergi mana? [Where is it flying to?]
N: Mmm..zoo [Mmm..zoo]
I: Dia pergi zoo, nak jumpa siapa? [Who does it want to see at the zoo?]
N: Mmm..monyet [Mmm..monkeys]
I: Dia nak jumpa monyet yang lain, oh ok. Sekarang ni kita tengok satu, satu, page by page. Ok, right. Sekarang ni budak perempuan ni buat apa? [It wants to see other monkeys, oh okay. Let us now look at the book page by page. Ok, right. What is the girl doing now?]
N: Baca buku [Reading a book]
I: Dia baca buku pasal apa? [What book?]
N: Gorilla [Gorilla]
I: Macam mana Yaya tau dia baca buku pasal gorilla? [How do you know it is a book about gorilla?]
N: Sebab dia dah pergi zoo [Because she has gone to the zoo]
I: Dia dah pergi zoo, ok. Kalau Yaya tengok dekat sini, ada tak perkataan yang Yaya tau? [She has gone to the zoo, okay. If you look at this page, are there words that you know?]
N: Mmm..ni [Mmm..this one]
I: Ni apa? [What is this?]
N: Book [Book]
I: Ah..books ok. Yang lain? Yang ini? [Ah..books okay. What about other words? What about these words?]
N: Love...gorilla [Love...gorilla]
I: Ni? [This one?]
N: Mmmm..
N: Ni [This one]
I: Tu apa? [What is that word?]
N: Zoo
I: Ah..zoo tu apa? [Ah..what is a zoo?]
N: Zoo tu...mmm..tempat haiwan [Zoo is..mmm..a place for animals]
Hazeeq, Session 1 (Printed Picture Book – Gorilla), Fieldnotes, 24-4-2009

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The plan today is to have Session 3 with Hazeeq + Nabil.

Hazeeq was able to describe the text in the book quite well. He was able to read a surprised almost all the words in the book. But when asked to tell the story in the book, he relied heavily on the illustration rather than words. Only when asked his question which he could not get from the illustration, then he would search for the answer in the words. For example, he described to me the gorilla woke up and the girl was sick. She woke up, and after asking if the girl was afraid, he paused, and his eyes were focused on the words. Later told me “yes” when I asked him how did he knew this. (He pointed to the word “awakened”)

Hazeeq came from a family of 5. Mom, dad, two brothers. Elder brother is in Year 6 in the same school & younger brother is 5 yrs old. Mom works with Maybank & dad works as architect. He stays in Taman Matang. He says his fav book is ‘Tim-Tim’ and more.

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used to read to him before he goes to sleep (he is able to read on his own). Now he reads books by himself.

APPENDIX B
Haseena, Session 1 (Printed Picture Book – Gorilla), Fieldnotes, 10-4-2009

Date: 10.04.09

Friday,

My third day of data collection. I've had sessions with two pre-selected students. Today I decided to have sessions with two good students (selected by Eng. teacher), Haseena & Hazine.

Haseena (8.45 - 9.15 am) (Selected by Eng. teacher)

She looked excited when she found out she was going to have a session with me but when she was with me, she seemed a bit nervous and shy.

Session started - quite shy to get anything from her. But as session takes place, she warmed up and was quite talkative. Able to recognize most of the words in the book. Recognition of words due to the fact that she has seen these words in lessons in class & her mom reads to her at home.

With many words, she was able to name the character in the pic. E.g. pic of girl – she now refers as Harekha. Pic of a guy – how refer as father.

Hazine scored 86% in her last English test.

Hazine scored 88% in her last English test.
Danial, Session 1, (Picture Book – Gorilla), Interview, 9-4-09

I: Sekarang ni dlam gambar ni dgn gambar ni budak perempuan ni tgh buat apa? [Okay now, in this picture and that picture, what is the little girl doing?]
D: Tgh baca buku gorilla [Reading a book on gorilla]
I: Tgh baca buku gorilla, mana Danial tau dia tgh baca buku gorilla? [Reading a book on gorilla. How do you know the girl is reading a book on gorilla?]
D: Sebab sini tunjuk gorilla [Because it shows here in the book]
I: Oh okay, lepas tu dekat sini? [Oh okay, what happens after that?]
D: Dekat sini, dia tgh minum [In here, she is drinking]
I: Tgh minum, minum petang, pagi? [Is this tea or breakfast she is having?]
D: Pagi [Breakfast]
I: Pagi, lelaki ni siapa? [Breakfast. Who is this man?]
D: Lelaki ni tak tau [I don't know who this man is]
I: Tak tau, dia tgh buat apa? [What is the man doing?]
D: Tgh baca surathabar [Reading the newspapers]
I: Lepas tu Danial rasa tempat ni dekat mana? [Where do you think this place is?]
D: Tempat ni dekat..tak tau [I don't know]
I: Rasanya dekat rumah ke, dekat sekolah ke? [Do think it's in the house or at the school?]
D: Rumah [House]
I: Rumah tu dekat mana? Dekat dapur ke, dekat bilik ke? [Which part of the house? The kitchen? The bedroom?]
D: Dekat dapur [At the kitchen]
I: Kenapa Danial kata dekat dapur? [Why do you think it's in the kitchen?]
D: Sebab ada pinggan semua ni. [Because there are all these plates]
I: Ada pinggan semua ni, ok. Sekarang ni, gambar ni cerita pasal apa? [The plates, okay. Now, what story do you think the pictures are trying to convey?]
D: Cerita pasal Gorilla. [Story about gorilla]

APPENDIX C
Nadijah, Session 2, (Picture Book – Gorilla), Interview, 21-4-09

I: Okay, “what would you like to do now, the gorilla asked. I love to go to the cinema said Hannah, so they did”. So, dia pergi mana ni [So where did they go]?

N: Tengok wayang [To see the movies]

I: Ha..cinema ni apa? [Ha..what is ‘cinema’?]

N: Mmm..tempat nak tengok wayang. [Mmm..a place to see the movies]

I: Pandai, okay, so dia tengok cerita apa? [Right, okay, what movie did the watch?]

N: Superman

I: Superman, okay

N: Dia tu superhero [He’s a superhero]

I: Superhero, pandai.[Superhero, right]. “Afterwards they walked down the streets together. That was wonderful said Hannah but I’m hungry now. Okay said the gorilla, we’ll eat”. So, sekarang ni dia nak pergi mana [So, where are they going now]?

N: Mmmm..balik rumah dia [Mmm..going home]

I: Ah..tapi dia kata, we’ll eat. Eat tu apa? [Ah..but he said ‘we’ll eat’. What is ‘eat’?]

N: Makan [Eat]

I: Ah..so dia nak pergi mana? [Ah..so where are they going?]

N: Balik rumah lepas tu dia makan [To have something to eat, then to go home]

I: Pandai. [Clever] “Time for home asked the gorilla. Hannah nodded a bit sleepily. They danced on the lawn. Hannah had never been so happy”. So, sekarang ni danced tu maknanya apa? Dia buat apa? [So no, what does ‘danced’ mean? What did they do?]

N: Menari [Dance]

I: Menari. [Dance] “Hannah had never been so happy”. Happy maknanya [What does ‘happy’ mean]?

N: Gembira [Happy]
I: Where did they go after that?
H: Pergi cinema? [To the cinema?]
I: Cinema tu apa? [What is a ‘cinema’]
H: Macam movie [It’s like the movies]
I: Okay, how do you know that, that they went to the cinema?
H: Sebab cage to tutup [Because the cage is closed]
I: Okay, macam mana Hazeeq tau gambar ni gambar dekat cinema? Hazeeq pernah pergi cinema ke? [Okay, how do you know that this picture is a picture at the cinema? Have you ever been to the cinema?]
H: Pergi movie [To the movies]
I: Cinema and movie, aren’t they the same thing?
H: NO
I: They are not, okay, how is a movie different?
H: Ahh..dia sama [Ahh..they are the same]
I: Sama, okay. Dekat sini ada tak perkataan yang menyatakan cinema atau movie? [The same, okay. On this page is there a word ‘movie’ or ‘cinema’ stated?]
H: Ahh..cinema je [Ah..only cinema]
I: Oh, where is the word?
H: (Point to the word)
I: Oh okay, brilliant, right after that?
H: Dia pergi makan [They went to get something to eat]
I: Macam mana Hazeeq tau dia pergi makan? [How do you know they went to get something to eat?]
H: Ahh, sebab ni [Ahh, because of this] (point to the word eat)
I: Ah, what’s the word?
H: Will eat
I: Maknanya? [Meaning?]
H: Dia akan makan [They will eat]
I: Ok, dia makan apa? Ada tak dekat sini dia cakap dia makan apa? [What did they eat? Are there stated here what they ate?]
H: (Shook head)
I: Tapi Hazeeq tau dia makan apa? [But do you know what they have eaten?]
H: Tau [Yes]
I: Mana Hazeeq tau dia makan apa? [How do you know what they have eaten?]
H: Gorilla makan banana, Hannah makan burger [The gorilla ate banana, Hannah ate the burger]
I: Pandai, right, sekarang ni dia nak pergi mana [Brilliant, where are they going now]? Are they going home?
H: Dia pergi tempat pokok [They went to the tree place]
I: And what are they doing here?
H: Menari [Dancing]
I: Mana Hazeeq tau dia sedang menari? [How do you know they are dancing?]
H: Sebab...sebab dia ahh..dia happy [Because, he’s ahh..he’s happy]
I: Happy. Happy.. Hazeeq pernah tengok orang menari ke? [Happy. *What have you ever seen someone dancing?*]

H: (Shook head)

I: Tak pernah, okay, right, ada tak dekat sini cakap yang dia menari? (*Never, okay, right, is there a word here that says 'dancing'?*)

H: (Point to the word happy)
Okay, dekat sini dia cakap apa? [Okay, what does say here?]

Dia baca buku gorilla [She's reading a book on gorilla]

Yes, ok, but and then dia bukan sahaja baca,[Yes, okay, but she did not only read], “she reads books about gorillas, she watched gorillas on television and she drew pictures of gorillas but she had never seen a real gorilla”. Maknanya apa [What does it mean]?

Dia baca buku [She reads book]

Dia baca buku pasal gorilla, dia tengok tv pasal gorilla, dia lukis gorilla tapi dia tak pernah tengok gorilla yang betul, okay.[She reads books about gorilla, she watched forillas on television, she drew pictures of gorilla but she had never seen a real gorilla]. “Her father didn’t have time to take her to the zoo, he didn’t have time for anything” Apa makna dia tu [What does this mean]?

Dia nak pergi zoo, dia nak tengok binatang [She wants to go to the zoo, she wants to see the animals.]

Dia nak tengok binatang, okay, tapi kalau nak pergi zoo, siapa kena bawak dia? [she wants to see the animals, okay, but if she wants to go who needs to take her?]

Bapak [Father]

Tapi bapak dia ada masa tak untuk bawak dia? [Does the father have time to take her?]

(Shook her head)

Sebab bapak dia... [Because the father is...]

Kerja [Working]

Kerja, okay.[Working, okay.] “He went to work everyday before Hannah went to school and in the evening he worked at home.When Hannah asked him a question, he would say not now, I’m busy, maybe tomorrow”. So sekarang ni apah jadi [So, what happens now]?

Bapak dia pergi kerja [The father goes to work]

Aha, dia pergi kerja, lepas tu bila balik dia pun.. [Aha, he goes to work, then when he comes back from work, he...]

Kerja [Works]

Dia buat kerja, okay. Bila Hannah tanya dia boleh tak pergi zoo, bapak dia kata apa? [He does his work, okay. When Hannah asked him when he could take her to the zoo, what did the father say?]

Not now

Not now, maknanya apa tu? ['Not now', what does that mean]

Nanti pergi [Later]

Nanti pergi, sebab apa nanti? [Later, why?]

Bapak dia ada kerja [The father has a lot of work]
APPENDIX D
Danial Hakim - Session 2 (Wordless Picturebook - Flotsam), Interview, 30-4-09

I: Okay, Danial dah tengok buku tu kan, sekarang buku tu cerita pasal apa? [Okay, you have seen the book right Danial, what do you think the book is all about?]
D: Pantai, ikan [Beach, fish]
I: Ikan? Ikan apa? [Fish? What fish?]
D: Ikan paus [Whale]
I: Ikan paus? Okay, kita tengok dia punya depan dulu. Okay, dekat depan ni ada gambar apa? [Whale? Okay, let us look at the cover of the book first. Okay, what can you seen on the cover?]
D: Ada gambar...camera [A picture of...camera]
I: Itu ada camera, lagi? [There is a camera, anything else?]
D: Ikan [Fish]
I: Ikan, lagi? [Fish, anything else?]
D: Mmm...
I: Yang bulat tengah-tengah tu apa bendanya? [What do you think is the round thing in the middle here?]
D: Camera
I: Camera, oh okay. Sekarang ni kita tengok first page, ni gambar dekat mana? [Camera, oh okay. Now let us look at the first page of the book, what is the place in this picture?]
D: Gambar dekat laut [At the sea]
I: Mana Danial tau dekat laut? [How do you know it’s at the sea?]
D: Mmm...
I: Danial pernah pergi laut? [Have you ever been to the sea?]
D: Mmm...pernah [Mmm...yes]
I: Dengan siapa? [With who?]
D: Ayah [Father]
I: Ayah, dengan mak semua? [Father, and your mother as well?]
D: (nodded his head)
I: Dekat laut Danial buat apa? [What did you do there?]
D: Mandi [Swimming]
I: Mandi, lagi? [Swimming, did you do anything else?]
D: Tangkap ketam [Caught the crabs]
I: Tangkap ketam, macam budak tu lah? Ya? [You went to catch the crabs, just like the boy? Yes?]
D: Ketam banyak [Lots of crabs]
I: Ketam tu, ketam kecil ke besar? [Are the crabs the small ones or the big ones?]
D: Kecil-kecil, warna kuning, warna oren. [They are small, yellow and orange in colour]
I: Dia tak gigit ke, eh dia tak kepit ke? [Didn’t the crab bite, eh snap at you?]
D: Kalau dia kepit masuk dalam botol [If it did, I put it in a bottle]
I: Lepas tu buat apa dengan ketam tu? [What did you do with the crabs?]
D: Abah lepas tu lepaskan ketam tu masuk dalam air [My father let the crabs go in the water]
Nadiah - Session 3 (Wordless Picturebook - Flotsam), Interview, 5-5-09

I: Okay Nadia, wow cantiknya lukisan dia, cerita dengan teacher apa ada dalam lukisan tu?
[Okay Nadia, that's a really beautiful picture you have drawn, tell me what are these in your drawing?]

N: Ikan [Fish]
I: Ikan, mana ikan dia? [Fish, which one is the fish?]
N: Ni dan ni [This and this]
I: Oh, kenapa ikan dia dekat sini, dekat sini [Okay, why is this fish here and the other one here?]

N: Sama dengan gambar macam tu [They are the same as the picture in the book]
I: Sama macam gambar macam ni, gambar dekat mana? [Which picture?]  
N: Gambar dalam buku [Picture in the book]
I: Dalam buku, oh, ada satu ikan dekat sini, satu ikan dekat sini, ya? [In the book, oh, there is one fish here and the other here, right?]

N: (nodded her head)
I: Okay, yang ni siapa? [Okay, who is this?]
N: Orang [A person]
I: Oh, orang dalam gambar, eh buku tu? [Oh, a person in the picture, eh in the book?]
N: Ha [Yes]
I: Yang mana satu? [Which one?]
N: Yang dia, dia tenggelam [The one who sinks]
I: Yang dia tenggelam, okay. Ni dia tengah buat apa ni? [The one who sinks, okay. What is this person doing?]

N: Ni dia terjatuh barang dia [His things fell off]
I: Oh, ni apa? [Oh, what is this?]
N: Mmm..bakul [Mmm...basket]
I: Bakul, yang ini? [Basket, this one?]
N: Tempat korek tanah [The thing for your to dig the sand]
I: Korek tanah terjatuh, lepas tu? [So this thing fell off, after that?]
N: Itu sama macam gambar macam buku tu [It's the same as the picture in the book]
I: Oh okay, apa benda ni? [Oh okay, what is this?]

N: Camera
I: Camera, lepas tu yang ini? [Camera, and this one?]
N: Ikan [Fish]
I: Yang ini? [This one?]
N: Air [Water]
I: Air? [Water?]
N: Belon [Balloon]
I: Oh belon, okay. Lepas tu yang ini apa? [Oh balloon, okay. What is this?]
N: Air [Water]
I: Oh air, so maknanya dia tengah korek-korek lepas tu air datang, ya? [Oh water, so while he was digging the sand, then the water came, yes?]

N: (nodded her head)
I: Lepas tu dia nampak camera, ikan dengan balloon. Okay, lepas tu apa jadi
dengan dia? [After that he saw a camera, fish with balloon. Okay, what happened to him after that?]

N: Dia tenggelam, lepas tu camera tu terjatuh [He sunk, then the camera fell off]
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<tr>
<td>Plotsam (WPB)</td>
<td>Able to point out that there is a camera on the cover &amp; fish when asked what is the round object in the mid of the book &amp; not able to see it as an eye of a fish.</td>
<td>Able to generally describe the illust in the book but he was struggling at pictures in which he guessed is quite limited for eg. taking the film out from the camera &amp; perceived as taking the battery out.</td>
<td>Generally able to generally describe the illust orally as a mix of Am &amp; English mostly Am.</td>
<td>Haggeg likes to answer my qns in Am even though I asked him in Eng. He showed up by the qns but others preference a answering in Eng in the session.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Haseena - Session 2 (Wordless picturebook - Flotsam), Interview, 30-4-09

I: Ha, okay, lepas tu dia nampak gambar apa? [Ha, okay, what picture did he see after that?]
H: (silence)
I: Do you know what animal this is?
H: (shook her head)
I: Tak pernah nampak dalam tv? [Have you seen it on tv?]
H: (shook her head)
I: Tak pernah baca dalam buku? [Have you seen it in a book?]
H: (shook her head)
I: Turtle, pernah tengok tak turtle? [Turtle, have you seen a turtle before?]
H: (shook her head)
I: Tak pernah? [Never?]
H: (nodded her head)
I: Pernah, dekat mana? [You have, where?]
H: Zoo
I: Dekat zoo, okay, atas turtle ni ada apa? [At the zoo, okay, what is on top of this turtle?]
H: (silence)
I: Atas turtle tu ada apa? [What is on top of the turtle?]
H: (shook her head)
I: Tak tau, okay, apa rasanya ni? [You don't know, what do you think it is?]
H: Ulat bulu [Caterpillar]
I: Kenapa Haseena kata ulat bulu? Sebab dia macam ulat bulu ke? Yang mana ulat bulu? Tunjuk dekat teacher [Why did you say it is a caterpillar? Does it look like a caterpillar? Which one is the caterpillar? Point to me]
H: (pointed to a picture)
I: Oh yang itu, yang kecil-kecil ni, yang hijau-hijau tu? [Oh this one, the small ones, the greenish ones?]
H: (nodded her head)
FISH
APPENDIX E
<table>
<thead>
<tr>
<th>Title of Book/Genre</th>
<th>Title</th>
<th>The cover</th>
<th>Illustrations in the book</th>
<th>Words in the book</th>
<th>Relationship between illustrations and words</th>
<th>Others</th>
<th>Theories from TP (lit review)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic Re: Fi, Fo Field: (grow appo &amp; friends)</td>
<td>He was able to show me which one is the title but when asked to read the title, was not able to do so. When asked what does he think the title is, he didn’t know. The reason he gave was he that was not used to reading this comic. He’s more used to reading “Tom &amp; Jerry” Comic.</td>
<td>Daniel needed to be guided in looking at the sequence of the words. If... that done, he’ll jump from one visual to the other. He was able to see the story in the visual. Prompts: still needs to be done on it. Language.</td>
<td>Daniel did not attempt to read any of the words in the comic. Though prompted, there was a lot of hesitation in wanting to read the words. Through a lot of prompting, he was seen that Daniel could see the relationship between pictures and words. TP word, “Abraham” is connected to the sound of the man falling into the grass.</td>
<td>Through a lot of prompting, he was seen that Daniel could see the relationship between pictures and words. TP word, “Abraham” is connected to the sound of the man falling into the grass.</td>
<td>2 (comic)</td>
<td>TP (lit review)</td>
<td></td>
</tr>
</tbody>
</table>

Class: 1P
Session: 2 (comic)
Rec.: Folder 2

Date: 16/08/07
Name: Daniel Fatimi
Age: 7
Nadiyah, Session 2 (Comic – Fee, Fi, Fo, Fudd), Interview, 19-5-09

I: Okay Yaya, apa tajuk cerita ni, kalau Yaya tau. Mana tajuk dia? Yang mana? Cuba tunjuk dekat teacher, yang mana [Okay Yaya, what is the title of the comic? Which one is the title? Which one? Point to me which one]

N: Tajuk apa? [What title?]
I: Tajuk cerita ni. Dekat sini mana tajuk dia? [The title of the comic. Where is the title here?]

N: Yang ni [This one] (point to the name of the author)
I: Yang itu, oh tak, yang ini tajuk dia. Tau tak apa ni? Yaya boleh baca tak? [That one, oh no, this one is the title. Do you know what does the title say? Can you read it?]

N: Boleh [Yes]
I: Okay, apa dia cakap? [What did it say?]
N: Tak tau [I don't know]
I: Tak tau apa dia cakap, okay. Fee Fi Fo Fudd, tau tak apa makna dia? [You don't know, okay. Fee Fi Fo Fudd, do you know what it means?]

N: (shook her head)
I: Tak tau, okay. Pernah tengok tak cerita ni sebelum ni? [You don't know, okay. Have you ever seen this story before?]

N: Pernah [Yes]
I: Pernah, dekat mana? [Yes, where?]
N: Dekat wayang [At the movies]
I: Oh dekat wayang, cerita ni pasal apa? [Oh at the movies, what was the story all about?]
N: Pasal tikus [About mice]
I: Pasal tikus okay. Kita tengok, sekarang ni apa jadi dengan tikus tu? [About mice, okay. Let us see here, what is happening to the mice here?]

N: Dia...dia..dia naik tangga [They..they..they went up the stairs]
I: Okay, lepas tu dia jumpa apa tu? [Okay, what did they found after that?]
N: Jumpa ulat [They found maggots]
I: Ulat, oh...Kenapa Nadia kata ulat? [Maggots, oh..why did you say maggots?]
N: Tak tau [I don't know]
I: Tak tau, okay, lepas tu dia jadi apa? Kalau ni ulat, dia jadi apa? [You don't know, okay, what happened after that? If these are maggots, what happened to them?]

N: Jadi pokok [They become a tree]
I: Ha jadi pokok, selalu apa yang jadi pokok? [Ha, a tree, what usually turns into a tree?]
N: Ulat [Maggot]

N: Kecil [Small]
I: Okay. Kecil pokok ni? Tengok ni, dia tinggi sampai ke apa? [Okay, the tree is small? Look at this, it is so tall, it reaches the what?]

N: Awan [Clouds]
I: Sampai ke awan. Okay, apa tikus ni buat bila dia nampak.. [It reaches the clouds. Okay, what did the mice see..]
N: Dia panjat [They climbed]
I: Dia panjat, lepas tu sampai ke atas, apa dia jumpa? [They climbed, then they reached the top, what did they find?]
N: Orang tu [That person]
I: Dia jumpa orang tu, lagi apa ni? Ni apa yang besar-besar ni? [They found a person, what else? What are these huge things?]
N: Tak tau [I don't know]
I: Ni apa? [What is this?]
N: Carrot
## OBSERVATION TABLES

<table>
<thead>
<tr>
<th>Date</th>
<th>18/02/09</th>
<th>Name</th>
<th>Hazeg  A9</th>
<th>Age</th>
<th>Class</th>
<th>1P</th>
<th>Session:</th>
<th>2 (comic)</th>
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<table>
<thead>
<tr>
<th>Title of Book/Genre</th>
<th>Title</th>
<th>The cover</th>
<th>Illustrations in the book</th>
<th>Words in the book</th>
<th>Relationship between illustrations and words</th>
<th>Others</th>
<th>Theories for TP/LT reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic</td>
<td>Hayeg was able to read the title immediately but still not able to know what it means.</td>
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<td></td>
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<tr>
<td>&quot;Re, F, F, Fudd&quot; from Bugs &amp; Friends</td>
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</table>

- In this session, Hayeg was able to read some of the words/sentences in the speech bubbles. He was able to do so without much difficulty. He asked what the ideas were. He didn't want to know the story as he was unable to do so without much difficulty. He asked what the ideas were. He didn't want to know the story as he was unable to do so without much difficulty.

- I asked Hayeg to read some of the words/sentences in the speech bubbles. He was able to do so without much difficulty. He asked what the ideas were. He didn't want to know the story as he was unable to do so without much difficulty.

- Relationship between illustrations and words: Not clearly evident in Hayeg's discourse. Some of the words/sentences were missing or not clearly stated. Hayeg didn't relate the words to the illustrations when asked. He was reluctant to give a clear detailed description, especially when he was prompted to do so. In particular, when he was asked to read words in the speech bubbles. He asked what ideas the characters have? Hayeg: Beans. Jab: Beans.

- Others: 
  - Hayeg unable to read out words without difficulty. It was an extra activity. Hayeg喜好 magic beans.
### OBSERVATION TABLES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Name</td>
<td>Hasana</td>
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<tr>
<td>Class</td>
<td>1P</td>
</tr>
<tr>
<td>Session</td>
<td>3 (Conic) - Fee, Fi, Fo, Fudd</td>
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<table>
<thead>
<tr>
<th>Title of Book/Genre</th>
<th>Illustrations/Drawings</th>
<th>Words/Sentences</th>
<th>Relationship between illustrations and words</th>
<th>Others</th>
<th>Theories from T&amp;L/hit back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic</td>
<td>Hasana drew a pic. of the 'giant' in the story. Asked why she chose to draw the giant, she said the others are too difficult to draw. The question asked to relate her drawing to the story, she was able to do so but with a lot of prompting. She used part of my prompting in English. She was able to write the word 'giant' in BM.</td>
<td>Hasana wrote the word 'giant' on top of her drawing. She said the word 'giant'. She is using the sound (g) sound of the word 'giant'.</td>
<td>Assessed independent so Hasana labelled her drawing.</td>
<td></td>
<td>Has won 2 &amp; 3: Talkback: Child found when children are given pic. word, at first, they will not differentiate the word &amp; the pic., the child then expected the word to a label for it pic.</td>
</tr>
</tbody>
</table>
Danial, Session 2 (Online picture book – The Little Red Hen), Interview, 19-11-2009

I: Cuba tengok page lagi satu, ni, right dekat sini dia minta tolong dengan siapa pulak? [Let us look at this page, in here, with whom is he trying to ask help from?]

D: Dia minta dengan orang ni, orang ni tak nak, minta dengan orang ni, orang ni tak nak [He asked from this person and this person said no, then he asked from this person, the person said no]

I: Okay, ni siapa? [Okay, what is this?]

D: Ni ayam belanda [This is a turkey]

I: Ayam belanda dalam Bahasa Inggeris apa? [What is ‘ayam belanda’ in English?]

D: Mmmm

I: Cuba tengok dekat sini, apa dia cakap? [Look here, what does it say?]

D: Mmmm

I: Cuba Danial click dekat telinga dia tu [Why don’t you click at the ear icon]

D: Ni? [This?]

I: Ah

D: (click at the sentence 'she asked a turkey, will you please help me lift my bag of corn?)

I: So ayam belanda tu apa nama dia? [So what is ‘ayam belanda’?]

D: Turkey

I: Turkey, right, lepas tu turkey tu kata ‘yes’ or ‘no’ [Turkey, right, then did the turkey say ‘yes’ or ‘no’?]

D: Mmmm...dia cakap 'yes' [Mmmm...it said 'yes ']

I: Yes, ya, cuba tengok ni, dia kata apa? [Yes, right, look here, what did it say?]

D: No

I: Ha, the turkey said ...

D: No

I: Then dia minta tolong dengan? [Then it asked for help from whom?]

D: Ni pulak [This one]

I: Ni apa? [What is this?]

D: Ni...angsa [This...goose]

I: Angsa, dalam Bahasa Inggeris apa? [What is ‘angsa’ in English?]

D: Ni [This]

I: Ni, ha [This, ha]

D: (click on the sentence 'she asked a goose will you please help me lift by bag of corn)

I: And then the goose said...the goose said...

D: No

I: No, right, so dua-dua kata no, so dia kata dia buat apa? [No, right, so both said ‘no’, so what did it say it wanted to do?]

D: Dia nak buat seorang je [It wanted to do by itself]

I: Dia nak buat seorang, pandai, lepas tu, okay sekarang ni dia minta tolong dengan siapa pulak? [It wanted to do on its own, right. After that, okay, it is now asking help from who?]

D: Itik [Duck]

I: Dengan itik, and itik tu cakap apa? Itik dalam Bahasa Inggeris apa? [From the duck and what did the duck say? What is ‘itik’ in English?]

D: Mmmm...ni [Mmmm...this]

APPENDIX F
I: Ha
D: (click on the sentence 'the little red hen asked the duck will you please help me make muffins?)
I: Yes, lepas tu here, the...cuba Danial baca [Yes, after that, the...why don't you try reading this]
D: Tak tau [I don't know]
I: The duck..
D: The duck
I: Said..
D: Said no
I: Ha, so duck pun tak nak, okay next page [Ha, so even the duck did not want to help the hen, okay next page] (Danial click on the next page)
D: Dia buat seorang [It did it on its own]
I: Ha, right, last last dia buat seorang, okay tapi sebelum tu dia minta tolong lagi, siapa ni? Cuba click dekat word tu [Ha, in the end, it did it by itself, okay but before then it asked help from another animal, what is it?] (click on the sentence 'she asked the turkey...')
D: Mmm...ayam belanda [Mmmm... 'ayam belanda']
I: Ayam belanda, and the turkey said.. [Turkey, and the turkey said...]
D: No
Nadia - Session 2 (Online picturebook - The Little Red Hen), Interview, 3-7-09

I: Okay, lepas tu dia cakap [Okay, after that it says] (click on the sentence 'then I will make them myself said the little red hen'). Okay, semua orang tak nak tolong, hen ni kata apa? Ayam ni cakap apa? Dia akan buat muffins tu.. [Okay, nobody wants to help, what did the hen say?]

N: Sendiri [By myself]
I: Sendiri, pandai. Lepas tu cuba Nadia baca ni..the.. [By itself, brilliant. Why don't you try reading this..the..]

N: The duck..the turkey and the goose went to the little red hen house.
I: Pandai. The.. [Good. The...]
N: The muff
I: Muffins
N: The muffins smell yum
I: Yummy. Okay sekarang ni duck, turkey, dengan goose, dia pergi rumah hen ni sebab apa? Dia ada bau apa? [Yummy. Okay now, why did the duck, turkey, and goose go to the hen's house?]

N: Makanan [Food]
I: Ha, makanan apa? [Ha, what food?
N: Muffins
I: Muffins tu bau apa? Yummy tu maknanya apa? [How did the muffins smell like? What does 'yummy' mean?]

N: Entah [I don't know]
I: Sedap ke tak sedap? [Nice or not nice?]
N: Sedap [Nice]
I: Okay, lepas tu apa dia cakap [Okay, what did they say?] (click on the sentence 'can we help you eat them?') So dia nak minta tolong buat apa? [So, what did they want to help to do?]

N: Makan [Eat]
I: Makan, pandai. Apa hen tu cakap [Eat, brilliant. What did the hen say?] (click on the sentence 'no said the little red hen, you did not help me lift the bag, you did not help me make the muffins,so I will not share my muffins with you'). Okay, so hen tu kata boleh makan tak muffins tu? [Okay, so did the hen say they can eat the muffins or not?]

N: (shook her head)
I: Tak boleh. Kenapa dia kata tak boleh? [Cannot. Why did it say cannot?]  
N: Sebab dia tak nak tolong dia [Because they did not help the hen]
The plan is to have sessions with:

i) Haizeq AJ (Session 1 - Online PB)

ii) Daniel (a 1 - 4 3) - absent

iii) Nadia (a 1 - 4 3)

iv) Shirana (a 3 - 5 3) - decided to replace Haizeq session

My session today was supposed to start at 9:10 but I had to add to personal matters this morning so I arrived at the school at 10:00 am and well start my session after recess (10:35 am)

Haizeq AJ (Session 1 - Online PB) - The Little Red Hen

I started my session with Haizeq at 10:45 am as he came up late from recess.

Haizeq is familiar with using a laptop as he has a laptop at home which he mostly uses for playing games online.

I let Haizeq look through the online PB by himself. He has no problem clicking on the right icon to move the pages of the picture book & to turn the sound of the sentences on/off.

I then go through page by page of the online PB with him. I am asked for the story of “in the online PB, much of Haizeq’s understanding of the story was based on what he gathered from the sentences in the PB. Nevertheless, they are times when he’d rely on the illustrative meaning of the word, for e.g. the word ‘goose’, he said he knew what it is by looking at the pic of the goose.

I then let Haizeq look out other stories on the website & he decided to look all Trump the story ‘Trump’ because he has read/heard of the story before.
# Observation Tables

<table>
<thead>
<tr>
<th>Date</th>
<th>7/1/2009</th>
<th>Name</th>
<th>Hassan</th>
<th>Age</th>
<th>Class</th>
<th>1P</th>
<th>Session:</th>
<th>2 (Online PB)</th>
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<table>
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</thead>
<tbody>
<tr>
<td>The Little Red Hen:</td>
<td></td>
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- Hassan's focus has always been on the words he or she generally is able to read most of the words, so she does not pay much attention to clues in illustrations which could help to understand the words better. 
- Because Hassan thinks the story of a book is in the words she still finds it difficult to relate visual words to understanding the story better. 
- The inability to relate the visual words to the amount of prompting with words or sentences like “just 1, will it be myself” is still a problem.

Hassan. Session 2 (Online picture book - The Little Red Hen), Observation Tables 7-7-09
<table>
<thead>
<tr>
<th>Date: 2.07.09</th>
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</thead>
<tbody>
<tr>
<td>The plan is to have sessions with:</td>
</tr>
<tr>
<td>i) Daniel (Session 1 - Online PB)</td>
</tr>
<tr>
<td>ii) Hazila (Session 2 - Online PB)</td>
</tr>
<tr>
<td>iii) Hikah (Session 3 - Online PB)</td>
</tr>
<tr>
<td>iv) Shina (Session 4 - Online PB)</td>
</tr>
<tr>
<td>Arrived at school 7:30 am, Session began at 10:30 am.</td>
</tr>
<tr>
<td>I started my session with Daniel at 10:35 am.</td>
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**Daniel - Session 1 (Online PB: The Little Red Hen)**

Daniel came to the room, looking very excited the moment he saw the laptop. Asked if he has one at home, he said no, but his relative has one. Asked what does he use it for, he said he doesn't know.

Asked him if he's familiar with moving the cursor with the mouse, he said no, asked him to try to do it. After a few attempts he said he didn't know how to do it and asked me to do it instead.

I went through page by page with him. Similar with the other types of picture book which I have used with him, visuals seem to be the first to get his attention. In this session for example, the moment he saw the illustrations in the first page, he asked 'Kenapa ayam boleh pergi memancing pulak?'. So I told him that he's going to find out once we go through the story together. I asked him to listen to the read aloud of the sentences in each page and pointed out to him some words which he could relate to the illustrations in that particular page. For eg. the word 'duck', 'turkey', 'goose', 'muffins'.

Daniel is very reluctant to read the sentences, even the simple ones, even if the sentences have been read out, and he just needed to repeat the sentences. He said 'itu dalam Bahasa Inggeris, saya tak tau'. But through prompting, he was able to identify some of the words and relate them to the picture in the book towards the end of the session. When he was able to do this, it seems that he was more excited (and more confident of himself) about reading in English.

After we have finished reading the book, he wanted to read another one and he chose the OPB 'The four friends'. In this story, there was the phrase 'red' apple and when I asked him what does 'red' means, he was able to remember from the story 'The Little Red Hen' and smilingly said 'merah'.
Nadia, Session 1 (Online picture book – The Little Red Hen), Fieldnotes, 30-06-09

Nadia – Session 1 (Online PB – The Little Red Hen)

Nadia came into the session, looking very tired (although I saw her running up and down the corridor earlier). She said that she's not feeling so good as she's down with flu and coughing. She also said that she did not have anything during recess as she did not bring any money.

Nadia did not look the least excited looking at the laptop or the online picture book. I asked her if she has used a computer before and she said no. She doesn't have much knowledge of computer handling and did not know how to move the cursor using the mouse, she did not even want to try. So I decided to do it for her and to go through the story page by page with her.

But Nadia was barely talking, she was just slouching in her seat, not the least interested in the story. So I tried to go slowly and would end the session without finishing the story if she seemed to be too tired to continue.

As I was going through the third page of the book with her, the GPK came into the room with one student, she asked if I mind the student sit in the room to do his make-up exam. Although I was worried that my session was going to disturb the student's concentration in doing his exam, I had to say yes.

I decided to lower the volume of the 'read out aloud' so as not to disturb so much the student who was doing his exam. The GPK asked me if I knew anything about Nadia's background, she was trying to whisper to me something about Nadia's mother but could not get what she was trying to tell me. Maybe I should ask her later about this matter.

Towards the end of the book, I could see a tinge of excitement in Nadia – telling me, at her 'kampung', she could also find 'goose' and 'turkey'. In general, I could not get much from Nadia because I was doing much of the talking and questioning, so I couldn't really see how she made sense of the illustrations and words, I need to listen back to the recording of the session to verify this.

I ended the session when I finished going through every pages with her.
The plan is to have sessions with:

1. Hazim (Session 3 - OPB)
2. Ifeoma (Session 3 - OPB)
3. Rachel (n/a)
4. Hazim (n/a)
5. Hazim (n/a)
6. Daniel (n/a - OPB) - Not able to do Daniel - cannot write.

Arrived at school at 10:15 am. Started my session with Hazim at 10:40 am.

Hazim AJ (Session 3 - Online PB - The Little Red Hen)

Hazim wanted to look through the book first before either drawing or writing about the story in the book. I let him do so, and later he told me that he wanted to draw. Before he started his drawing, he asked me what if he forgot what the story is all about. I told him to just draw what he can remember and if he wants to look again at the story he may do so. I then prompted him of the characters that he could remember in the story and asked him what the characters do in the story. He was able to answer all my questions. So I reassured him that he knew a lot about the story and would not forget what it is all about.

Hazim decided to draw three muffins on a blue plate. I did not ask him why he decided to do so but he was able to relate those three muffins to the whole story in the OPB. When prompted, he was able to tell me what happened before the muffins were made and after the muffins were made.

Before the end of the session, I asked him which one of the picture books that I've done with him he found the easiest to understand and he liked the most, he said the online picture books.
Haseena, Session 1 (Online picture book – The Little Red Hen), Fieldnotes, 2-07-09

Haseena told me that she had never used a computer before. She has a computer at home but it is being used by the brother to play game. I asked her if she knows how to use the mouse, she said no.

I went through page by page of the OPB with Haseena. Haseena could read most of the sentences in the OPB. But with Haseena this is not an indication of comprehension. Many times after she has finished reading sentence and I asked her what does she think it means, she would give me a completely different meaning from what the sentence is trying to say. For instance after she has read the phrase ‘smell yummy’, I asked her what ‘yummy’ means and she said ‘busuk’. The other students though not able to read the word yummy but when hear the word yummy were able to tell me it means something nice. They would relate this word to the illustrations on that page. But Haseena does do this, only when I told her if she’s sure it means ‘busuk’ and pointed to the illustrations, then only she said ‘wangi’.

Haseena is able to break the English sound-letter relationship code and it seems she is able to read better than her other classmates, but when it comes to understanding of what she’s reading, she is no better or maybe less better than the other 5 students in my study. The other students, especially the ones being categorized as ‘weak’ like Danial and Shirena would try to use whatever clues that they can get from the illustrations to understand what the words mean or the story in the OPB, but Shirena seems to be oblivious of other clues in the book that would help her get meaning from the book, instead rely solely on words which she could read and which she thinks she knows the meaning.
APPENDIX H
APPENDIX H
After a long gap from the last time I met Daniel, today I'm going to have session 2 with Daniel for CB and teach Daniel CB.

I arrived at the school 9:30am but a lot of things were taking place at the school - UASR results were out, so many teachers were busy dealing with that. The clerk at the office was out attending, of course so I couldn't get the key to my office right there & then. So I had to wait for her to come back from her discussion with the other teachers. She was busy with her work - so she let me go to get the key from her room. I managed to get the key at 10:10am. Since it was recess time, I had to wait until the recess is over to have the sessions with Daniel.

I finally managed to start the session at 10:40am.

Daniel, Session 2 - CB

Since it was quite some time ago I had the first session with Daniel, in this session I asked Daniel to work on the CB first, by himself. He was much better with the computer reading and when asked he said that he had used the computer (mouse) at home to play games.

Daniel was able to get the gist of the story without much difficulty and prompting. He was still a bit resistant to read words/ sentences with CB and the audio input of the CB helped him in gaining the confidence to read the words/ sentences. At first he was the one who asked me how to make hear the sound of the sentences being read out. The moment he saw the pages of the CB.
Nadia (Session 3 – Online PB – The Little Red Hen)

I asked Nadia to look through the book first before asking her to write or to draw. When prompted, Nadia was able to tell me the story in the OPB.

I then asked her to draw or write the story. She said she did not know how to draw, so I asked her to write instead. Then she said she did not know how to write, so I said just do whatever she finds the easiest to do. I saw her then drawing, then flipping the drawing paper to attempt to draw on another piece of drawing paper, then she stopped and flipped another drawing paper to attempt to draw. After 5 minutes on the third attempt, she said to me she did not know how to draw. I asked her to write instead. She said she did not know what to write, so I asked her to write the word ‘hen’, she was able to do this. I then asked her to write the word ‘duck’. She wrote the letter ‘d’ then ‘e’, then she stopped and said she did not know.

I then looked at her drawings from the first paper right up to the third. The first paper, she drew pictures of fish in the water and fishing rod. Asked why did she draw this, she said she was trying to draw a duck, but did not know how to do so. In the second drawing paper, she drew trees, a house and muffins. In the third drawing paper, she drew pictures of house and muffins. Despite of her telling me that she did not know what to draw, she actually knew what to draw and when asked to relate the muffins and the house to the story of the OPB, Nadia was able to do so.

Nadia likes to give the answer ‘tak tau’ whenever asked. But this is not really an indication that she did not know the story in the OPB because when prompted, she was able to relate the story to me without much difficulty.
The plan is to have sessions with:

i) Hazeeq AJ (Session 1 - Online PB) ✓

ii) Daniel (1 - 4) - absent

iii) Nada (2 - 6 - 4)

iv) Shazira (2 - 6 - 4) - decide to replace Dominic after

My session today was supposed to start at 9:10 but I had to attend a personal matter this morning so I arrived at the school at 10:00 am and we started my session after recess (10:35 am).

Hazeeq AJ (Session 1 - Online PB) - The Little Red Hen

I started my session with Hazeeq at 10:45 am as he came up late from recess.

Hazeeq is familiar with using a laptop as he has a laptop at home which he regularly used for playing games online.

I let Hazeeq look through the online PB by himself. He has no problem looking at the right icon to access the pages of the picture book to hear the sound of the sentences before reading.

I then go through page by page of the online PB with him. Then asked if the story of an online PB, much of Hazeeq’s understanding of the story was based on what he understood from the annotated in the PB. Nevertheless, they are times when he’d rely on the chart to know the meaning of the word, for e.g. the word ‘goose’. He said he knows what it is by looking at the pic of the goose.

I then let Hazeeq look at other stories in the website + he decided to look at Trump, the story Trump because he has read heard of the story before.
### Observation Tables

<table>
<thead>
<tr>
<th>Date</th>
<th>19/06/09</th>
<th>Class</th>
<th>1P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Haseeb KG</td>
<td>Session</td>
<td>2 (Comic)</td>
</tr>
<tr>
<td>Age</td>
<td>7</td>
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<table>
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<th>Title of Book/Genre</th>
<th>Title</th>
<th>The cover</th>
<th>Illustrations in the book</th>
<th>Words in the book</th>
<th>Relationship between illustrations and words</th>
<th>Others</th>
<th>Theories from TP / HT Review</th>
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<tr>
<td>Comic</td>
<td>&quot;Re, Fi, Fe, Fudda&quot;</td>
<td></td>
<td></td>
<td></td>
<td>Not clearly evident, but Haseeb was able to read some of the words/sentences in the speech bubble. He was able to draw without much difficulty when I asked what did those words/sentences mean.</td>
<td></td>
<td>@  - Probing questions</td>
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<td></td>
<td>from &quot;Bugs &amp; Friends&quot;</td>
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<td>C - Decisions about story</td>
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<td>E - Reading story from illness</td>
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<td>F - Reading story from illness</td>
</tr>
</tbody>
</table>

- "Re, Fi, Fe, Fudda" from "Bugs & Friends".
- Haseeb was able to read some of the words/sentences in the speech bubble.
- He was able to draw without much difficulty when I asked what did those words/sentences mean.
- Haseeb: "Beans. What here?"
- Haseeb: "Situ, apply magic beans."
Haseena (Session 3 – Online PB – The Little Red Hen)

From the moment I came to the school today, Haseena had been asking me when would be her turn to have a session with me, so when I finally called her for the session, she came to the room looking very excited, the most in any of my sessions with her.

I went through the story with Haseena first. She was able to comprehend the story much better in this session. The sentences which she was having problems comprehending in session 2 (for eg. "...then I will make them myself!" & "smells yummy", she was able to comprehend them much better in this session. I then asked Haseena to either draw or write the story for me, she nodded her head eagerly. After less than 5 minutes she said she's done. I asked her if she's sure, she said yes.

When I looked at her work, she has wrote a sentence: "he said no, eat the shae". I then asked her who said no, she said the hen. I asked her if she's sure, she said yes. I then realized she was writing a sentence referring to the last scene in the OPB where the hen said no, the other animals could not eat the muffins and that the hen did not want to share the muffins with the other animals. The word 'shae' that she has wrote is actually 'share'. Haseena when she did not know the spelling would spell the word using the sound-letter relationship of Bahasa Melayu. This was observed in the third session of the comic when she wrote the word 'giant' as 'flyan'.

When asked to relate this sentence to the story of the OPB, she was able to do so without much hesitation or difficulty.
APPENDIX I
Look at the pictures below:

- Fire
- Tree
- Bed
- Chair
Look at the words below:

<table>
<thead>
<tr>
<th>fire</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>chair</td>
</tr>
<tr>
<td>bananas</td>
<td>carrot</td>
</tr>
<tr>
<td>umbrella</td>
<td>shoes</td>
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</tbody>
</table>
Look at the pictures below:
Johan was walking home from school. Suddenly, he heard a cat meowing from the drain. He looked into the drain and saw a little kitten. The little kitten was hurt. He felt sorry for the little kitten and took it home with him. At home, he gave the kitten a bath and fed it with some milk and biscuits.
Visual Literacy Test 2

Answer the following questions:

1. Where was Johan walking home from?

2. What sound did Johan hear coming from the drain?

3. What did Johan see in the drain?

4. What did he decide to do with the kitten?

5. What did he do to the kitten at home?
Researcher’s recall checklist for Visual Literacy Test 1

PICTURES ONLY

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<th>Bahasa Melayu</th>
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<td>api</td>
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<tr>
<td>tree</td>
<td>pokok</td>
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<tr>
<td>bed</td>
<td>katil</td>
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<td>kerusi</td>
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<td>pisang</td>
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<td>lobak merah</td>
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<tr>
<td>umbrella</td>
<td>payung</td>
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<tr>
<td>shoes</td>
<td>kasut</td>
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WORDS ONLY

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</table>

PICTURES AND WORDS

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</tr>
</tbody>
</table>

APPENDIX I
Answer Key for Visual Literacy Test 2

1. School
2. Meowing sound
3. Kitten
4. Took it home with him
5. Bathed and fed the kitten
Marina Mohd Arif  
NO.4, Jalan Kemuning ¾  
40000 Shah Alam  
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 hormatnya diarah memaklumkan bahawa permohonan tuan /puan untuk menjalankan kajian bertajuk:


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 sekriranya sebahagian atau sepenuhnya dipakai 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,

(ISHAM BINTI ISHAH)  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pelajaran Malaysia

Zul/surat kelulusan/09

APPENDIX J
s.k

Pengarah
Jabatan Pelajaran Negeri W.P. Kuala Lumpur

Pengarah
Jabatan Pelajaran Negeri Kelantan

Prof. Dr. Moses Samuel
Ketua
Jabatan Pendidikan Bahasa & Literasi
Fakulti Pendidikan
Universiti Malaya
50603 Kuala Lumpur
JPWP 12-21/Jld.6 - 09/( 82 )
27 MAC 2009

Marina Mohd Arif
4, Jln Kemuning 3/4,
40000 Shah Alam Selangor

Y. Bhg. Datin/Tuan/Puan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, MAKTAB-MAKTAB PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KE MENTERIAN PELAJARAN MALAYSIA

Dengan hormatnya saya diarah memaklumkan bahawa permohonan Y. Bhg. Datin/Tuan/Puan untuk menjalankan kajian bertajuk :-

"Probing Understanding : Emergent Second Language Readers' Visual Literacy" adalah diluluskan tertakluk kepada syarat-syarat berikut:-

a) Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia.
b) Sila kemukakan surat kebenaran ini ketika berurusan dengan Pengetua/Guru Besar sekolah berkenaan.
c) Kelulusan ini untuk sekolah-sekolah di Wilayah Persekutuan Kuala Lumpur sahaja
d) Y. Bhg. Datin/Tuan/Puan dikehendaki mengemukakan senaska hasil kajian tuan/puan ke Jabatan ini sebaik sahaja ianya siap sepenuhnya.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

[Signature]

(SITI HALIMAH BT SYED NORDIN)
Penolong Pendaftar Sekolah
Jabatan Pelajaran Wilayah Persekutuan
b.p Ketua Pendaftar Sekolah & Guru
Kementerian Pelajaran Malaysia

APPENDIX J

"CEMERLANG DI KALANGAN YANG CEMERLANG"

(Sila catatkan no. rujukan Jabatan ini apabila berurusan)
Pn Marina Mohd Arif  
Fakulti Pendidikan  
Universiti Teknologi MARA  
Kampus Seksyen 17  
40200 Shah Alam  

Encik/Puan/Dato'/Datin  

Saya, Marina Mohd Arif, adalah seorang pensyarah di Universiti Teknologi MARA. Buat masa ini, saya sedang menjalani sebuah kajian untuk memenuhi keperluan ijazah kedoktoran dalam bidang Pendidikan Bahasa Inggeris sebagai bahasa kedua (TESL) di Universiti Malaya. Tujuan kajian tersebut adalah untuk mengkaji dan memahami literasi visual (visual literacy) pelajar melalui penggunaan buku bergambar (picture books). Kajian ini diharapkan dapat memberi maklumat yang dapat membantu mempertingkatkan tahap pembacaan pelajar di dalam mata pelajaran Bahasa Inggeris.

Dengan ini, saya ingin meminta kebenaran daripada pihak Encik/Puan/Dato'/Datin  untuk melibatkan  dalam kajian ini. Saya akan menjalankan aktiviti bersama pelajar dengan menggunakan buku bergambar. Kegiatan tersebut akan dirakamkan dan temuduga juga akan diadakan bagi mendapatkan maklumat yang berkait dengan pemahaman pelajar tentang visual di dalam buku tersebut. Walau bagaimanapun, bagi tujuan penulisan tesis nanti, nama sebenar sekolah dan pelajar tidak akan digunakan.

Dengan itu, saya meminta kerjasama Encik/Puan/Dato'/Datin  untuk mengisi dan menandatangani borang yang terlampir.

Ribuan terima kasih diucapkan atas kerjasama yang diberikan.

Yang benar,

(Marina Mohd Arif)  

Dengan ini, saya  membrnarkan/tidak  
membenarkan anak saya  untuk menyertai  
kajian yang dijalankan oleh Puan Marina Mohd Arif.

Tandatangan:  

Tarikh:  

APPENDIX K