APPENDICES

Appendix 1. Types of Linguistic Errors of Dyslexia Experienced by the Main Character in *Backwards: The Riddle of Dyslexia.*

Note:

NO	:	Datum Number		
22:59	:	Minutes		
NR	:	Non-Response (Refusal)	:	- - - - - - -
O	:	Omission	:	(oval symbol)
A	:	Addition	:	(curved symbol)

S	:	Substitution	:	(slash symbol)
Rp	:	Repetition	:	abcde
Rv	:	Reversal	:	(curved symbol)
H	:	Hesitation	:	/
SC	:	Self-Corrections	:	acbde √ abcde

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPONSE	MISCUE TYPE
1	S/1:6	BRIAN : (*Turns around the box of food to Robby while having breakfast in the eating room*) Right. Now, what do you read the first word? ROBBY : (*Spells it*) **W-H-E-A-T.** Wheat. BRIAN : Are you sure? (*Sees the word and reads it in his heart as 'WEHTA'*). ROBBY : Sure I'm sure.	WHEAT	WEHTA WHEAT	S
2	S/1:20	(*Still in the eating room.*) BRIAN : OK. The next one. ROBBY : (*Spells the next word*) **F-L-A-K-E-S**. I know 'flakes'. BRIAN : (*Reads the word again in himself as 'FALBKS'. Then he reads the word WITH as WTIH.*)	FLAKES	FALBKS FLAKES	S
2a	S/1:20	(*Still in the eating room.*) BRIAN : OK. The next one. ROBBY : (*Spells the next word*) F-L-A-K-E-S. I know 'flakes'. BRIAN : (*Reads the word again in himself as 'FALBKS'. Then he reads the word **WITH** as **WTIH**.*)	WITH	WTIH WITH	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPONSE	MISCUE TYPE
3	S/1:46	(*Still in the eating room.*) BRIAN : OK the next one. ROBBY : (*Spells the word again*) **R-A-I-S-I-N-S**. Raisins. BRIAN : (*Sees the word and reads it oddly in his heart as **R-I-A-N-S-I-S**.*)	RAISINS	RIANSIS ~~RAISINS~~	S
4	S/6:59	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes **ᗺRIAN** for **BRIAN**, 5404 Juniper **ƨ**treet for 5404 Juniper street, and **ᗺARB** for BARBARA.*)	BRIAN	ᗺRIAN ~~BRIAN~~	S
4a	S/7:02	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes **ᗺ**RIAN *for BRIAN*, 5404 Juniper **ƨ**treet *for 5404 Juniper **street**, and **ᗺ**ARB *for BARBARA.*)	5405 Jupiter Street	5404 Juniper ƨtreet ~~5404 Juniper Street~~	S
4b	O/7:02	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes **ᗺ**RIAN *for BRIAN*, 5404 Juniper **ƨ**treet *for 5404 Juniper street, and **ᗺ**ARB for **BARBARA**.*)	BARBARA	ᗺARB BARBARA	O
4c	S/7:02	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes **ᗺ**RIAN *for BRIAN*, 5404 Juniper **ƨ**treet *for 5404 Juniper street, and **ᗺARB** for **BARBARA**.*)	BARBARA	ᗺARB BARBARA	S
5	S/7:44	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as **ƧUTDENT MUEN** for **STUDENT MENU**, **Ƨ**APGHITTE for SPAGHETTI, FEEᗺ **Ƨ**ETW for BEEF STEW, DITEPALTE for DIET PLATE, **Ƨ**OU¶ for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (*Surprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	STUDENT MENU	ƧUTDENT MUEN ~~STUDENT MENU~~	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPONSE	MISCUE TYPE
5a	S/7:45	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as* ƧUTDENT MUEN *for STUDENT MENU,* ƧAPGHITTE *for SPAGHETTI,* FEEℲ ƧETW *for BEEF STEW, DITEPALTE for DIET PLATE,* ƧOUℲ *for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	SPAGHETTI	ƧAPGHITTE ~~SPAGHETTI~~	S
5b	S/7:46	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as* ƧUTDENT MUEN *for STUDENT MENU,* ƧAPGHITTE *for SPAGHETTI,* **FEEℲ ƧETW** *for BEEF STEW, DITEPALTE for DIET PLATE,* ƧOUℲ *for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	BEEF STEW	FEEℲ ƧETW ~~BEEF STEW~~	S
5c	S/7:47	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as* ƧUTDENT MUEN *for STUDENT MENU,* ƧAPGHITTE *for SPAGHETTI,* FEEℲ ƧETW *for BEEF STEW,* **DITEPALTE** *for* **DIET PLATE,** ƧOUℲ *for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	DIET PLATE	DITEPALTE ~~DIET PLATE~~	S
5d	S/7:48	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as* ƧUTDENT MUEN *for STUDENT MENU,* ƧAPGHITTE *for SPAGHETTI,* FEEℲ ƧETW *for BEEF STEW, DITEPALTE for DIET PLATE,* **ƧOUℲ** *for* **SOUP,** *FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	SOUP	ƧOUℲ ~~SOUP~~	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPONSE	MISCUE TYPE
5e	S/7:49	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as ƧUTDENT MUEN for STUDENT MENU, ƧAPGHITTE for SPAGHETTI, FEEƁ ƧETW for BEEF STEW, DITEPALTE for DIET PLATE, ƧOUꟼ for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	FRUIT DRINKS	*FЯUITDЯINKS* ~~FRUIT DRINKS~~	S
5f	S/7:49	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as ƧUTDENT MUEN for STUDENT MENU, ƧAPGHITTE for SPAGHETTI, FEEƁ ƧETW for BEEF STEW, DITEPALTE for DIET PLATE, ƧOUꟼ for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	MILK	MLIK ~~MILK~~	S
6	S/8:11	(*In the class*) THE TEACHER : Now any one of you has grasped my explanation. Can you give me an answer? Do I need to take clean of intelligence? The square A plus B. (*Brian raises his hand.*) THE TEACHER : Please. Stand up, please. (*Brian stands up from his chair.*) BRIAN : A square plus two A B plus B square. THE TEACHER : Have you read the handout before? BRIAN : No, Mr. Hebin. THE TEACHER : How do you know the answer? Oh go to the blackboard! Demonstrate it to the rest of the class. (*Brian goes in front of the class and writes on the blackboard. He writes the wrong letter. He writes the letter **B** as '**Ƃ**'*). THE TEACHER : Lower case, please! (*Brian writes then he erases it. He writes again and bricks the calk. All students laugh at him.*) THE TEACHER : We're waiting. (*Brian tries to write but he bricks the chalk again. All students laugh at him. Brian acts as if he were a boxer who is boxing with the blackboard. He tries to write while boxing.*) KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind?	B	Ƃ ~~B~~	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
7	S/12:6	(*Walking home together.*) BRIAN : So Robby how was the first day in school for you? ROBBY : pretty good. I can be the first picking my book for winning without looking (*Giving the book to Brian then reading the page without looking*) Tom has a cat, it's black cat. Tommy likes his cat. (*Robby looks at Brian and angry at him*) you're not looking! BRIAN : (*Closing the* book) you know you're just fine Robby. ROBBY : You want me to read more? BRIAN : Before I'll show you word, tell me what it is lie we do in the cereal boxes. ROBBY : Sure. BRIAN : (*pointing a sign*) read me that sign! ROBBY : (*Reads the word per syllable*) DA..NGER. No..ad..mittance. BRIAN : *Sees the sign and reads it as **DARGBP** ON ADMTTINCB.*)	DANGER	DARGBP ~~DANGER~~	S
7a	S/12:8	(*Walking home together.*) BRIAN : So Robby how was the first day in school for you? ROBBY : pretty good. I can be the first picking my book for winning without looking (*Giving the book to Brian then reading the page without looking*) Tom has a cat, it's black cat. Tommy likes his cat. (*Robby looks at Brian and angry at him*) you're not looking! BRIAN : (*Closing the* book) you know you're just fine Robby. ROBBY : You want me to read more? BRIAN : Before I'll show you word, tell me what it is lie we do in the cereal boxes. ROBBY : Sure. BRIAN : (*pointing a sign*) read me that sign! ROBBY : (*Reads the word per syllable*) DA..NGER. No..ad..mittance. BRIAN : *Sees the sign and reads it as DARGBP **ON ADMTTINCB**.*)	NO ADMITTANCE	*ON ADMTTINCB* NO ~~ADMITTANCE~~	S
8	S/12:6	(*Walking home in the street*) ROBBY : No clowning BRIAN : Yeah ROBBY : May be you're clown. (*Robby runs. Brian chases him but he stops seeing the sign. He reads it as **ƧPOT** for **STOP**.*) BRIAN : Hey Robby watch out for the stop sign! (*Robby stops running*) very good!	STOP	ƧPOT ~~STOP~~	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9	S/32:29	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page)* **three**.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who living sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	There	three There	S

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9a	O/32:42	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page)* three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who **living** sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	There was an old man who lives by the sea	There was an old man who living… There was an old man who lives…	O

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9b	O/22:4	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's ok. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page*) three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : **There was an old man who living sheried so many children he not to do.** KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	There was an old man who lives by the sea	There was an old man who living sheried so many children he not to do There was an old who lives by the sea	O

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9c	A/32:42	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page)* three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : **There was an old man who living sheried so many children he not to do.** KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : Ok so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	There was an old man who lives near by sea	**There was an old man who live** ing sheried so many children he not to do **-s by sea**	A

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9d	H/32:42	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page*) three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who living sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) **there…** KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	There was an old man who lives near by sea	**There**_ _ _ _	NR

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
9e	NR/33:17	(*Walking home in the street*) ROBBY : No clowning KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page*) three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who living sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : **An old man who lives by the…….** KIM : Sea. BRIAN : Sea.	An old man who lives near by the sea.	**An old man who lives by the_ _ _ _**	NR
10	H/41:33	PSYCHOLOGIST : Your test is with look-a-like words. Words that seem to be spelt backwards. And now repeat and repeat and repeat until the images of your mind are so strong and you'll never forget them. But you will. (*The psychologist points some words helping Brian to read*). BRIAN : (*Spells the* letters) **S..s..son** Y..You A…		S..s../son	H

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
10a	H/41:33	PSYCHOLOGIST : Your test is with look-a-like words. Words that seem to be spelt backwards. And now repeat and repeat and repeat until the images of your mind are so strong and you'll never forget them. But you will. (*The psychologist points some words helping Brian to read*). BRIAN : (*Spells the* letters) S..s..son **Y..You** A…	You	y.. /you	H
11	S/41:32	(*In the psychologist's room*) PSYCHOLOGIST : You'll learn shapes of letters and words by sound, touch, sight, color, over and over again. (*Brian learns to write the word 'hand' written in the blackboard. He writes the word 'hand' as 'hanb' on the blackboard.*) PSYCHOLOGIST : Use your right hand thumb! (*The psychologist shows his right hand thumb.*) (*Brain checks each letter if it is the same as the example. He checks whether the circle of the letter 'd' is in the right position by using his right thumb. He finds out that his writing is different from the example so he erases it and writes it again. Then he looks at the psychologist indicating asking approval.*) PSYCHOLOGIST : Good Brian!	Hand	hanb ~~hand~~	S
12	SC/ 42:16	MOTHER : (*Holding cards written with words while Brian sitting near a cupboard*) BRIAN : **Stea..dy** MOTHER :(*Pointing to each letter in the card then asks Brian to guess*) Remember the element Brian! BRIAN : **Sta..ge**. MOTHER : Stage! Good god good. BRIAN : Sm…. Smack. MOTHER : (*Smiling to* Brian) Mwh. Ok the last one. BRIAN : Sla.. MOTHER : æ…. BRIAN : Sl…ap /slæp/. Slap. MOTHER : Slap! (*Smiling*) get stage, smack, and slap (*sticking a star as a reward on the cupboard*).	Stage	sta..ge√ ~~steady~~	SC

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
12a	H/42:29	MOTHER : (*Holding cards written with words while Brian sitting near a cupboard*) BRIAN : Stea..dy MOTHER : (*Pointing to each letter in the card then asks Brian to guess*) Remember the element Brian! BRIAN : Sta..ge. MOTHER : Stage! Good god good. BRIAN : **Sm…. Smack**. MOTHER : (*Smiling to* Brian) Mwh. OK the last one. BRIAN : Sla.. MOTHER : æ…. BRIAN : Sl…ap /slæp/. Slap. MOTHER : Slap! (*Smiling*) get stage, smack, and slap (*sticking a star as a reward on the cupboard*).	Smack	Sm../smack	H
12b	H/42:38	MOTHER : (*Holding cards written with words while Brian sitting near a cupboard*) BRIAN : Stea..dy MOTHER : (*Pointing to each letter in the card then asks Brian to guess*) Remember the element Brian! BRIAN : Sta..ge. MOTHER : Stage! Good god good. BRIAN : Sm…. Smack. MOTHER : (*Smiling to* Brian) Mwh. OK the last one. BRIAN : Sla.. MOTHER : æ…. BRIAN : **Sl…ap /slæp/. Slap**. MOTHER : Slap! (*Smiling*) get stage, smack, and slap (*sticking a star as a reward on the cupboard*).	Slap	sla../ap slap	H
13	H/43:22	(*In the class*) KIM : Miss Tomas, Brian wants to read for you (*smiling*). Pick any page (*giving a story book to Miss Tomas*). BRIAN : I'm not at all pretty yet. MISS TOMAS : You know an objective opinion young man. (*Picking a page then giving a book to Brian*) here it is. BRIAN : (*Reads hesitantly*) **Now..when..I..look..upon..the..accom...plish..ment accomplishment.** All..those..years..I..morrow..I morrow. MISS TOMAS : Wow..you worked so hard. BRIAN : I've still got a lot to do. MISS TOMAS : You do it wonderfully!	Now when I look upon the accomplishment.	Now../when..I../ look.../ upon../the…/ accom./.plishment accomplishment	H

NO	CODE	DATA	ORIGINAL TEXT	ACTUAL RESPOSE	MISCUE TYPE
13a	H/43: 41	(*In the class*) KIM : Miss Tomas, Brian wants to read for you (*smiling*). Pick any page (*giving a story book to Miss Tomas*). BRIAN : I'm not at all pretty yet. MISS TOMAS : You know an objective opinion young man. (*Picking a page then giving a book to Brian*) here it is. BRIAN : (*Reads hesitantly*) Now..when..I..look..upon..the..accom...plish..ment accomplishment. **All..those..years..I..morrow..I morrow.** MISS TOMAS : Wow..you worked so hard. BRIAN : I've still got a lot to do. MISS TOMAS : You do it wonderfully!	All those years I morrow	All../those../years./. I../mor…/row./. I morrow	H
14	H/44:27	(*Brian and Robby sit side by side at home.*) BRIAN : (*Reads a story book while Robby listening to him*) **and...mister rabbit** (*pauses*) and...Mrs. rabbit (*pauses again*) and the silent children...live happily ever after. ROBBY : You passed. BRIAN : Oh about time.	and mister rabbit	And… /mister… /rabbit	H
14a	H/44:27	(*Brian and Robby sit side by side at home.*) BRIAN : (*Reads a story book while Robby listening to him*) and...mister rabbit (*pauses*) **and...Mrs. rabbit** (*pauses again*) and the silent children...live happily ever after. ROBBY : You passed. BRIAN : Oh about time.	and Mrs. rabbit	and... /Mrs. rabbit	H
14b	H/44:27	(*Brian and Robby sit side by side at home.*) BRIAN : (*Reads a story book while Robby listening to him*) and...mister rabbit (*pauses*) and...Mrs. rabbit (*pauses again*) and the silent children...live happily ever after. ROBBY : You passed. BRIAN : Oh about time.	And the silent children live happily ever after	and the silent children.../live happily ever after	H
TOTAL					37

Appendix 2. Types of Environmental Factors which Occur in *Backwards: The Riddle of Dyslexia*

No	:	Datum Number		CMP	:	Cognitive Modality Preference
39:15	:	Minutes		CB	:	Children's Behavior
EM	:	Emotional Motivation		PE	:	Physical Environment
SIC	:	Social Interaction and Communication				

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			EM	SIC	CMP	CB	PE	
1	SIC-PE/1:6	BRIAN : (*Turns around the box of food to Robby while having breakfast in the eating room*) Right. Now, what do you read the first word? ROBBY : (*Spells it*) W-H-E-A-T. Wheat. BRIAN : Are you sure? (*Sees the word and reads it in his heart as 'WEHTA'*). ROBBY : Sure I'm sure.		√			√	Brian asks Robby to read the word in the food box. He does this because he cannot read. However, he sees the word differently from Robby. Brian does not ask Robby to help him spell the word. In other words, he is alone trying to read the word. In fact, his reading is not correct. Therefore, Brian needs social interaction and communication to gain best work. Moreover, Brian wants to learn reading when he is in a calm condition because there are only both of them. Therefore, he can concentrate. This means that physical environment plays an important rule for him.
2	SIC-PE/1:20	(*Still in the eating room.*) BRIAN : OK. The next one. ROBBY : (*Spells the next word*) F-L-A-K-E-S. I know 'flakes'. BRIAN : (*Reads the word again in himself as 'FALBKS'. Then he reads the word WITH as WTIH.*)		√			√	Brian still asks Robby to read the word in the food box. He makes an error in the first word because he does not ask Robby to help him. Thus, he works alone to learn reading. In other words, Brian needs social interaction and communication in order to be able to read. They are still in the eating room which is calm and no more people except both of them. Thus, Physical environment is one of Brian's environmental factors.

NO	CODE	UTTERANCES	EM	SIC	CMP	CB	PE	EXPLANATION
3	SIC-PE/ 1:46	(*Still in the eating room.*) BRIAN : OK the next one. ROBBY : (*Spells the word again*) R-A-I-S-I-N-S. Raisins. BRIAN : (*Sees the word and reads it oddly in his heart as R-I-A-N-S-I-S.*)		√			√	While they are in the eating room, Brian keeps asking Robby the next word. However, when Brian reads the word, his reading is wrong. He does not ask Robby's help to teach spelling the letters. In other words, he works alone to read. In fact, He needs working with another to help him read correctly. They are still in the eating room which is calm and no more people except them both. Thus, Physical environment is Brian's consideration to study.
4	CMP/ 6:59	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes ꓭRIAN for BRIAN, 5404 Juniper ƨtreet for 5404 Juniper street, and ꓭARB for BARBARA.*)			√			Miss Tomas asks students to write down their identities including name, address, and their parents' name in a form. This is an easy instruction because students do not need to make hard effort. Brian actually understands with the instruction. However, he cannot write down his identity correctly because he is a dyslexic. Thus, he can understand and respond an oral instruction.
5	SIC-CMP-PE/ 7:44	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as ƨUTDENT MUEN for STUDENT MENU, ƨAPGHITTE for SPAGHETTI, FEEꓭ ƨETW for BEEF STEW, DITEPALTE for DIET PLATE, ƨOU ꟼ for SOUP, FꓤUITDꓤINKS for FRUIT DRINKS, MLIK for MILK.*) KIM : (*Surprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.	√	√	√		√	Brian is in the canteen when resting time. At that time a lot of students are there and of course it is too noisy. This condition makes Brian unable to concentrate, and thus physical environment is one of consideration to treat Brian later. Moreover, Brian disability is also caused by his impairment to understand quickly, easily, and spontaneously the text read. Thus, he cannot read the announcement. Over all, since he works alone and Kim does not correct his errors, as she does not know, he cannot read correctly.

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			EM	SIC	CMP	CB	PE	
6	CMP-CB-PE/ 8:11	(*In the class*) THE TEACHER : Now any one of you has grasped my explanation. Can you give me an answer? Do I need to take clean of intelligence? The square A plus B. (*Brian raises his hand.*) THE TEACHER : Please. Stand up, please. (*Brian stands up from his chair.*) BRIAN : A square plus two A B plus B square. THE TEACHER : Have you read the handout before? BRIAN : No, Mr. Hebin. THE TEACHER : How do you know the answer? Oh go to the blackboard! Demonstrate it to the rest of the class. (*Brian goes in front of the class and writes on the blackboard. He writes the wrong letter. He writes the letter **B** as '**ᙠ** ').* THE TEACHER : Lower case, please! (*Brian writes then he erases it. He writes again and bricks the calk. All students laugh at him.*) THE TEACHER : We're waiting. (*Brian tries to write but he bricks the chalk again. All students laugh at him. Brian acts as if he were a boxer who is boxing with the blackboard. He tries to write while boxing.*)			√	√	√	When the teacher asks a math question orally, Brian knows the answer and he answers it correctly. Therefore, he directly raises his hand up. However, when the teacher asks him to write down the answer, he cannot write it. Brian actually, understands the instruction, but his problem only in writing down the answer. Therefore, an oral instruction is easily understood by him. When Brian makes mistake in writing, his friends laugh at him since his guilt is funny for them. For them, writing is easy, since they do not suffer from dyslexia. Thus, Brian is not suitable to learn reading while there are many people, a large group, who may be not support him, but even laugh at him. Since his friends keep laughing at him, Brian is embarrassed. Thus, he acts as if he was a boxer. This is Brian's behavior which does not behave calmly while studying, but even likes to be a clown.

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			E M	S I C	C M P	C B	P E	
7	SIC-PE/ 12:6	(*Walking home together.*) (*Walking home together.*) BRIAN : So Robby how was the first day in school for you? ROBBY : pretty good. I can be the first picking my book for winning without looking (G*iving the book to Brian then reading the page without looking*) Tom has a cat, it's black cat. Tommy likes his cat. (*Robby looks at Brian and angry at him*) you're not looking! BRIAN : (*Closing the* book) you know you're just fine Robby. ROBBY : You want me to read more? BRIAN : Before I'll show you word, tell me what it is lie we do in the cereal boxes. ROBBY : Sure. BRIAN : (*pointing a sign*) read me that sign! ROBBY : (*Reads the word per syllable*) DA..NGER. No..ad..mittance. BRIAN : *Sees the sign and reads it as DARGBP ON ADMTTINCB.*)		√			√	Brian asks Robby to read a sign while they are in the garden walking home. There is no one except them, and the condition is quite, so that Brian asks Robby to read. Thus, this condition is suitable for Brian to learn although his reading is still wrong. Brian actually wants to learn reading. However, he does not directly say to Robby his actual intent, but rather orders Robby to read. Moreover, when Brian reads the word by himself, his reading is different from Robby's reading. However, he does not ask Robby to teach him spell the letters. Thus, Brian cannot work alone to be able to read.
8	SIC-CMP/ 12:52	(*Walking home in the street*) ROBBY : No clowning BRIAN : Yeah ROBBY : May be you're clown. (*Robby runs. Brian chases him but he stops seeing the sign. He reads it as ƧPOT for STOP.*) BRIAN : Hey Robby watch out for the stop sign! (*Robby stops running*) very good!		√	√			Brian reads a traffic sign of stop. However, in his perception, the letter 's' is written backwardly. Thus, he does not easily understand a visual or written instruction since he is a dyslexic who has not got any cure. Moreover, he works alone to read the sign. As the result, his reading is wrong. Thus, he needs working with another to be able to read.

NO	CODE	UTTERANCES	EM	SIC	CMP	CB	PE	EXPLANATION
9	EM-SIC-CMP-PE/ 32:29	KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (*They open a story book.*) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page*) three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who living sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.	√	√	√		√	Brian and Kim study together in the class, but there are only Brian, Kim, and a teacher who is busy with herself. This is a good condition for Brian to study because he can concentrate when the condition is calm and there is no any noisy sound. Thus, physical environment is very important for Brian to be able to study well. Kim teaches Brian to read because Miss Tomas asks her to teach him. Miss Tomas has recognized that Brian is suffering from dyslexia. Thus, she asks Kim to teach him, since he feels comfortable with Kim. In fact, Brian can learn reading from Kim. It means that he works well with another. Moreover, Miss Tomas has already known that Brian is interested in literary work. Thus, when Brian and Kim study together, they read a story book. It will not make Brian get bored, but even make him interested to study. Thus, reading a story book can increase Brian's motivation to learn reading. At the first time Kim asks Brian to read the first sentence, he is confused because he cannot read a complex sentence. However, when she says the first word, Brian reads it although he still makes errors. Thus, Brian actually understands the oral instruction, but his reading impairment does not enable him to read correctly.

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			E M	S I C	C M P	C B	P E	
10	SIC-PE/ 41:33	(*In the psychologist's room*) PSYCHOLOGIST : Your test is with look-a-like words. Words that seem to be spelt backwards. And now repeat and repeat and repeat until the images of your mind are so strong and you'll never forget them. But you will. (*The psychologist points some words helping Brian to read*). BRIAN : (*Spells the* letters) S..s..son Y..You A…		√			√	Brian studies together with the psychologist. He, in fact, can differentiate the word seen. It means that he works well with another as long as he/she supports him to learn. Moreover, they are in a suitable condition in which there are only both of them, the sound is not noisy, and the light is not really bright in order to be able to see the word in a projector clearly. Thus, Brian can concentrate to study.
11	SIC-CB-PE/ 32:42	(*In the psychologist's room*) PSYCHOLOGIST : You'll learn shapes of letters and words by sound, touch, sight, color, over and over again. (*Brian learns to write the word 'hand' written in the blackboard. He writes the word 'hand' as 'hanb' on the blackboard.*) PSYCHOLOGIST : Use your right hand thumb! (*The psychologist shows his right hand thumb.*) (*Brain checks each letter if it is the same as the example. He checks whether the circle of the letter 'd' is in the right position by using his right thumb. He finds out that his writing is different from the example so he erases it and writes it again. Then he looks at the psychologist indicating asking approval.*) PSYCHOLOGIST : Good Brian!		√		√	√	Brian and the psychologist learn to write. Since a dyslexic also has a problem in writing. Brian feels that the psychologist supports him. When he makes mistake, the psychologist does not blame him, but even corrects him. Moreover, when Brian has reviewed his error, he asks approval if his reading is right. Thus, Brian works well with another. The psychologist teaches Brian to write on the blackboard not the book. It happens since he does not like to be calm while studying. Thus, Brian's behavior is one of the environmental factors. They are in the psychologist's room in which there are only both of them. Thus, there is no any noise. This is suitable because Brian can concentrate during his studying.

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			E M	S I C	C M P	C B	P E	
12	EM-SIC-PE/ 41:32	MOTHER : (*Holding cards written with words while Brian sitting near a cupboard*) BRIAN : Stea..dy MOTHER :(*Pointing to each letter in the card then asks Brian to guess*) Remember the element Brian! BRIAN : Sta..ge. MOTHER : Stage! Good god good. BRIAN : Sm…. Smack. MOTHER : (*Smiling to* Brian) Mwh. OK the last one. BRIAN : Sla.. MOTHER : æ…. BRIAN : Sl…ap /slæp/. Slap. MOTHER : Slap! (*Smiling*) get stage, smack, and slap (*sticking a star as a reward on the cupboard*).	√	√			√	Brian's mother teaches Brian how to read. In fact, he enjoys his learning with his mother. Therefore, he can read what his mother teaches. It indicates that Brian can work well with his mother too. To teach her son, Brian's mother uses such a game in which Brian has to answer the word in a card. She knows that her son likes game so that she uses it. Thus, Brian's interesting activity makes him not get bored while studying. While studying, they are at home in which the condition is calm and there are only both of them. Thus, this situation is suitable for him because he can concentrate.
13	EM-SIC-PE/43: 22	(*In the class*) KIM : Miss Tomas, Brian wants to read for you (*smiling*). Pick any page (*giving a story book to Miss Tomas*). BRIAN : I'm not at all pretty yet. MISS TOMAS : You know an objective opinion young man. (*Picking a page then giving a book to Brian*) here it is. BRIAN : (*Reads hesitantly*) Now..when..I..look..upon..the..accom...plish..ment accomplishment. All..those..years..I..morrow..I morrow. MISS TOMAS : Wow..you worked so hard. BRIAN : I've still got a lot to do. MISS TOMAS : You do it wonderfully!	√	√			√	Brian still reads the same story book when he studied with Kim. Now, he studies with Kim and Miss Tomas. In fact, he fells comfortable with them. This indicates that Brian can study well with others. While studying together, Brian still reads the story book. It proves that he is interested in a story. Thus, reading a story book increases Brian's motivation to learn reading. Moreover, they are in the class in which there are only three people. Thus, the condition is suitable for Brian because there is no any noisy sound.

NO	CODE	UTTERANCES	ENVIRONMENTAL FACTORS					EXPLANATION
			EM	SIC	CMP	CB	PE	
14	EM-SIC-PE/ 43: 41	(*Brian and Robby sit side by side at home.*) BRIAN : (*Reads a story book while Robby listening to him*) and...mister rabbit (*pauses*) and...Mrs. rabbit (*pauses again*) and the silent children...live happily ever after. ROBBY : You passed. BRIAN : Oh about time.	√	√			√	Brian studies together with Robby. Brian feels comfortable studying with Robby because he supports Brian. Thus, Brian is working well with another. Brian reads a story book since his interesting topic is a story. Thus, reading a story book increases his motivation to learn reading. While studying, Brian and Robby are at home in which there is no any noisy sound. Thus, the condition is suitable for Brian to learn reading.
		TOTAL	**4**	**12**	**5**	**2**	**12**	
					35			

Appendix 3. Kinds of Teaching Approaches Used to Recover the Main Character in *Backwards: The Riddle of Dyslexia* from Dyslexia

NO	:	Datum Number	TM	:	Teacher Modeling
38:58	:	Minutes	SQ	:	Self Questioning
PA	:	Phonological Approach	CL	:	Critical Literacy
LE	:	Language Experience	EP	:	Engaging Parents
CW	:	Creative Writing			

NO	CODE	DATA	PA	LE	CW	TM	SQ	CL	EP	EXPLANATION
1	1:6	BRIAN : (*Turns around the box of food to Robby while having breakfast in the eating room*) Right. Now, what do you read the first word? ROBBY : (*Spells it*) W-H-E-A-T. Wheat. BRIAN : Are you sure? (*Sees the word and reads it in his heart as 'WEHTA'*). ROBBY : Sure I'm sure.								At the beginning of the movie, no body knows that Brian suffers from dyslexia. In fact, he keeps reading the word as what he sees it. His inability to read is an illness not a stupidity. Therefore, when he does not read a word correctly, no body helps him correct it. Thus, there are no any teaching approaches here.
2	1:20	(*Still in the eating room.*) BRIAN : OK. The next one. ROBBY : (*Spells the next word*) F-L-A-K-E-S. I know 'flakes'. BRIAN : (*Reads the word again in himself as 'FALBKS'. Then he reads the word WITH as WITH.*)								Brian still keeps reading as what he sees although his reading is wrong. Brian knows that the word that he sees is different from what Robby reads. However, since neither Brian nor Robby knows that Brian's problem is dyslexia which can be cured, Robby does not correct Brian's reading. Thus, there still is no a teaching approach here.
3	1:46	(*Still in the eating room.*) BRIAN : OK the next one. ROBBY : (*Spells the word again*) R-A-I-S-I-N-S. Raisins. BRIAN : (*Sees the word and reads it oddly in his heart as R-I-A-N-S-I-S.*)								This datum also shows that there is no any teaching approach, since neither Brian nor Robby recognizes that Brian suffers from dyslexia. Thus, when Brian makes an error in his reading, Robby does not correct it. Moreover, Robby does not know that Brian's reading is actually wrong.
4	6:59	(*The bell is ringing*) MISS TOMAS : (*Instructs the students in the classroom*) Just leave the form there and I collect them. Have a good day. (*All students leave the class.*) MISS TOMAS : (*Approaches Brian's desk taking his note. He writes ᗺRIAN for BRIAN, 5404 Juniper Ƨtreet for 5404 Juniper street, and ᗺARB for BARBARA.*)								Miss Tomas asks students to write down their identities since it is her first time to teach in this class. At the first time, she notices that Brian is different from the others. In fact, Brian's writing is not correct. However, Miss Tomas does nothing since she is not sure enough to diagnose what his problem is. Thus, there are no any teaching approaches here.

NO	CODE	DATA	TEACHING APPROACHES							EXPLANATION
			P A	L E	C W	T M	S Q	C L	E P	
5	7:44	(*In the canteen.*) BRIAN : (*Sees the student menu and read it hardly though finally his reading sounds odd. He reads the word as*ƧUTDENT MUEN *for STUDENT MENU,* ƧAPGHITTE *for SPAGHETTI,* FEEᗺ ƧETW *for BEEF STEW, DITEPALTE for DIET PLATE,* ƧOU Ꝑ *for SOUP, FЯUITDЯINKS for FRUIT DRINKS, MLIK for MILK.* KIM : (S*urprised with Brian's behavior*) what's the matter? Can you make your mind? BRIAN : Well, best. KIM : Big choice. Two clues are accomplished.								No body has already known what Brian's problem is. Thus, he makes errors in reading the words on the announcement board, there is no a correction either from Brian himself or Kim. Thus, Brian has not undergone teaching approaches yet.
6	12:52	(*In the class*) THE TEACHER : Now any one of you has grasped my explanation. Can you give me an answer? Do I need to take clean of intelligence? The square A plus B. (*Brian raises his hand.*) THE TEACHER : Please. Stand up, please. (*Brian stands up from his chair.*) BRIAN : A square plus two A B plus B square. THE TEACHER : Have you read the handout before? BRIAN : No, Mr. Hebin. THE TEACHER : How do you know the answer? Oh go to the blackboard! Demonstrate it to the rest of the class. (*Brian goes in front of the class and writes on the blackboard. He writes the wrong letter. He writes the letter **B** as '**ᗺ**').* THE TEACHER : Lower case, please! (*Brian writes then he erases it. He writes again and bricks the calk. All students laugh at him.*) THE TEACHER : We're waiting. (*Brian tries to write but he bricks the chalk again. All students laugh at him. Brian acts as if he were a boxer who is boxing with the blackboard. He tries to write while boxing.*)								Brian teacher is angry with him because he cannot write down the letter 'b' in a lowercase. Moreover, he writes the letter backwardly. His teacher thinks that he is clowning since he can correctly answer the question orally. In fact, Brian is a dyslexic who cannot differentiate a similar word. Therefore, when Brian makes an error, nobody corrects him. This is why, no teaching approaches are found.

NO	CODE	DATA	TEACHING APPROACHES							EXPLANATION
			P A	L E	C W	T M	S Q	C L	E P	
7	8:11	(*Walking home together.*) (*Walking home together.*) BRIAN : So Robby how was the first day in school for you? ROBBY : pretty good. I can be the first picking my book for winning without looking (G*iving the book to Brian then reading the page without looking*) Tom has a cat, it's black cat. Tommy likes his cat. (*Robby looks at Brian and angry at him*) you're not looking! BRIAN : (*Closing the* book) you know you're just fine Robby. ROBBY : You want me to read more? BRIAN : Before I'll show you word, tell me what it is lie we do in the cereal boxes. ROBBY : Sure. BRIAN : (*pointing a sign*) read me that sign! ROBBY : (*Reads the word per syllable*) DA..NGER. No..ad..mittance. BRIAN : *Sees the sign and reads it as DARGBP ON ADMTTINCB.*)								Brian still wonders why Robby's reading is different from his. He even looks confused with those letters and does not know how to read it. He always keeps reading as what he sees so that others do not know his problem. Thus, since Brian does not recognize that he is suffering from dyslexia, he reads what he sees and always makes errors. Moreover, since Robby does not know that Brian's reading is wrong, he does not correct it.
8	12:6	(*Walking home in the street*) ROBBY : No clowning BRIAN : Yeah ROBBY : May be you're clown. (*Robby runs. Brian chases him but he stops seeing the sign. He reads it as* ƧPOT *for STOP.*) BRIAN : Hey Robby watch out for the stop sign! (*Robby stops running*) very good!								Brian reads a sign of 'stop' when he crosses the street. He sees the word letter s backwardly and the letters positions are substituted. However, since he does not know that he suffers from dyslexia and has never undergoes treatment for recovering from dyslexia, he does not correct errors that he makes. Therefore, there is no any teaching approach here.

NO	CODE	DATA	TEACHING APPROACHES							EXPLANATION
			P A	L E	C W	T M	S Q	C L	E P	
9	LE-TM-SQ/ 22:4	KIM : (*Enters the class bringing books. Brian has been waiting for her*) sorry I'm late. I just pick up the book from the office. BRIAN : It's OK. KIM : Let's just get started. (***They open a story book.***) BRIAN : Which page? KIM : Beginning. Please read the first sentence. (*Brian looks confused*) the first word! BRIAN : (*looks at the page*) three.. KIM : There! BRIAN : Where? KIM : (*points the word*) the word 'there' not 'three'. (*Kim helps Brian to spell*) there was… BRIAN : There was an old man who living sheried so many children he not to do. KIM : (*angry with Brian*) Brian..stop! Why you make a joke on everything? BRIAN : I don't wanna read this joke. KIM : Not even try. BRIAN : OK so I'm not fine. KIM : Just start from the beginning again! (*spells the word*). There..(*stops spelling*). May be what we have to do remember the word then stop. BRIAN : (*Opens the book*) there… KIM : Was… BRIAN : Was. KIM : An old man… BRIAN : An old man who lives by the……. KIM : Sea. BRIAN : Sea.		√		√	√			Miss Tomas has already known that Brian has a problem in reading. Therefore, she asks Kim to teach Brian to read. Miss Tomas knows that he likes a story, so that Brian reads a story book because it enriches his vocabulary. Words that are unfamiliar and difficult for him will be solved. In fact, by using this story book, Brian shows improvement at the first time of treatment. Since it is Brian's first time to learn reading with another, Kim must share reading. She reads the word then he follows her reading. From this action, Brian learns strategy how to read a word. In fact, Brian can focus on combining words into a sentence. Moreover, since Brian is still unable to read fluently, he often stops reading. It means that he asks himself whether his reading correct or not. In other words, he tries to identify inconsistency and errors made during reading.

NO	CODE	UTTERANCES	PA	LE	CW	TM	SQ	CL	EP	EXPLANATION
10	PA/41:31	(*In the psychologist's room*) PSYCHOLOGIST : Your test is with look-a-like words. Words that seem to be spelt backwards. And now repeat and repeat and repeat until the images of your mind are so strong and you'll never forget them. But you will. (*The psychologist points some words helping Brian to read*). BRIAN : (*Spells the* letters) S..s..son Y..You A…	√							The psychologist teaches Brian how to differentiate the sound of letters in words. The psychologist points any word and Brian must read it. Finally, Brian can recognize the sound of each letter.
11	TM/ 41:32	(*In the psychologist's room*) PSYCHOLOGIST : You'll learn shapes of letters and words by sound, touch, sight, color, over and over again. (*Brian learns to write the word 'hand' written in the blackboard. He writes the word 'hand' as 'hanb' on the blackboard.*) PSYCHOLOGIST : Use your right hand thumb! (*The psychologist shows his right hand thumb.*) (*Brain checks each letter if it is the same as the example. He checks whether the circle of the letter 'd' is in the right position by using his right thumb. He finds out that his writing is different from the example so he erases it and writes it again. Then he looks at the psychologist indicating asking approval.*) PSYCHOLOGIST : Good Brian!				√				When Brian makes a mistake by writing the letter 'b' for 'd', the psychologist models how to write the right letter by using her right thumb. Therefore, Brian follows using his right thumb to correct the error. In fact, this approach is successful in making him able to write.
12	PA-TM-EP/ 42:16	MOTHER : (*Holding cards written with words while Brian sitting near a cupboard*) BRIAN : Stea..dy MOTHER :(*Pointing to each letter in the card then asks Brian to guess*) Remember the element Brian! BRIAN : Sta..ge. MOTHER : Stage! Good god good. BRIAN : Sm…. Smack. MOTHER : (*Smiling to* Brian) Mwh. OK the last one. BRIAN : Sla.. MOTHER : æ…. BRIAN : Sl…ap /slæp/. Slap. MOTHER : Slap! (*Smiling*) get stage, smack, and slap (*sticking a star as a reward on the cupboard*).	√			√			√	Brian's mother supports Brian in order to recover from dyslexia. She actively teaches Brian to read at home. She uses games to teach him. In fact, he is successful to read. When Brian does not pronounce the phoneme 'æ' correctly, Brian's mother models how to spell it. Finally, he can correct his mistake well and then reads the word correctly. Moreover, Brian is taught to be able to differentiate the phoneme 'æ' since he is still confused. Finally, phonological approach makes him able to recognize different phonemes.

NO	CODE	DATA	TEACHING APPROACHES							EXPLANATION
			P A	L E	C W	T M	S Q	C L	E P	
13	LE-SQ/ 42:48	(*In the class*) KIM : Miss Tomas, Brian wants to read for you (*smiling*). Pick any page (***giving a story book to Miss Tomas***). BRIAN : I'm not at all pretty yet. MISS TOMAS : You know an objective opinion young man. (*Picking a page then giving a book to Brian*) here it is. BRIAN : (*Reads hesitantly*) Now..when..I..look..upon..the..accom... plish..ment accomplishment. All..those..years..I.. morrow..I morrow. MISS TOMAS : Wow..you worked so hard. BRIAN : I've still got a lot to do. MISS TOMAS : You do it wonderfully!		√			√			Brian reads a story book in front of Miss Tomas and Kim. He still uses the same book when studied with Kim. Using a story book enables Brian to enrich his vocabulary and decreases his unfamiliar words. In fact, Brian can read correctly although he has not been fluent. Since Brian is still undergoing treatments, he has not been a fluent reader. Thus, while reading, he pauses very often. This pause also indicates that during reading, he asks himself whether his reading is right. In fact, Brian successfully reads the sentence.
14	LE-SQ/ 44:27	(*Brian and Robby sit side by side at home.*) BRIAN : (***Reads a story book*** *while Robby listening to him*) and...mister rabbit (*pauses*) and...Mrs. rabbit (*pauses again*) and the silent children...live happily ever after. ROBBY : You passed. BRIAN : Oh about time.		√			√			Brian reads a story book with Robby. If there is any mistake, Robby will correct it. This improves Brian vocabulary. Therefore, he knows the reading of different words. This is an experience that will be used when he faces the same word. In fact, Brian can successfully read the sentence although he has not been fluent. At least, he does not make any mistake when reading this sentence. Brian still stops while reading or he makes pauses during reading. It happens since he avoids making a mistake. Thus, he asks himself if the word read is correct. Finally, Brian can read a meaningful sentence.
	TOTAL		**2**	**3**	**0**	**3**	**3**	**0**	**1**	
			12							

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Program Studi   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

Judul   : A Psycholinguistic Analysis of Dyslexia in *Backwards: The Riddle of Dyslexia*

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebgaimana mestinya.

Yogyakarta, 31 July 2012
Triangulator

Anggie Ray Salvatore

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini, saya:

Nama   : Atika Krusdian Sari

NIM   : 08211144028

Program Studi   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

menyatakan bahwa saya telah melakukan triangulasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama   : Haira Rizka

NIM   : 08211141014

Program Studi   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

Judul   : A Psycholinguistic Analysis of Dyslexia in *Backwards: The Riddle of Dyslexia*

Demikian surat pernyataan ini saya buat. Semoga dapat dipergunakan sebgaimana mestinya.

Yogyakarta, 31 July 2012
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Atika Krusdian Sari