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CD-ROM Storybooks: Reading Strategies of Learners of English as a Second Language

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**CD-ROM STORYBOOKS: READING STRATEGIES
OF LEARNERS OF ENGLISH AS A SECOND
LANGUAGE**

By

Marie Beardsell

A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of

Bachelor of Education with Honours

**Faculty of Education
Edith Cowan University**

**Date of Submission
February 1997**

ABSTRACT

Technology has had a huge impact on pedagogy and this impact is increasing with more educationally sound computer software becoming available. CD-ROM storybooks are an example of such software, and this study was an attempt to discover how beneficial these computerised books are, to the reading strategies of English as a second language (ESL) learners. The subjects of this study were eight ESL learners from grades 3 and 4 of primary school (five female and three male). Four subjects were born in Australia, and the remaining four were born overseas. However, all subjects were exposed to a language other than English, in the home environment. First languages represented in this study were Serbo-Croat, Macedonian, French, Vietnamese, Cantonese and Egyptian.

The research consists of eight individual case studies in which each subject was required to read narratives from both CD-ROM storybooks and traditional books. The Data were collected through observations and field notes; checklists; audio recordings; retells of narratives; and miscue analyses. Data were then analysed to isolate and compare reading strategies that were used in both media, and similarities and differences were noted. Results indicated that during the reading of CD-ROM storybooks, ESL learners demonstrated more fluency and expression; increased levels of metacognition; an increased repertoire of reading strategies; and more use of the semantic cues in the text. Some strategies and behaviours were observed transferring from the reading of CD-ROM storybooks to the reading of traditional books later in the study. Benefits from CD-ROM storybooks were also found to be more substantial for those readers who needed support during reading. The more proficient readers required little support and rarely accessed assistance from the CD-ROM storybook. It was thus concluded that benefits to reading strategies were negligible, if learners did not access the "help" facilities of the CD-ROM storybook.

DECLARATION

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signature

Date

7th May 1997.

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TABLE OF CONTENTS

ABSTRACT -----	iii
DECLARATION-----	iv
ACKNOWLEDGMENTS -----	v
LIST OF TABLES AND FIGURES -----	ix

Chapter One

INTRODUCTION

1.1 Introduction-----	1
1.2 Background and Significance of the Study-----	1
1.3 Purpose of the Study-----	2
1.4 Research Questions -----	2
1.5 Definition of Terms -----	2

Chapter Two

REVIEW OF LITERATURE

2.1 Introduction -----	4
2.2 Reading -----	4
2.3 Technology and Reading -----	6
2.4 Characteristics of CD-ROM Storybooks -----	8
2.5 Research into CD-ROM Storybooks -----	11
2.6 Literature on Methodology -----	15
2.7 Summary -----	15

Chapter Three

CONCEPTUAL FRAMEWORK

3.1 Introduction -----	17
3.2 Reading -----	17
3.3 Computerised and Traditional Text -----	18
3.4 Psychological Implications -----	19
3.5 Summary -----	20

3.6

Chapter Four

METHOD OF INVESTIGATION

4.1 Introduction	21
4.2 Research Design	21
4.3 Data Collection	21
4.4 Subjects	23
4.5 Procedure	23
4.6 Validity and Reliability	24
4.7 Equipment	25
4.8 Data Analysis	25
4.9 Limitations	26
4.10 Ethical Considerations	27

Chapter Five

RESULTS

5.1 Introduction	28
5.2 Peter	28
5.2.1 Initial Reflections on Reading	28
5.2.2 Traditional Books	28
5.2.3 CD-ROM Storybooks	31
5.2.4 Peter's Evaluation of CD-ROM Storybooks	34
5.2.5 Discussion	35
5.3 Romy	37
5.3.1 Initial Reflections on Reading	37
5.3.2 Traditional Books	37
5.3.3 CD-ROM Storybooks	39
5.3.4 Romy's Evaluation of CD-ROM Storybooks	42
5.3.5 Discussion	42
5.4 Kate	44
5.4.1 Initial Reflections on Reading	44
5.4.2 Traditional Books	44
5.4.3 CD-ROM Storybooks	46
5.4.4 Kate's Evaluation of CD-ROM Storybooks	49
5.4.5 Discussion	49
5.5 Karen	51
5.5.1 Initial Reflections on Reading	51
5.5.2 Traditional Books	51
5.5.3 CD-ROM Storybooks	53
5.5.4 Karen's Evaluation of CD-ROM Storybooks	55
5.5.5 Discussion	55

5.6 Han	56
5.6.1 Initial Reflections on Reading	56
5.6.2 Traditional Books	56
5.6.3 CD-ROM Storybooks	58
5.6.4 Han's Evaluation of CD-ROM Storybooks	61
5.6.5 Discussion	61
5.7 Natalia	63
5.7.1 Initial Reflections on Reading	63
5.7.2 Traditional Books	63
5.7.3 CD-ROM Storybooks	65
5.7.4 Natalia's Evaluation of CD-ROM Storybooks	67
5.7.5 Discussion	67
5.8 Jela	69
5.8.1 Initial Reflections on Reading	69
5.8.2 Traditional Books	69
5.8.3 CD-ROM Storybooks	71
5.8.4 Jela's Evaluation of CD-ROM Storybooks	73
5.8.5 Discussion	73
5.9 Alison	75
5.9.1 Initial Reflections on Reading	75
5.9.2 Traditional Books	75
5.9.3 CD-ROM Storybooks	77
5.9.4 Alison's Evaluation of CD-ROM Storybooks	79
5.9.5 Discussion	80

Chapter Six DISCUSSION

6.1 Introduction	81
6.2 Relating Data to Research Questions	81
6.3 Relating Evidence to Previous Research	87
6.4 Educational Implications	88

Chapter Seven CONCLUSION

7.1 Summary of the Study	90
7.2 Recommendations for Further Study	90

REFERENCES

Literature	92
Software and Children's Books	98

APPENDICES	100
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LIST OF TABLES AND FIGURES

TABLES

Table 1	
Female Subjects in the Study -----	23
Table 2	
Male Subjects In The Study -----	23
Table 3	
Framework For Retell Analyses-----	26

FIGURES

Figure 1	
A Page From A Discis Book: The Paper Bag Princess-----	8
Figure 2	
A Page From A Discis Book Demonstrating The Labelling Feature: Moving Gives Me A Stomach Ache-----	10
Figure 3	
Strategies Used During The Reading Of CD-ROM Storybooks -----	83
Figure 4	
Strategies Used During The Reading Of Traditional Books -----	84

Chapter One

INTRODUCTION

1.1 Introduction

This study is based on a collection of eight individual case studies of ESL (English as a Second Language) learners interacting with both traditional books and computerised storybooks. Subjects came from years 3 and 4 of primary school; were from a range of language backgrounds; and had differing levels of English language proficiency. The overall purpose of the study was to determine whether or not the support of the computerised storybooks had any positive effects on the reading strategies of ESL learners.

1.2 Background and Significance of the Study

Computer technology is pervasive in today's society and, as a consequence, reading has become more than gaining meaning from print on paper. "Much of what children read and write in the future may never exist on paper" (Reinking, 1993, p.29). Indeed, the introduction of computers into schools and homes, has meant that children are using computerised forms of text more frequently than ever before. Multimedia technology has now made it possible to produce interactive books narrated through the computer; the CD-ROM storybook. Manufacturers suggest that these computerised storybooks are beneficial to the reading skills of both native speakers of English and to ESL learners (Discis Knowledge Research, 1993, p.1). Research has been completed into reading and CD-ROM storybooks with native speakers. However, limited information is available with regard to their advantages for ESL learners.

Research suggests that the reading process is similar in both first and second language reading (Alderson, 1984, cited in Fitzgerald, 1993, p.640). Second language readers possess the conceptual understanding to comprehend age-appropriate texts but often have more difficulty during reading, than their native speaking peers. They tend to be 'data driven' when reading, often focussing upon decoding words, rather than accessing the overall meaning (Gibbons, 1992, p.75). ESL readers frequently have problems accessing some of the cues in the text, due to their lack of background knowledge (Gibbons, 1992, p.75). Therefore, it is important that ESL readers receive support during independent reading, allowing them to gain overall meaning of texts written in English. It is possible that CD-ROM storybooks could be a means to such support through help facilities that supply pronunciations of unknown words; meaning definitions; sound effects; music; and labelling and pronunciation of objects in the illustrations.

1.3 Purpose of the Study

The purpose of this study was to compare the reading strategies of ESL learners during the independent reading of both traditional books and CD-ROM storybooks. Individual case studies were carried out involving eight ESL learners who were observed reading both CD-ROM storybooks, and traditional books. Strategies for reading between the two media were then compared within each case study. A further consideration of this study was evaluation of any evidence suggesting that ESL learners found support through the features of the CD-ROM storybook and accessed cues in the text that assisted the readers to gain meaning.

1.4 Research Questions

The major research question of this study is '*Are ESL learners' reading strategies influenced by the independent reading of CD-ROM storybooks?* There are three associated subsidiary questions:

- Research question 1: *What reading strategies are apparent when ESL learners read CD-ROM storybooks independently?*
- Research question 2: *Do ESL learners apply different strategies during the independent reading of traditional books? If so, how?*
- Research question 3: *What evidence is there that CD-ROM storybooks incorporate design features that are appropriate for the reading strategies of ESL learners?*

1.5 Definition of Terms

- CD-ROM:** Disks that hold 600 megabytes of data, which are read by a laser device (Stretcher, 1994, p.83). CD-ROM is an acronym for Compact Disk-Read Only Memory.
- CD-ROM Storybooks:** Interactive publications of children's literature, available on CD-ROM and presented through a computer.
- Traditional Books:** Traditional hard cover and paperback print books.
- Multimedia:** Blending of printed text, graphics and sound in the one medium.
- Native speakers:** Speakers of English as a first language.
- ESL Learners:** Speakers of English as a second language.

<i>Customisation:</i>	Changing the settings of computer software to suit individual requirements.
<i>Interactive:</i>	Elements act upon one another in a reciprocal exchange.
<i>Reading Strategies:</i>	Any procedure used to facilitate the gaining of meaning from a text.

Chapter Two

REVIEW OF LITERATURE

2.1 Introduction

With the advent of the current technological age, reading has become more than extracting meaning from material printed on paper. Readers are expected to derive meaning from a myriad of sources, one of which is the computer screen. Research suggests that the computer can provide meaningful reading experiences for both native speakers of English and ESL learners. With the availability of new multimedia technology, reading can now become a multi-sensory learning experience that suits individual needs and requirements.

CD-ROM storybooks are an example of new multimedia computer software, through which readers are able to gain assistance and support during reading. Research in the area of reading and CD-ROM storybooks is restricted to a small number of studies of native speakers of English interacting with storybooks. There are even fewer studies of the effects of CD-ROM storybooks on ESL readers. This review focuses, not only on research into reading and CD-ROM storybooks, but also on evidence from other research, which provides justification for the assistance features which they contain.

2.2 Reading

Reading is a process of interacting with text to gain meaning (Galda, Cullinan & Strickland, 1993, p.124). However, there is much contention regarding how this interaction transpires, with "bottom-up", "top-down", and "interactive" theories of the reading process. "Bottom-up" approaches maintain a hierarchical focus that assumes reading begins with word recognition and uses the individual sub-skills of grapheme recognition; phoneme recognition; and word knowledge. If meaning cannot be acquired through these sources, it is then implied that the reader utilises syntactic cues; semantic cues; and ultimately background knowledge. Advocates of this approach assume that the text is the most important component of reading and that the process begins with the decoding skills of the reader (Sloane & Whitehead, 1986, p.5). Conversely, advocates of a "top-down" approach infer that comprehension is only realised when "in-head" knowledge is used to make sense of the text. This existing knowledge, the text, and the context integrate in order to make meaning, and decoding skills are seen as subordinate (Sloane & Whitehead, 1986, p.5). Despite the antithetical stances of "bottom-up" and "top down"

philosophies, both recognise that all skills are used, albeit to varying degrees. The contentious issues are, however, related to the importance of the respective skills.

The interactive schema model of reading assumes that reading is in essence "top-down", but on occasions could be "bottom up" (Sloane & Whitehead, 1986, p.7). Therefore, this model, while accepting the importance of non-visual information ("in-head" knowledge), does not ignore the significance of secondary skills in some situations. Readers are seen to use strategies flexibly, adapting them according to the context and the most effective way to gain meaning. As with the "top-down" approach, this theory also assumes that the text and the non-visual information, or schemata, that the reader utilises during reading interact (Woolfolk, 1987, p.260). However, it is presumed that the text activates the existing schemata, and the interaction results in comprehension. Accordingly, comprehension is influenced by prior experience as well as existing strategies and skills, and reading is a cognitive act in which the reader is active in the construction of meaning.

Non-visual information exists in the form of the semantic, syntactic, and graphophonic cueing systems. Each system refers to a different set of relationships in written language. The semantic system alludes to meaning inherent in the text; the graphophonic system refers to the relationships between sounds and written language; and the syntactic system refers to the structure of language, involving knowledge of corresponding relationship between words, sentences and paragraphs (Goodman, Watson & Burke, 1987, pp.25-27). The cues in the text trigger the cues present in the reader's head to effect comprehension (Sloane & Whitehead, 1986, p.7). All language exists in a context, on which the cueing systems are dependent for their relationship to one another to become apparent. Knowledge of relationships within different contexts is known as the pragmatic system of language (Goodman, Watson & Burke, 1987, p.28), which is also an essential component of non-visual information.

Strategies used for reading vary among proficient and weak readers. Proficient readers use "rapid decoding, large vocabularies, phonemic awareness, knowledge about text features, and a variety of strategies to aid comprehension and memory" (Baker & Brown, 1984, cited in Paris, Wasik & Turner 1991, p.609). While memory is important in processing text, it is beyond the bounds of this thesis to discuss literature on memory. Context is also used by readers. However, Stanovich (1980), contends that "good readers use context more effectively to monitor comprehension, whereas poor readers use context more effectively to aid word recognition" (p.59). Thus, weaker readers are more dependent upon context than proficient readers. Furthermore, redundancies in text are used to aid faster processing as words become automatic

(Sloane & Whitehead, 1986, p.6). The reading process thus involves the careful processing of print, and prediction of meaning through the utilisation of semantic, syntactic, graphophonic and pragmatic information. The prediction is then confirmed or rejected (Carrell, 1988, p.1).

Research into second language reading demonstrates that the reading process in a first language is similar to that of a second language (Alderson, 1984, cited in Fitzgerald, 1993, p.640). Carrell, (1988, p.1) suggests that "reading is the most important macro skill in TESOL [(teaching English to speakers of other languages)], without sufficient levels learners cannot succeed and perform at same high levels as native speakers". However, the process might collapse for some ESL readers due to lack of background knowledge or limited semantic variety in their vocabulary. These problems are manifested through the pace of reading; reliance on graphophonic symbols; inability to test predictions or self-correct; and lack of recognition of cohesive ties (Gibbons, 1992, p.75). ESL readers may also experience difficulty with the pragmatic system of language if texts are culturally diverse. Thus, ESL learners may occasionally experience obstacles in reading that are qualitatively different to native speakers, and may require additional support in their reading development

It is apparent that readers use a variety of strategies to aid comprehension. In the context of this study, reading strategies are defined as any action that facilitates the gaining of meaning from the text. The ESL Bandscales (National Languages and Literacy Institute of Australia, 1994) and First Steps (Ministry of Education, 1992) illustrate specific reading strategies that can be expected from children in various stages of a reading continuum. A list of strategies acquired from these sources, for the purpose of this study, can be perused in appendix 1.

2.3 Technology and Reading

The needs of society affect the relevance of the school curriculum and Cosgrove (1987) asserts that "an increasing number of occupations require reading at a level far above that of functional literacy" (p.5). In the current technological age computers have become an integral part of the reading experience (Cassell, Beck & Hardt, 1995, p.670), and hence the definition of reading must expand to assimilate the attainment of meaning from electronic text (Reinking, 1994, p.1). Therefore, learners should be allowed the opportunity to utilise computers in literacy education, in order that they gain experience in extracting meaning from electronic media.

Studies in computer assisted reading have established that children who received reading instruction on the computer, in addition to their regular class instruction, outperformed those who did not (Poulson & Macken, 1978; Fletcher & Atkinson, 1972, cited in Reinking & Bridwell-Bowles, 1991, p.310). Furthermore, in a study of adult literacy, McConkie (1983, cited in Reinking & Bridwell-Bowles, 1991, p.310) found that learners made greater gains with computer support, than with exclusive exposure to traditional reading instruction. In addition, Greenlee-Moore and Smith (1994), established that fourth grade children comprehended lengthy computerised narratives better than those who read from traditional texts. However, no significant difference was found when the narrative was shorter and easier. Nevertheless, some studies have indicated that readers read texts displayed electronically slower than conventional texts (Reinking, 1988. p.487) and find electronic texts harder to read (Gambrell, Bradley & McLaughlin, 1987). Thus, computer based reading has advantages for learners of all ages, although reading may be slower and more difficult than with traditional text.

Mansoor (1993) indicates that empirical data on the efficacy of technology for ESL learners are limited. Despite this, computers are used extensively in second language teaching and are, according to Meskil (1993, p.323), "pedagogically and psycholinguistically beneficial" for ESL learners. Moreover, Culver (1991) established that ESL learners made significant reading improvement when utilising a computerised reading programme. Huss, Lane and Willetts (1990) found that computer based instruction was effective for the literacy skills development of adult ESL learners. Hence it is possible that computerised text is able to provide productive reading experiences for ESL learners.

Reading attitudes are also affected by computer use. Gambrell, Bradley and McLaughlin (1987) found evidence that primary school age students demonstrated more positive attitudes to computer based reading than to regular print. There is however, evidence that positive attitudes diminish with increasing exposure to the computer (Saracho 1982; Goodwin, Goodwin, Nansel & Helm, 1986), which indicates that effects of computer based reading would be transitory, if positive attitudes declined after initial enthusiasm.

Computers are not pedagogically sound in isolation and the quality of software determines their effectiveness. In previous research, computers and reading have been examined generally, yet software is a variable that may have influenced findings. Results should thus be accepted tentatively, as in the aforementioned studies the software that was used varied. Some researchers used electronic texts, some drill and practice, and others used software designed specifically for

the research. However, software has advanced since the advent of computers and multimedia learning facilities are now available for educational purposes. Due to its combination of printed text, graphics, and aural media, multimedia "provides input that is more comprehensible and as such more likely to become intake" (Brett, 1995, p.83). Multimedia is potentially beneficial for providing multi-sensory learning opportunities, and a means of individualising instruction to cater for individual differences in learning styles. This study addresses the use of a particular kind of multimedia software, the CD-ROM storybook.

2.4 Characteristics of CD-ROM Storybooks

Children's literature has been influenced by the technological revolution and through the CD-ROM storybook genre, printed text on the page is now being accentuated by the use of electronic books. CD-ROM storybooks are computerised versions of traditional books with both illustrations, and pages that can be turned by the user (see figure 1). There are at least eight manufacturers of CD-ROM interactive storybooks including Broderbund's "Living Books" series and the "Kid's Can Read" series published by Discis Knowledge Research (Wild, 1994, p.8). Discis CD-ROM storybooks are used in this study and have a variety of options made possible by interactive multimedia, such as a read aloud facility that combines narration with music and sound effects. Other features include, clarification of objects in the illustrations through computerised speech and labelling, highlighted phrases during reading, and help utilities that allow users to receive pronunciations and meaning definitions of unfamiliar words.

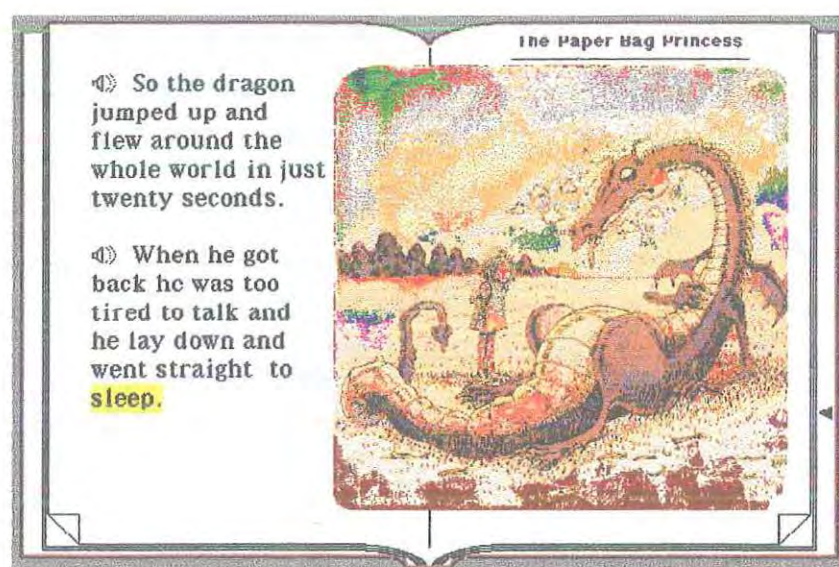


Figure 1

A Page from a Discis Book: The Paper Bag Princess

Reinking and Bridwell-Bowles (1991, p.323) contend that when conducting research involving specific features of computer software, it is first necessary to examine the benefits of the features when they are available "off-line", or away from the computer. The results of such an examination would then indicate the potential benefits of accessing the features through a computer. The next section of this review therefore examines previous research regarding the benefits of features that are available through the assistance of the Discis CD-ROM storybooks.

A significant feature of the CD-ROM storybook is its ability to read the story aloud, while highlighting the text. "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, Higgins & Wurstore, 1985 cited in Galda, Cullinan & Strickland, 1993, p.140). Elley (1989), concluded that oral story reading constitutes a notable foundation for vocabulary acquisition and through the focus on meaning instigated during the story reading situation, children acquire a deeper understanding of text. Moreover, Cosgrove (1987) found that the oral telling of stories increases recreational reading and improves comprehension. These findings are not limited to native speakers of English, as studies demonstrate that ESL learners also learn language incidentally as they listen to stories (Elley, 1989). Thus, the read aloud facility of CD-ROM storybooks is likely to benefit the vocabulary development and comprehension of both native speakers of English and ESL learners.

Throughout the storybook, readers can access meaning definitions of unknown words. A study by Elley (1989) established that comprehension and retention time can significantly improve if readers are provided with such definitions (p.174). Reinking and Rickman, (1990) found that readers who had access to word definitions in electronic texts investigated and recalled more meanings, and comprehended more of the text. Furthermore, comprehension increases when there is the opportunity for the reader and text to interact during reading (Reinking, 1988; Reinking & Schreiner, 1985; Blohm, 1987; MacGregor, 1988). Through such a facility, readers are given responsibility for their own learning by investigating language in an informal way, ascertaining meanings, and uncovering patterns for themselves.

Picture clues play an important part in learning to read, and predicting text on the basis of illustrations is a valuable early reading strategy (Gibbons, 1992, p.76). In the CD-ROM storybook, additional clues are provided by the help facility that allows the reader to click on an illustration and receive oral and written clarification of the object or person in the story. The object is labelled as a computerised voice pronounces the word. Figure 2 shows this labelling

feature. For both ESL learners and native speakers, this is a valuable way of gaining new vocabulary from a meaningful context.

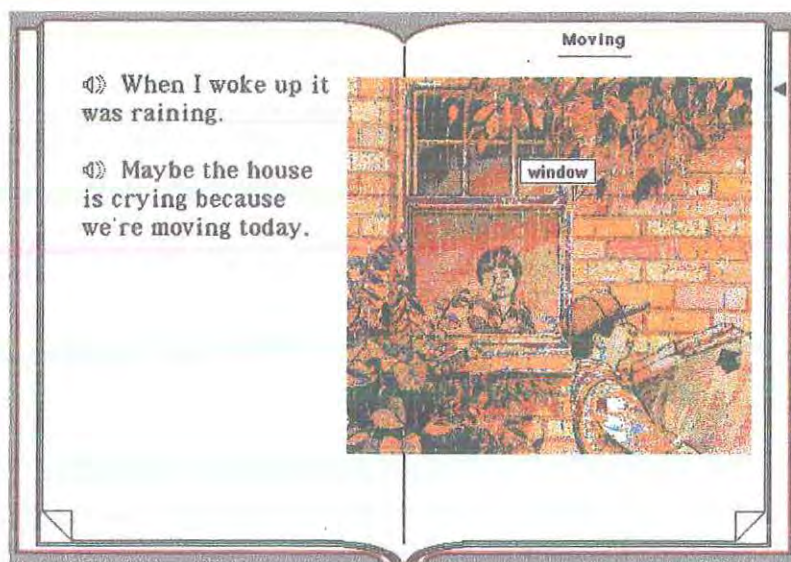


Figure 2 **A Page from a Discis Book Demonstrating the Labelling Feature:**
Moving Gives Me a Stomach Ache

Phrases in the CD-ROM storybook are highlighted as the text is read. Customisation allows this feature to be converted to word or sentence highlighting. Paying attention to the highlighted text, whilst hearing the related sound, may influence the understanding of sound-symbol relationships for both native speakers of English and ESL learners. Gibbons (1992) suggests that these relationships should be demonstrated in the context of recognised sentences or known sight words and that phonological awareness is assisted if learners arrive at their own generalisations (p.78). This might occur as a consequence of the aural-visual interaction of CD-ROM storybooks. Furthermore, Matthew (1996) suggests that young children frequently get lost in text that is not highlighted. Through the highlighting feature of the CD-ROM storybook, readers are able to follow the story easily. They can then relate the text to individual words, phrases and paragraphs that they hear.

Learners may also read the CD-ROM storybook independently. Research has shown that the amount of independent reading children do is positively correlated with gains in reading achievement (Galda, Cullinan & Strickland, 1993, p.141). While learners read the CD-ROM storybook independently they have, through the help options, "unlimited access to the types of assistance that can normally be expected only in a one-to-one teacher to child situation" (Wild,

1994, pp. 9-10). Discis storybooks also allow customisation for individual students. The mouse options can be individualised so that clicking, double clicking, or pressing and holding the mouse button, allows access to different storybook features. Font type and size can be manipulated, and words that readers obtain assistance with are cited in a recall list which the teacher can access after the reading. Such options are likely to extend individual learning possibilities as readers have access to features that can provide specific assistance on demand. The teacher can then obtain information about the learner's progress that would not normally be possible in an independent reading situation.

A particularly pertinent help facility of the CD-ROM storybook allows users to obtain pronunciations of unknown words. This facility may conceivably provide both weaker readers, and ESL learners with support in acquiring meaning from the text. Competent readers are able to test their predictions. However, less proficient readers, as well as ESL readers, may be unable to establish whether a prediction "sounds like English or makes sense". They may also have difficulty confirming, or be unable to self-correct a miscue (Gibbons, 1992, p.75). Therefore, the pronunciation facility can be seen as a non-judgemental method of confirming predictions and may lead to increased risk taking.

ESL learners may also gain support through a foreign language translation facility through which readers are able to procure translations of unknown words in their mother tongue. According to Lalas and Wilson (1993, p.18), software that combines both first and second language support encourages more reading in both languages. At present there are limited foreign language editions available. However, implications for ESL and bilingual education are evident.

2.5 Research into CD-ROM Storybooks

Parham, (1995, p.14) suggests that "CD-ROM storybooks are an undemanding way of inviting children to become active readers", and Wild (1994), contends that they also benefit children's reading performance (p.15). The interactive qualities of the medium would suggest that the reading process is complemented by the use of electronic books. Due to the relatively new nature of the technology, however, little research has been carried out in this regard. Considerable literature focuses on software reviews (e.g. Anderson, 1992; Lopez & McLester, 1994; Martin, 1992; Parham 1993; Parham, 1995), rather than pedagogical applications or learning outcomes.

Differences between reading performance influenced by CD-ROM storybooks as opposed to traditional storybooks were investigated by Miller, Blackstock and Miller (1994). It was

established that although both media instigated improved comprehension over repeated readings, benefits gained from reading the CD-ROM storybooks transcended those gained from the reading of traditional storybooks. Evidence contained in this study also indicated that words learned through the use of help features of CD-ROM storybooks, were transferred to contexts outside of the story. These results are corroborated by an empirical study by Matthews (1995), who also compared the influence of CD-ROM storybooks with traditional storybooks. This study consisted of two groups of third grade children. The experimental group read three different CD-ROM storybooks, and the control group read traditional print versions of the same books. When comprehension was measured by retells of narratives, a statistically significant difference was found in favour of the experimental group. Therefore, both studies indicate that CD-ROM storybooks are more efficacious than traditional books in assisting reading comprehension.

In a study of children's interactions with CD-ROM storybooks, Lamy (1990, cited in Discis Knowledge Research, 1993) discovered that support was provided for children at different stages of reading development. The pictures and music of CD-ROM storybooks held the attention of children unable to read; word order and extension of sight vocabulary were the benefits for emerging readers; and developing readers increased their vocabulary and oral fluency. Preliminary research of The North York Board of Education, Ontario (n.d., cited in Roffey, 1995) determined that through the use of Discis CD-ROM storybooks children demonstrated an improved sight vocabulary. In addition, early results of two research projects, reported by Wild (1994), indicated that the use of CD-ROM storybooks over time generated substantial gains in vocabulary, awareness of word meanings, and understanding of narrative plot and characters.

The effects of reading instruction when combining CD-ROM storybooks with a whole language reading programme were investigated by Stine (1993). This study established that the experimental group that had the benefit of the CD-ROM storybooks together with the reading programme, made greater gains in vocabulary and reading comprehension than the group that experienced whole language reading instruction in isolation. Therefore, there is also evidence that CD-ROM storybooks can be successfully implemented into classrooms to support current curriculum practices.

Research suggests that CD-ROM storybooks are not only beneficial for reading performance but are also effective in increasing positive attitudes of reluctant readers (Adam, 1995) and children who are weak readers prefer reading CD-ROM storybooks to traditional books (Wild, 1994). A study by Ring, Ellis and Reeves (1994) determined that 90% of the study sample of pre-primary to grade two children, preferred electronic books to the traditional version. In addition preliminary

research of The North York Board of Education, Ontario (n.d., cited in Roffey, 1995) indicated that when using CD-ROM storybooks, children felt less threatened by the reading process; were more likely to spend time reading outside of school; and had more confidence in their reading ability.

Not all research into reading performance and attitudes instigated by CD-ROM storybooks have established positive results. Ford, Poe and Cox (1995), found no significant difference in reading fluency over repeated readings of CD-ROM storybooks, when compared with repeated readings of traditional books. Furthermore, Ring, Ellis and Reeves (1994) discovered that children had difficulty sequencing events in a narrative, after reading a CD-ROM storybook. They suggest that "a lack of natural story linkage between the pages ...[and interactions] peripheral to the main storyline" were responsible. These interactions occur in the form of "hotspots" that are "wild and zany animations [that] often distract the reader from the text" (Matthews, 1996). De-Jean, Miller and Olson (1995) also concluded that such "hotspots" detracted from the reading, and resulted in children seeing the books as entertainment rather than a learning tool. Hence, the interaction that is purported to enhance the reading process, may in fact be distracting for readers and hinder comprehension.

Different types of CD-ROM storybooks have different features. Some storybooks, such as the "Living Books" series, have the animated hotspots and do not have a facility that allows the reader to read independently. However, Discis CD-ROM storybooks, have no such "hotspots", and sound effects, music, and help features are all related to the storybook text. In the De-Jean, Miller and Olson (1995) study, children preferred the "Living Books" series of CD-ROM storybooks and lost interest in the Discis narratives declaring that they "could not be played with". Conversely, the educator in the study preferred the Discis series. Hence, one theme that emerges from the research is that results may differ according to the CD-ROM storybook series used. Results that are in accord regarding development in reading, comprehension, and attitude, generally used Discis Books as a central or peripheral CD-ROM storybook in the study (Matthew 1996; Adam, 1995; Wild, 1994; Lamy, 1990). Nevertheless, Discis Books do not escape criticism and it has been proposed by a number of researchers that the meaning definitions in Discis books are too lengthy and complex for readers to understand (Matthews, 1996; Parham, 1995; Miller, Blackstock & Miller, 1994). It is not within the scope of this study to evaluate and compare educational aspects of different types of CD-ROM storybooks. However, it is apparent that these differences could account for variations in the results of existing research.

Research indicates that the help features of CD-ROM storybooks are a critical factor in increasing reading performance. Therefore, these features must be utilised for any benefit to be enjoyed. Miller, Blackstock & Miller, (1994) found that personal characteristics induce some children to refrain from accessing help features and Lamy (1990) concluded that although most children used the help features, some needed guidance. Therefore, it would appear that the use of help features would depend upon the personality of the individual reader. Some readers may not experience any benefits from CD-ROM storybooks, if they are left to their own devices.

There is also evidence that affective outcomes of CD-ROM storybooks vary according to the existing reading proficiency and attitude of the subjects. Adam (1995), determined that willing readers demonstrated no significant change in attitude after using CD-ROM storybooks. Moreover, Wild (1994) found that although able readers found the CD-ROM storybooks motivating in the initial stages of the research, traditional storybooks were preferred by the end of the study. Matthews (1995) found no statistically significant difference in reading attitudes between the experimental group that read CD-ROM storybooks and the control group that read traditional storybooks. However, it is unclear whether these groups consisted of reluctant or willing readers.

Research into the reading of ESL learners utilising CD-ROM storybooks is limited. However, Thuy (1992), established that storybooks improved vocabulary and comprehension levels of adult students, in the beginning stages of English language acquisition. An additional study by Goldstein, Olivares and Valmont (1996) involved three seven year old Hispanic boys interacting with storybooks that included the "Living Books" series. After reading the CD-ROM storybook, children were asked implicit and explicit questions about the narratives. It was observed that the subjects could not always answer the questions as they had "approached the reading as a game, rather than a text". An ESL child also featured in a case study by Miller et al (1994) and was observed using the help facility of the Discis CD-ROM storybook to confirm predictions, ultimately demonstrating pronunciation of previously unknown words, and an increased vocabulary. This learner was also found to learn and retain words when they were presented in context of the computer narration. In addition, the study by Lamy (1990) consisted of one ESL learner who frequently used the help features of the Discis CD-ROM storybook to ask for definitions of words. This led the researcher to conclude that ESL students are able to increase their English sight vocabulary by using the definition and pronunciation help features available in the Discis CD-ROM storybooks. Information contained in these studies, although inconclusive, demonstrates the possibilities electronic books may possess for ESL learners.

2.6 Literature on Methodology

Reinking and Bridwell-Bowles, (1991, p.322) suggest that interactions between variables inherent in the settings of computer research indicate the usefulness of qualitative studies. Hammond, (1995, p.288) acquiesces to this view and suggests that there is great value in considering the interaction of learners and learning variables. He further states that the experimental method is limited for evaluating the impact of CD-ROM learning, without detailed accounts of what went on in the classroom. McMahon and Duffy (1993, p.5) also suggest that there is a need to determine how the computer influences learning through observations of the learning process. Furthermore, as Thuy (1992, p.4) points out, there is little research carried out into CD-ROM based computer assisted learning in ESL and this needs to be addressed. This is especially pertinent in the case of CD-ROM storybooks.

The use of CD-ROM storybooks is contextually determined and therefore, it is necessary to observe children interacting with the media to determine the reading strategies they manifest. Children are often reluctant to access the help features and therefore it is essential that the interaction with the technology, and the context in which this occurs, is considered when investigating the research questions of this study. Previous research also demonstrates that it is enlightening to compare readers' approaches to traditional hard-copy books in order to determine any significant similarities or differences between the two media (Miller et al, 1994; Matthews, 1995). Contextual studies also allow for consideration of variables such as the Hawthorne or novelty effect which several researchers suggest may exist in experimental groups who view the computer as a novelty in reading instruction (Reinking & Bridwell-Bowles 1991; Cosgrove 1987; Wigfield & Asher, 1984). The current study is therefore founded upon this framework. Epistemological considerations are based upon contextually bound observations of children participating in the reading and learning process.

2.7 Summary

Research appears to indicate that the reading process is complemented by the use of computers. Interactive CD-ROM storybooks are especially beneficial as readers are able to confirm their predictions and receive immediate feedback. There is, however, contention concerning the supposed distractive element of the interactions. Indeed, "hotspots", music, highlighting, and help features, may in fact divert the attention of readers from one of the essential elements of reading; the text. As research into this phenomenon is in the infancy stage, there is insufficient evidence to support either hypothesis. Studies to date have concentrated on different aspects of

the storybook with some focussing on attitudes, some on reading comprehension, and others on vocabulary development. Moreover, the long term effects of electronic books have not yet been determined and only tentative conclusions can be made. Very little research has been carried out with ESL readers and this study therefore examines the use of CD-ROM storybooks and the relevance to ESL reading development.

Chapter Three

CONCEPTUAL FRAMEWORK

3.1 Introduction

The process of reading involves an interaction between the reader and print. During this interaction meaning is acquired when the semantic, syntactic and graphophonic cueing systems interact with the cues contained in the text. ESL readers often lack the semantic and syntactic background knowledge to read English texts, and rely intensely on graphophonic skills. Therefore, ESL readers will benefit from texts that instigate background knowledge and assist with the development of all three cueing systems.

There are differences between computerised and traditional text that may assist ESL readers. Computerised text induces a different interaction with the reader as it contains more cues to activate background knowledge. It is also able to respond to the needs of the reader, and model strategies and skills for reading. The computerised text of CD-ROM storybooks therefore has the capacity to provide some of the additional support required for the reading development of second language readers.

3.2 Reading

Reading is a cognitive act of making meaning, and the most essential component of the reading process is the successful interaction, of the reader with text, in a specific context. During this interaction it is determined what strategies will be used to gain meaning, depending on the context in which reading takes place, and the purpose for reading. Cues inherent in the text instigate the appropriate strategies of the reader, and the semantic, syntactic and graphophonic cueing systems constantly interact with one another to aid comprehension. The reader uses "top-down" and "bottom-up" processes simultaneously, using existing non-visual information and strategies according to the context in which the reading takes place. The more strategies readers have at their disposal, the more likely they are to be able to use the cues in the text to make meaning.

Although the reading process for ESL learners is similar to that of native speakers of English, the meaning and syntactic systems of language are often more difficult for some ESL learners to grasp. Thus, graphophonic cues are frequently relied upon to decode text (Gibbons, 1992, p.74). Some research shows that English language acquisition occurs when learners are concerned with meaning rather than form (Fitzgerald, 1994, p.342) and, consequently, comprehension and

fluency of reading is likely to be interfered with if ESL readers are data driven. Moreover, during the interaction with text, the cueing systems are likely to be less integrated, and unless there are sufficient cues available in the text, there will be little support for ESL readers who have limited background knowledge. This is likely to occur frequently in the independent reading of traditional text.

3.3 Computerised and Traditional Text

Differences between computerised text and traditional text printed on paper have been suggested by Reinking (1987), Daniel and Reinking (1987), and Reinking and Bridwell-Bowles (1991). Three major differences are relevant to this study and provide a theoretical basis for differences in reading strategies and extraction of meaning between the two media. Differences also intimate reasons why ESL readers may be provided with additional support during independent reading, through the media of CD-ROM storybooks.

The first difference is related to the interactive nature of the computer. Reinking and Bridwell-Bowles (1991) point out that the "computer provides the opportunity for a literal interaction between the reader and the text, (rather than a figurative one which is referred to in discussing the comprehension of printed text)" (p.331). Reinking (1987, p.15), also contends that traditional text is "static" and suggests that a literal interaction is impossible with such text as the interaction occurs mainly in the reader's head. Interaction with the computer, however, is more literal and reciprocal because during the interaction with the text, readers are able to find more cues that activate their background knowledge.

Semantic cues that can be found in the CD-ROM storybook include music and sound effects which relate to the words in the text; word definitions which assist the reader to learn vocabulary that is central to the meaning of the text; and illustrations that can instigate existing knowledge of the context through pronunciation and labelling of objects. Syntactic cues are available through the highlighted phrases and sentences, as readers are able to see the structure of language. Finally, graphophonic cues are provided, in CD-ROM storybooks, through pronunciation of syllables and words that assist with sound-symbol relationships. Graphophonic cues are also instigated through the opportunity to listen to the language while following the print during the computer narration facility. CD-ROM storybooks have the potential to support the reading process during independent reading, and provide ESL learners with the opportunity for a dynamic interaction with print. This could theoretically lead to different interactive encounters than those experienced with traditional books.

The second difference between computerised and traditional text is that in the independent reading of traditional text, "it is not possible to monitor and react to the needs of an individual reader trying to understand a particular text" (Reinking, 1987, p.14). This lack of assistance may lead readers to see additional attempts at making meaning as futile due to inadequate background knowledge (Reinking, 1987, p.14). The computer, however, can respond to the reader's needs and provides more tools for gaining meaning and additional support for ESL readers. They are given the opportunity to read and understand a range of texts that might normally be beyond their understanding. This is made possible if facilities that assist with pronunciation and meaning are used to assist with unfamiliar words. Use of the labelling and pronunciation facility in the illustrations can also provide new vocabulary in context and activate the background knowledge necessary to comprehend the text. Sound effects and music contribute to understanding as they also provide additional clues to the meaning. Therefore, through computerised text, ESL readers are able to achieve success in tasks that may have meant failure during the independent reading of traditional text. Nevertheless, there is a limitation in the breadth of assistance that computerised text can provide, as it is only able to function within its programmed capacity.

The third difference between the two media suggested by Reinking (1987) is that during independent reading, "text on the printed page does not permit modeling (sic) of skills". Through computerised text, particularly that of the CD-ROM storybook, ESL readers can use the help facilities and observe reading strategies being modelled. Such strategies include phrase by phrase reading; locating the meaning of unknown words; using illustrations to assist with meaning; breaking words into parts to decode; and testing predictions. Furthermore, "static" texts do not provide information about intonation, expression and pronunciation, which can be accessed through the computer narration facility of the CD-ROM storybook. This facility provides a model of reading that is likely to be invaluable to an ESL reader trying to acquire meaning

3.4 Psychological Implications

Vygotsky (1978, cited in Woolfolk, 1987, p.71) suggested that at all stages of development there are concepts that learners are on the brink of learning. The point just beyond what the learner knows is the "Zone of Proximal Development" and it is in this area that "real learning" occurs. Learners are able to function in this "zone" through scaffolding, which involves providing assistance so that learners are able to succeed in their new learning. Scaffolding can take the form of modelling, guidance, or extra support (Gage & Berliner, 1992, p.523). Accordingly, CD-ROM storybooks are in a position to provide a scaffold for ESL readers, as reading strategies are

modelled and meaning can be acquired from texts that might normally be too difficult for comprehension.

3.5 Summary

Many ESL learners have limited background knowledge and are less fluent readers than native speakers of English. Computer based text, through the media of CD-ROM storybooks, may assist ESL readers to become more independent readers. This is possible because readers are able to be successful at extracting meaning from unfamiliar texts; experience more literal interactions with the text; and see reading strategies modelled. These assumptions also find support in the social learning theory of Vygotsky, who suggests that assisting learners to succeed at tasks just beyond their understanding is helping them to function in the "Zone of Proximal Development", where "real learning" occurs.

Considering the findings of the literature review and conceptual framework, this study is based upon the following assumptions:

1. Readers can use both "bottom-up" and "top down" processing simultaneously during reading.
2. ESL readers often have fewer strategies for making meaning and require more support than native speakers of English.
3. Computerised text differs to traditional text in three ways. It provides a more literal interaction with text; responds to individual requests for information; and models reading skills and strategies.
4. CD-ROM storybooks provide a scaffold for ESL readers that allows them to function in the "Zone of Proximal Development" wherein "real learning" takes place.

Chapter Four

METHOD OF INVESTIGATION

4.1 Introduction

The current research is a collection of eight case studies of ESL learners interacting with both CD-ROM storybooks and traditional books. Subjects had varying levels of reading proficiency and several first languages were represented among the cases. The procedure involved eight individual weekly sessions in which each subject was observed reading and interacting with both CD-ROM storybooks and traditional books. Data was collected through field notes, audio tape recordings of sessions, a reading strategies checklist, informal interviews, and the gathering of background information. Data were then triangulated to ensure internal validity.

4.2 Research Design

Research design was situated within the qualitative paradigm as there was no systematic manipulation nor control of independent variables in order to experimentally determine the effects on a dependent variable. Eight case studies were carried out in which the reading of CD-ROM storybooks and traditional books were observed and compared. The research design therefore has aspects of both a collective and a comparative case study. Stake, (1994, p.237) refers to the collective case study method as "a study of several cases which may be known to manifest the common characteristic...chosen because it is believed understanding them will lead to an understanding about a still larger collection of cases". The common characteristic found in this study was that all subjects were ESL learners reading CD-ROM storybooks for the first time. The comparative case study method was used through comparisons of the reading strategies and comprehension of subjects, in their use of CD-ROM storybooks and traditional storybooks

4.3 Data collection

The first phase of data collection took place before the case studies were undertaken. Proficiency in both the first and second languages, reflections upon reading, and backgrounds of the subjects, were ascertained in order to contextualise data gathered during the study. This was accomplished through observations of independent reading; informal discussions with the subjects, and using the teacher as an informant.

During the study, data were collected through a variety of techniques. These techniques are discussed below in relation to the respective research questions.

Research question 1: What reading strategies are apparent when ESL learners read CD-ROM storybooks independently?

Extensive field notes were taken of reading strategies observed during oral and silent reading of CD-ROM storybooks. The checklist of possible reading strategies (appendix 1) was used as a guide to enhance descriptors used in the field notes. A description of each strategy is contained in appendix 2. Comprehension was measured through oral retells following the reading of a CD-ROM storybook, and through the answering of inferential questions based upon the content of the text. Sessions were tape recorded for later transcription and analysis.

Research question 2: Do ESL learners apply different strategies during the independent reading of traditional books? If so, how?

Data gathering techniques for subjects undertaking oral and silent reading of traditional books, were identical to those utilised for the reading of CD-ROM storybooks. Field notes were taken of reading strategies observed; the reading strategies checklist was used to complement the field notes; and all sessions were recorded on audio tape. In order to assess levels of comprehension the subjects were required to retell the story following independent reading. They were also asked inferential questions concerning the content of the text.

Research question 3: What evidence is there that CD-ROM storybooks incorporate design features that are appropriate for the reading strategies and comprehension of ESL learners?

A variety of data were collected to address this research question. Field notes contained information regarding the use and benefit of the help utilities; subjects' motivation to read; and features that assisted metacognitive skills and understanding. Field notes were also taken regarding interaction with the software and computer use. Subjects were interviewed after each computer session to discuss behaviours observed and thoughts regarding the problems or benefits associated with CD-ROM storybooks. Those with the metacognitive ability to speak about, and reflect upon their reading were also questioned about reasons for reading strategies noted. Interview questions were developed *in-situ*. The interviews were recorded on audio tape and transcribed for analysis.

4.4 Subjects

Subjects of the case studies consisted of eight ESL learners, between the ages of 7 and 9, from the same year 3/4 class. The school from which the subjects derived was situated in a low-socioeconomic area in the northern suburbs of Perth. Five of the subjects were female, and three were male. Variations in the subjects' backgrounds included: age; place of birth; time spent in Australia; and the first language. These differences are identified in tables 1 and 2.

School Year	Age	First Language	Place of Birth	Time in Australia if applicable
Year 3	8	Vietnamese	Australia	-
	8	Chinese	Australia	-
	7	French	Australia	-
Year 4	9	Serbo-Croat	Bosnia	2 years
	8	Serbo-Croat	Bosnia	20 months

Table 1 Female Subjects In The Study

School Year	Age	First Language	Place of Birth	Time in Australia if applicable
Year 3	8	Vietnamese	Vietnam	18 months
	8	Macedonian	Australia	-
Year 4	9	Egyptian	Egypt	5 years

Table 2 Male Subjects In The Study

Seven of the eight subjects were orate in their first language, which was the predominant form of communication in the home environment. All subjects had undertaken some, or all, of their schooling in Australia, and were able to read in English, to varying levels of proficiency. They all possessed, at least basic interpersonal communication strategies in English. Although all subjects had some experience in the use of computers, none of them had interacted with CD-ROM storybooks before they were introduced to them at the commencement of this study.

4.5 Procedure

Eight weekly sessions, of one hour duration, were held with each subject. The session was conducted in a comfortable room in the school that doubled as the medical room when not being

used for educational purposes. The investigator attempted to ensure subjects were relaxed, by conversing with them informally before each session began.

During the first session, subjects were taught how to operate the CD-ROM storybooks using *Aesop's Fables* a storybook that was not available to them during the remainder of the study. In each additional session, thirty minutes were allocated for the use of CD-ROM storybooks, and thirty minutes for the reading of traditional books, oral retells and questioning. At the end of each session a short interview was held.

Subjects were permitted a choice of reading materials. However, when a new CD-ROM storybook was chosen, they were initially required to read it aloud. After the reading they were asked to retell the story and answer inferential questions based upon the content. They then had the option of re-reading the text themselves, orally or silently, or having the story read to them through the computer narration facility. The oral reading procedure, retell, and questioning, was then repeated with a traditional storybook. In some sessions the routine was varied, and the traditional storybooks were read prior to the CD-ROM storybooks.

The researcher's role was mainly that of a non-participant observer. There was no prompting or advice offered to the subjects. Involvement only occurred when there were problems with the computer hardware or software which happened only twice during the study.

4.6 Validity and Reliability

Triangulation of data was exercised to ensure internal validity (Creswell, 1994, p.167). Data were collected from a number of sources that included:

- informal interviews,
- field notes from regular non-participant observations,
- audio tape recordings,
- a checklist of reading strategies,
- the use of the class teacher as an informant

External validity was supported through repeated observations of the same phenomena, over an eight week period of time.

To ensure reliability, data collection was applied consistently in all cases and in each session. Furthermore, the procedure of sessions was varied to allow for inattention or fatigue being the

cause of findings in the latter half of the activity. Consistency was also ensured through the identical customisation of all Discis books in the study (see appendix 3 for an outline of customisation). Therefore, subjects could access help features by using the same commands, regardless of which storybook they were reading.

4.7 Equipment

An IBM 486 computer with CD-ROM drive was used by the subjects when they accessed the CD-ROM storybook. Nine CD-ROM storybooks, published by Discis Knowledge Research, were made available to the subjects and an additional CD-ROM storybook title was used to teach them how to use the software. According to the publisher's classification, the books varied in reading age and level (see appendix 4). Ten assorted traditional books were also used and consisted of a range of reading levels. Age level was determined through the publisher's recommendation or from the *PETA guide to children's literature* (1985). Traditional storybooks were chosen to correspond with the different types of stories in the Discis Books (see appendix five).

4.8 Data Analysis

Analyses of data were effected through a descriptive presentation of each case study, gained from the data collected. Individual reading strategies, apparent in the use of both traditional books and CD-ROM storybooks, were identified and compared through field notes; reading checklists and oral retells. Predominant use of the cueing systems was ascertained through a miscue analysis as revised by Goodman, Watson and Burke (1987). This is a tool for interpreting "the deviations from the original text" during oral reading (Dunn, Knight & Axtell, 1993, p.1). Twenty five miscues from an oral reading are analysed according to their graphophonic, syntactic and semantic acceptability. It is also recorded whether meaning was retained in spite of the miscue, or after self-correction. The analysis of miscues is then converted into percentages to provide an indication of reading strategies used, and to determine reading proficiency.

The miscues analysed are set out by Dunn, Knight and Axtell (1993, p.4) as follows:

- Substitutions - where a different word is substituted for a word in the text.
- Insertions - where an extra word is inserted in the reading.
- Omission - where part of the text (a line, phrase, word or morpheme) is omitted from the reading.
- Self correction - where the reader corrects a previous miscue.

Following the miscue analysis, retells of the narratives were analysed. The retells were analysed according to the structure detailed in table 3 which was adapted from Zubrick (1985).

Characteristic	Examples
Macro-Structure The structure of the retell which includes the elements of the narrative genre.	<ul style="list-style-type: none"> •Beginning, middle and end of the narrative (ending relates to the beginning and the middle, and all are centred around a general theme). •Events in sequence. •Detail. •Elaboration of events. •Length of retell. •Shows conflict and resolution within the narrative. •Shows evidence of character's planning. Understands that character's think about their future actions.
Listener Orientation Consistently provides information that assists listeners to comprehend the retell at all parts of the narrative.	<ul style="list-style-type: none"> •Refers to characters consistently. •Does not assume that the listener shares knowledge of the narrative and provides appropriate orientation. •Orients the listener with regard to time and place of events occurring in the narrative. •Discusses emotions of characters that clarify meaning. •Maintenance of tense that assists the listener's comprehension. •Provides descriptive information to make the retell more vivid.
Vocabulary Types of vocabulary used that assist with the transfer of meaning.	<ul style="list-style-type: none"> •Types of verbs and adjectives used that assist with overall meaning. •Direct speech with clear referents. •Uses vocabulary from the text.
Text Cohesion Links that ensure the cohesiveness of the retell.	<ul style="list-style-type: none"> •Temporal connectors such as and, then show that the subject is attempting to make the retell a cohesive text. •Cause, effect connectors such as but, because and so, demonstrates awareness of cause effect relationships.
Content Using information that was usually inferred in the original narrative, to assist with the meaning in the retell.	<ul style="list-style-type: none"> •Identifies character emotions and feelings as antecedents of behaviours. •Taking perspective of characters in the story. •Thinking outside of 'here' and 'now'.

Table 3 Framework for Analysis of Retells

A number of subjects confirmed that they had copies of particular narratives at home and were well acquainted with the stories. On this basis it was decided that retells of familiar texts should be excluded from the analysis of data.

4.9 Limitations

Seven of the eight subjects were fluent speakers of their first language and were also able to read in English. However, there are no ESL learners who are new arrivals to Australia. The subjects of this study had diverse backgrounds and were an appropriate representation of the types of ESL learners that are found in mainstream education. Therefore, the results of this study cannot be attributed to new arrivals to Australia who speak little, or no, English.

4.10 Ethical Considerations

Requirements of ethics clearance were implemented and parental authorisation was sought for children participating in the study. This involved a withdrawal option and a consent letter (see appendices 6 and 7). The authorisation was obtained through an interpreter, when necessary, as some parents understood very little English. Furthermore, subjects were referred to by pseudonyms throughout the research in order that they remained anonymous.

Chapter Five

RESULTS

5.1 Introduction

There were eight subjects in this study and each is a separate case study. The results emanate from descriptions of the interactions and reading strategies observed during the readings of both traditional books and CD-ROM storybooks. The background and initial reflections upon reading of each of the subjects are also included.

5.2 Peter

Peter was eight years old at the time of the study. His parents originally moved to Australia from Macedonia before he was born and he spoke both English and Macedonian fluently. Both languages were spoken at home, although it was necessary for Peter to speak Macedonian more frequently, as his parents spoke very little English. Peter could not read or write in Macedonian and said it was hard because it had different writing. He was able to read and write in English, and thought he was better at this language. His spoken English was very fluent and he had a slight Australian accent.

5.2.1 Initial Reflections upon Reading

Peter enjoyed reading and read both at home and at school. He thought that reading was important to learn so that "you will know what's going on". He considered the most important part of reading to be "watching the words". A good reader, according to Peter, was someone who reads a lot. However, he did not think that he was a good reader because he "sometimes stops at long words".

5.2.2 Traditional Books

Peter was observed using a variety of strategies when reading traditional books (see appendix 8). He did not have reading problems that were related to his first language or proficiency in spoken English, and there was no evidence of code switching.

When encountering difficult text, Peter slowed down and put his finger directly beneath the unfamiliar word. He then sub-vocalised while he was decoding the word. He would always 'have a go' at unknown words and although he made attempts to self-correct, corrections seldom retained meaning. In early sessions, Peter did not seem to be too concerned about this. When he was unsure of a prediction, he mumbled the approximation so that it was difficult to hear, and continued reading, although in later sessions he did try to substantiate.

Initial, medial and final phonemes were predominantly used to make predictions and to decode words. Thus graphophonic cues were instigated more frequently than the other cueing systems. Peter was also observed using morphemic blends to decode longer words. Morphemes were predominantly decoded graphophonically and then blended together. However, on occasions he used his existing sight vocabulary to complement graphophonic decoding (for example, to decode gentleman he decoded 'gen' and 'tl' separately, then blended these two parts together, and added 'men' to construct the word). The integration of these skills was often successful, as Peter had a large sight vocabulary. There was still little focus on meaning in his predictions.

In sessions two and three, Peter made no attempt to substantiate his predictions. However, from session four, he consistently tried to substantiate, by predicting, reading on to the end of a line, and then returning to the unfamiliar word to confirm whether his prediction had made sense. He sometimes found it difficult to substantiate and showed frustration by looking away and sighing. It was also noted that Peter had very little confidence in his ability, and began to look to the investigator for assistance with the pronunciation and meaning of unknown words. He was advised to say what he thought, but still continued to seek assistance.

It was observed that Peter did not refer to the illustrations of traditional books read during the first three sessions. He did begin to explore illustrations in session five, and used them to find clues to meaning, when he was trying to substantiate a prediction. This behaviour was demonstrated consistently throughout the subsequent sessions.

Basic punctuation was followed during reading, and Peter was observed re-reading phrases that had not made sense because he had overlooked a full stop, or a comma. Nevertheless, Peter did not use the intonation and expression suggested by punctuation such as exclamation marks, question marks and direct speech. Words were generally recited in monotone.

Peter needed some support in reading, depending upon the complexity of the text. He did, however, have the metacognitive skills to reflect upon the strategies that he used to decode words and understand texts. He said that if he came across a word that he did not know, he either “sounded it out” or “looked for parts” that he did know. If he did not understand what he read, he said that he usually ignored it and carried on reading.

The miscue analyses (see appendix 9), were carried out on the miscues from Peter’s readings of two traditional books, *The Hunchback of Notre Dame* (session two), and *The True Story of the Three Little Pigs*, (session six). Miscues were usually the result of substitutions with very few being the result of omissions from the original text.

The miscue analysis of *The Hunchback of Notre Dame* revealed that miscues were 96% graphically similar to the original text word, and 92% phonetically similar. There was also an adequate proportion of syntactically acceptable miscues at 76%. However, semantic acceptability was very low at only 24% and only 32% of miscues were self corrected. This accords with the results from the field notes and reading strategies checklists and demonstrates the dominant use of the graphophonic cueing system. Additional information indicated that the syntactic cueing system was utilised during reading, but to a lesser extent. The semantic cueing system was seldom used and this affected the overall retainment of meaning,

The miscue analysis of *The True Story of The Three Little Pigs* showed a similar trend to the miscue analysis of *The Hunchback of Notre Dame*, with the graphic and sound similarity of miscues being high, both at 80%. Syntactic acceptability was slightly higher than the sound and graphic acceptability, at 84%, although not significantly so. Meaning was still changed by miscues 68% of the time, and the rate of self-correction was comparable with the previous analysis, at 36%. Retainment of meaning was also considerably higher and there was a slight improvement to semantically acceptable miscues.

Evidence from the miscue analyses suggested that the syntactic and graphophonic cueing systems were more integrated, and the retention of meaning was higher in session six. The differences in retention of meaning between the two readings could be explained by the differing complexity of the texts. Peter experienced many unfamiliar words in *The Hunchback of Notre Dame*, and several concepts that may have been removed from his existing world knowledge. However, in *The True Story of the Three Little Pigs*, Peter was able to use his background knowledge of the original story, to assist him with the substantiation of his predictions. The higher rate of self

correction, and higher semantic acceptability of miscues in session six, could also be responsible for the higher percentage of meaning retainment.

Appendices 10, 11 and 12 contain the analyses of Peter's retells of *The Hunchback of Notre Dame*, *The Fox and the Hound*, and *The True Story of the Three Little Pigs*. These were recorded in sessions two, four and six, respectively. In all retells, Peter included basic macro-structure, a logical sequence of events, and oriented the listener. He consistently used vocabulary from the original text, and structures that connected the retell and made it more cohesive. He demonstrated cause and effect understanding and maintained tense throughout. The retells were very similar in their structure although *The Hunchback of Notre Dame* was much shorter than the other two. The retells from sessions four and six contained cognitive verbs and indicated more events from the story. Again, this may have been a result of the complexity of *The Hunchback of Notre Dame* and Peter's lack of background knowledge. However, the fact that more miscues retained meaning in the reading of *The True Story of The Three Little Pigs* runs parallel to the provision of more detail in the retell.

When choosing a traditional book Peter flicked through the pages and looked at the illustrations. He was questioned about what he looks at when he chooses a book and said "I look at the pictures and if they look good I read it". He also indicated that sometimes he looked at the "size of the words" and did not like to read books with "big words". During the readings Peter held the book very close to his face with one hand and followed the text with the finger of the other hand. He showed enjoyment of the stories, and strange words in the text brought on spontaneous giggles (for example, when he read the word "aye" in *Lady and the Tramp*).

5.2.3 CD-ROM Storybooks

During the reading of CD-ROM storybooks Peter used many reading strategies that were similar to those employed when reading traditional books (see appendix 8). During the reading of CD-ROM storybooks Peter was prepared to take risks and 'have a go'. As with the reading of traditional books he decoded words using morphemic blends and graphophonic cues. From the second session on the computer, it was noted that Peter made predictions, or attempts to decode unfamiliar words, and attempted to substantiate them himself. When he could not substantiate, he used the help facility of the storybook to provide a pronunciation of the word. After the computer provided the pronunciation, Peter repeated the word and then continued reading. He was never observed using the pronunciation help facility of the CD-ROM storybook, before predicting and attempting to substantiate by himself. He did not read on when encountering

difficult text and, from session four, took full advantage of the CD-ROM storybook's help facility.

Peter also used the meaning help facility frequently. He would read to the end of the line first, and then go back to the unknown word to obtain the meaning. Some of the meaning definitions provided by the CD-ROM storybook were too complex for him to understand.

During the reading of *A Long Hard Day on the Ranch* Peter clicked on the word 'critters' to obtain pronunciation assistance. There was a sound effect associated with this word that sounded like cattle. He looked really surprised when he heard it and then giggled. He had difficulty pronouncing the word ranch during the reading and did not ask for assistance from the computer. He was subsequently asked whether he knew what a ranch was and he replied "Is it when a dog gets sheep into a gate, like the boy put the cows into the gate?" He said he had not asked for assistance because he thought he knew what it was. This text portrayed a culture specific to North America and made use of colloquial vocabulary. This meant that it was difficult for Peter to activate existing background knowledge or predict unknown words.

Peter clicked on the illustrations only twice during the eight sessions. In the third session while he was reading *Heather Hits Her First Home Run*, he read the word 'mitt' and said that wondered what a 'mitt' was. He then proceeded to click on all the objects in the illustrations until he found the one that said mitt. He then said "Oh, it's like a glove" and continued reading. On another page in the same storybook, Peter looked at the illustration and said he wanted to know what the initials on one of the character's baseball caps meant. He then clicked on the cap in the illustration and the computer merely pronounced the word "cap". Peter looked disappointed and said "It doesn't say". He did not click on the illustrations in subsequent sessions, but did explore them when he was trying to substantiate predictions.

Peter followed punctuation and used expression and intonation when reading orally. He also used different expressions for direct speech. This was especially apparent while the computer was playing background music.

Miscue analyses for Peter's reading of *Heather Hits Her First Home Run* (from session three), and *A Long Hard Day on the Ranch* (from session six) are attached as appendix 13. Miscues were predominantly the result of substitutions with some insertions and omissions.

From the analysis of miscues in *Heather Hits Her First Home Run* it is apparent that the sound and graphic similarity of the miscues were very high during this reading (92% and 88% respectively). Furthermore, syntactic acceptability of miscues were equally high, at 84%. However, semantically acceptable miscues totalled only 24%, although 60% of miscues were self corrected, and meaning was retained. This demonstrates that graphophonic and syntactic cues were being integrated during the reading and miscues were recognised. Only three of the self corrected miscues were eventually substantiated using the help facility of the CD-ROM storybook.

The miscue analysis of *A Long Hard Day at the Ranch* also demonstrated a high proportion of miscues with graphic and sound acceptability (both at 96%). Syntactic acceptability, at 68%, was slightly lower than in the analysis of the previous CD-ROM storybook, although it was adequate. Meaning was changed through 84% of miscues. However, most of these were self-corrected and substantiated using the CD-ROM storybook. As a result, 72% of miscues were corrected successfully.

The miscue analysis of both *Heather Hits Her First Home Run* and *A Long Hard Day at the Ranch* demonstrated the integration of the syntactic and graphophonic cueing system during the reading of CD-ROM storybooks. Peter was able to substantiate his predictions and attempts to decode unknown words, through the help facilities of the storybook, which compensated for the limited use of semantic cues. Both CD-ROM storybooks used unfamiliar language, however, Peter intimated that he enjoyed playing tee-ball, the subject of the first text, and thus had background knowledge. Conversely, he had no background knowledge of the content of *A Long Hard Day on the Ranch*.

Retells of three CD-ROM storybooks were recorded and analysed (see appendices 14, 15 and 16). The texts which were retold were *Breakfast*, from *Scary Poems for Rotten Kids*, *Heather Hits Her First Home Run*, and *A Long Hard Day on the Ranch*. The texts were read in sessions two, three and six respectively. The first two retells demonstrated a basic macro-structure, appropriate to the original text. Peter's retelling of *A Long Hard Day on the Ranch* also had a macro-structure, but it did not include the major events of the text. Events were sequenced logically in all three retells, and cognitive verbs, adverbs and character emotions were expressed. There was an awareness of the need to orient the listener, but no indication of place or time except in the third retell. Vocabulary from the original texts were used, tense was maintained throughout, and cohesive elements were used to connect the text.

When choosing a CD-ROM storybook, Peter looked at the picture on the CD itself. During the first session he showed very little interest in the storybooks. He was told he could do what he wanted after being taught how to use it. He read two pages of *Scary Poems for Rotten Kids* silently, then used the computer narration facility to read two more. During the computer narration facility he did not interact with the computer and sat looking at the screen. After this, he said "I've finished" and showed no inclination to proceed further. In the second session, Peter read *Scary Poems for Rotten Kids* again. On this occasion, he smiled when the music began to play during oral reading and he said it was because it was "scary music". However, when he used the computer narration facility, Peter got very impatient with the music playing and asked when the words were going to start.

From session three, Peter showed more enthusiasm when reading the CD-ROM storybooks. He also negotiated the software with ease and was confident in the use of the computer. He did have trouble tracking the mouse in the second session, but this was not demonstrated in subsequent sessions.

5.2.4 Peter's Evaluation of CD-ROM Storybooks

Throughout the survey, Peter was asked for his opinion of the CD-ROM storybooks. He initially said, that he liked the music and it helped him to read. However, he commented in session eight that the music annoyed him and "didn't help much". Peter consistently intimated that he enjoyed the sound effects of the CD-ROM storybook and said that the sounds helped him to "understand what words mean".

At the end of the first and second sessions Peter said that he preferred to read "the real books" rather than the "computer books". However, by the end of session three he said that he preferred to read "the computer books because you don't have to ask anyone else for help. He also said "I know I said I liked real books last week, but I like the computer ones now because they help me".

At the end of the research period, Peter was asked for a final evaluation of the CD-ROM storybooks. He said he liked to read them because "If you are stuck on a word, you don't have to waste time and you can get help by clicking on the word". He indicated that the best thing about CD-ROM storybooks was that they helped him to read better and "you don't have to hold them".

5.2.6 Discussion

Many of the reading strategies, displayed by Peter, during the reading of traditional books and CD-ROM storybooks were similar. In both media he used graphophonic cues and morphemic blends to decode words, made predictions, and self corrected. However, during the interaction with CD-ROM storybooks, Peter began to demonstrate additional strategies of reading with expression, substantiating his predictions, referring to the illustrations and reading for meaning. It was observed that substantiation of predictions, and exploring the illustrations, were transferred to the reading of traditional books.

Peter was more confident when reading CD-ROM storybooks. He began to substantiate his predictions and attempts at decoding text, using the computer to support him. This strategy was not apparent during the reading of traditional books, until session four. It could have been that Peter had always used this strategy but was reluctant to do so in a new situation, without some support. However, the support and resources provided by the computer may have encouraged him to take risks and use this new strategy.

From the first time he read the CD-ROM storybooks, Peter explored the illustrations and searched for clues to meaning. He did not demonstrate this behaviour in the reading of traditional books, until a later session. It was then seen consistently for the remainder of the study. One behaviour that was isolated to the reading of CD-ROM storybooks, however, was the use of expression, intonation and stress during the reading.

The semantic cues in the CD-ROM storybook were utilised through the use of the help facilities, especially those of meaning and pronunciation. Although Peter did not integrate the cueing systems, he became more concerned with meaning as the sessions progressed. His initial miscues were no more meaningful, but he self-corrected through the use of the pronunciation help facility of the CD-ROM storybook, and meaning was retained a large portion of the time.

Peter became quite dependent upon the help facilities of the CD-ROM storybook and was often frustrated when these facilities were not available to him during the reading of a traditional book. He began to ask the investigator for assistance and was less willing to leave an unfamiliar word that he could not decode.

Peter's interest in the CD-ROM storybooks developed steadily over the research period. He was not influenced by the novelty of reading from a computer screen and it was three weeks before he decided that he liked reading them. Such reservations of judgement demonstrated that he thought carefully about the storybooks and their benefits. He then showed enjoyment while reading them, although he was occasionally frustrated by the musical accompaniment.

5.3 Romy

Romy was born in Egypt, and migrated to Australia when he was four years old. He was nine years old at the time of this study. Romy was fluent in both Egyptian and English and often acted as a translator for his parents, who had very limited proficiency English. He did not speak English at home, unless he was "sharing secrets" with his sister who was equally fluent in the second language. Romy was able to read and write in English, but not Egyptian, although he said he was learning.

5.3.1 Initial Reflections on Reading

Romy thought that reading was important because "when you grow up you can get smart and learn". He said that he enjoyed reading but preferred to read books himself rather than listen to the teacher, because sometimes he could not understand the story. He thought a good reader was someone who could help him if he "got stuck on a word". He referred to himself as a good reader, but could not say why.

5.3.2 Traditional Books

Romy's reading strategies (see appendix 17) indicated that he needed extensive support in the reading of traditional books. He read word-by-word and ignored punctuation. There was no evidence of expression, stress, or intonation being used to convey meaning.

Romy had a limited sight vocabulary and upon reaching an unfamiliar word, he invariably made an attempt at the word using graphophonic cues. He would decode the word using initial phonemes, and occasionally included the medial and final phonemes. Romy did not have the resources to substantiate predictions and although he often recognised miscues, attempts at self-correction were rarely successful. If he could not decode the word, he would merely read on and made no effort to clarify meaning by re-reading.

During the first three sessions, Romy did not refer to the illustrations to assist him with meaning, when there was a breakdown in the reading process. However, in session four, and in all subsequent sessions, he was observed looking at the illustrations when he had made a prediction that he recognised as being inappropriate. On occasions, he was able to retain meaning because of the semantic cues contained within the illustrations, despite being unable to self-correct the miscue.

From session five onwards, Romy began asking the investigator for assistance with the meaning of unfamiliar words in traditional books. During session three and session five, he also asked for help with pronunciations of unfamiliar words before attempting to say the word. He was advised to try and work it out for himself and although he was prepared to 'have a go' at the unfamiliar words, meaning was often changed by his approximation. Despite this, Romy continued reading as if he had been correct.

Miscue analyses were conducted on two readings of traditional texts, *The True Story of the Three Little Pigs* (session two) and *The Old Woman and the Pig* (session six). Miscues were usually the result of substitutions, with some insertions (see appendix 18).

The miscue analysis of *The True Story of The Three Little Pigs* indicates that through 84% of miscues, meaning was lost. Romy used graphic cues predominantly with 64% of miscues being graphically similar to the original text. Miscues that were phonetically similar, and syntactically acceptable both equalled 56%. This was not significantly lower than the sound similarity and indicates that these three systems were integrated. Romy was only able to self-correct 4% of the miscues from this reading.

The miscue analysis of *The Old Woman and Her Pig* demonstrated that miscues were more frequently graphically similar to the original text word (76%). Sound similarity was also higher than in the miscue of *The True Story of the Three Little Pigs*, at 68%. Syntactic acceptability was only 48% and meaning was retained in only 12% of miscues. Romy was able to self-correct a little more miscues than in the previous analysis, and these totalled 16%.

The miscue analyses of Romy's reading of traditional books revealed that during the reading, he used graphophonic cues more extensively than the other cueing systems. Syntactic cues were used, but less frequently. The semantic acceptability of miscues, from both texts, was inadequate for meaning to be retained.

Romy's retelling of *The True Story of the Three Little Pigs* (session 3); *The Old Woman and the Pig* (session 6); and *The Fox and the Hound* (session 8) were used to analyse retells of traditional books. These analyses are attached as appendices 19, 20 and 21 respectively. Analysis indicated that there was little difference between the detail provided in all three retells. Romy was unable to locate the significant events of the narratives, although he did sequence the events that were recalled. All retells were brief and contained little detail. Problem and resolution

was usually included, although it often required the listener to infer details that were not provided. Romy used vocabulary from the texts which included some cognitive verbs. He also used temporal connectors, and in the retell of *The Old Woman and Her Pig*, a cause effect connector was used, "So then she got mad". This is also the only retell in which Romy referred to the emotions of one of the characters. This complements the details in the miscue analysis, as during the reading of this text, Romy was able to self correct more miscues and utilised more semantic cues than in the reading of *The True Story of the Three Little Pigs* and *The Fox and the Hound*.

When Romy was asked what strategies he used for reading, he was unable to explain and said that he did not know. However, in session six, he began discussing the way in which he decoded words during the reading of traditional books. He said that he "sounded them out" or "asked somebody else" and if he did not understand a story, he chose another book. Romy also intimated, during this session, that sometimes he looked at the pictures when he did not understand the story. It was interesting that he was stating this explicitly as he not been observed referring to the illustrations before session four.

For the first time, during session six, Romy began to discuss events from a traditional book. He was reading *The Aristocats*, and commented on the "funny names of the kittens" and said that "Duchess the cat" was "nice". Romy also commented on an illustration of the butler falling from a motor bike. He giggled and said, "he fell off", then continued reading the text.

When choosing a traditional book, during the first five sessions, Romy tried to read the title. It was observed that if he could not read the title, he did not choose the book. In sessions seven and eight, he flicked through the pages and looked at the illustrations. When Romy read traditional books he followed the words with his fingers. Despite this, he sometimes lost his place and read lines of text twice, without correcting himself.

5.3.3 CD-ROM Storybooks

Romy was observed using strategies, when reading CD-ROM storybooks, that were similar to those used when reading traditional books (see appendix 17). He decoded unfamiliar words using graphophonic cues, and although attempts at self correction were made, they were often unsuccessful unless he used the computer to substantiate. When the pronunciation help facility of the CD-ROM storybook was used, Romy consistently repeated the words after the computer and

then continued reading. He regularly used the CD-ROM storybook when he needed assistance, unless a miscue was not recognised.

Romy was also comfortable using the computer to obtain the meaning of unknown words. However, there were some definitions that used words that were equally unfamiliar to him and he was heard saying "I don't get that" or "Uh?"

Romy began to follow the punctuation of the CD-ROM storybook from session seven. He sometimes overgeneralised and inserted punctuation, when it was not found in the text which was often detrimental to the meaning of the text. However, on three occasions, in sessions seven and eight, he recognised what he had done and re-read the phrase successfully.

Romy referred to the illustrations of the CD-ROM storybook from session three. He clicked on objects in the illustrations before he read the text. He was often able to identify words in the text that had been provided through the illustrations.

Miscue analyses of Romy's reading of CD-ROM storybooks were conducted on readings of *Welcome from Scary Poems for Rotten Kids* (session 3) and *Heather Hits Her First Home Run* (session 6). Miscues were largely a result of substitutions with very few insertions and omissions.

The miscue analysis of *Welcome* (appendix 22) indicated that 88% of miscues were graphically similar to the original text word. Sound similarity was 64% and syntactic acceptability only 24%. The miscues were rarely meaningful with meaning being lost 96% of the time. Despite this, Romy self-corrected 60% of miscues 48% of which had been achieved with the assistance of the CD-ROM storybook.

The miscue analysis of *Heather Hits Her First Home Run* (appendix 22) revealed that 80% of miscues in this reading were graphically similar to the original text word. Sound similarity was 64%, the same rate as in the miscue analysis of *Welcome*. Syntactic acceptability was slightly higher than in the previous CD-ROM storybook reading with 44% of miscues being acceptable. Meaning was changed 84% of the time, as only 16% of miscues were semantically acceptable. However, 76% of miscues were self-corrected, all of them through the CD-ROM storybook's help facility.

The miscue analyses demonstrate that through the CD-ROM storybook, Romy was able to self-correct miscues that would normally have interfered with meaning. The Field notes revealed that he was not reluctant to use help when reading *Welcome* and therefore the higher rate of self-correction could have been due to him recognising, or attending to, more miscues. Semantically acceptable miscues were higher in the miscue analysis of *Heather Hits Her First Home Run*. Because Romy had background knowledge of the subject of the text (tee-ball), this could indicate that more background knowledge was activated by the semantic cues in this CD-ROM storybook.

Romy's retells of *Welcome* (session 2), *Heather Hits Her First Home Run* (session 6), and *The Tale of Peter Rabbit* (session 7), were analysed and are attached as appendices 23, 24 and 25. Retells all had a basic macro-structure and although events were sequenced logically, some major events from the stories were not included. Romy mentioned the setting of all three texts, tense was maintained in the retells, and pronouns were used to refer to characters. Vocabulary from the text was also used, as well as temporal connectors. Cause effect connectors were used in *Heather Hits Her First Home Run*. However, there was no indication of character emotions, no time sequencing, and little detail or descriptive information was provided. Furthermore, cause effect links required some meaning to be inferred. All three retells were similar in structure and showed no significant differences.

When Romy was given the choice he preferred to read the CD-ROM storybook himself, rather than listen to the computer narration, and he followed the text with the mouse pointer as he read. When the computer narration facility was used, Romy listened for two to three pages, and then began reading again himself. While he was listening he did not interact with the CD-ROM storybook and had his arms folded as he watched the screen.

In the first three sessions, when Romy reached an unfamiliar word, he stopped for a long time to think before predicting. However, from session six, he sometimes refrained from predicting himself and merely clicked on the pronunciation help facility. This added to the fluency of reading, but Romy was less active in the reading process as on these occasions he was not predicting and substantiating.

Romy read some storybooks more than once. The recall list demonstrates that he still asked for help with words for which he had gained assistance previously. This indicates that there was little retention of words over time, although there was not enough evidence to substantiate this.

From session two, Romy reflected upon his reading and discussed the way in which he had decoded words. He was also enthusiastic about reading the CD-ROM storybooks and asked many questions about the computer help facilities and commented on the stories that he read. His comments were often the result of thinking aloud. When he was about to click on an illustration he sometimes said “I wonder what this will say”. During a reading of *The Tale of Peter Rabbit*, he said “What will Peter do now?” When Peter was in a precarious position. He also said, “Oh that was lucky” when Peter escaped from the farmer. Romy giggled at sound effects and smiled when the music was playing. He had no difficulty using the computer and loading the software, although he seemed a little reticent at the commencement of the study.

5.3.4 Romy’s Evaluation of CD-ROM Storybooks

At the end of the eight sessions, Romy said that he had enjoyed reading CD-ROM storybooks. He also said that reading them had made him “happy” because they were able to help him when he was “stuck on a word”, and because he “liked the music”. Romy said that his favourite feature of the CD-ROM storybooks was the illustrations as he “liked clicking on them” and they sometimes helped him with words that he did not know. He commented that sometimes he had not asked for help with the meaning of words because he did not know enough about computer. When questioned further he could not elaborate upon this statement, and it might have been that he had forgotten how to access the help feature, despite having been reminded of the procedure at the beginning of each session.

Romy, thought he was a better reader when reading CD-ROM storybooks because “words are smaller in other books and harder to read”. This is significant because Romy has a visual impairment in his right eye caused by an accident. It may be that the text on the computer screen was easier for him to process.

5.3.5 Discussion

The reading strategies checklist, miscue analyses, and retells indicate that there were many similarities between Romy’s reading of traditional books and CD-ROM storybooks. However there were some differences that were potentially beneficial to the reading process.

Romy demonstrated metacognitive skills and was able to reflect more upon reading when he was using CD-ROM storybooks. This transferred to his reading of traditional books from session six when he began to discuss his reading strategies and comment upon the content of the books.

Illustrations in the CD-ROM storybook were explored consistently to assist with meaning and pronunciation of unfamiliar words. Romy also began to refer to the illustrations of traditional books in session four and this skill subsequently helped him to access more semantic cues in both texts. Although the miscue analyses do not necessarily demonstrate the higher use of semantic cues in CD-ROM storybooks, Romy used words that he had found in the illustrations, and often said them correctly in the context of the reading. Therefore few of these words were analysed as miscues.

Romy made predictions and attempted to decode and recode unknown words. He then used the CD-ROM storybook to substantiate them. He was unable to substantiate his predictions and attempts at words, in the reading of traditional books and was never observed attempting to do this. However, during the final three sessions, he sometimes refrained from predicting and merely accessed the help feature of the CD-ROM storybook to provide him with pronunciations of unknown words. He also began to ask the investigator for assistance with pronunciation and meaning during the reading of traditional books. Although this showed that he was dependent upon gaining assistance, it also demonstrated that he was interested in what unknown words meant and was focussing on meaning.

When reading CD-ROM storybooks Romy did not read around an unfamiliar word and invariably obtained assistance from the computer. Although he did slow down when experiencing unfamiliar words, he used the computer help facilities quickly and as a result reading was more fluent than with traditional books. Punctuation was also followed and some expression was used to convey meaning.

Romy needed support with all the reading materials used in the survey. Through the CD-ROM storybooks he was able to achieve success in reading that was not possible during the reading of traditional books. He said he liked the CD-ROM storybooks because they helped him, and the enthusiasm he had for them endured throughout the period of the study.

5.4 Kate

Kate was born in Australia although her parents originated from Mauritius and their first language is French. Kate was involved in the ESL programme at her school because while she was able to speak, read, and write in English, she could only do so with limited proficiency. Furthermore, Kate spoke only a minimal amount of French, despite this being the language spoken predominantly in the home environment. She had a negative attitude towards her parents' first language and said that she did not want to speak it because it made her "feel silly". She also complained that her parents often spoke in French and said "They talk in French a lot, it sounds like bla bla bla. I don't understand. I don't really want to listen to them, I just want to watch TV". As a result of her disinterest in learning French, her literacy levels may have been suffering in both languages.

5.4.1 Initial Reflections on Reading

Kate thought the purpose of reading was to "learn about things" and said that through reading, her English was getting better. She found reading difficult but said "the more I read, the easier it gets". She thought that a good reader was someone who "reads, reads, reads" and did not consider herself to be such a reader. She also realised that reading involved more than reading books, saying that the first thing she ever read was a sign on a dental clinic.

5.4.2 Traditional Books

Kate demonstrated few successful strategies during the reading of traditional books (see appendix 26). She did attempt to decode unknown words, but usually used the initial phoneme blend and made attempts based on words within her existing vocabulary. These attempts were seldom meaningful (when encountering the word *geranium* she began sounding out the beginning of the word as "gr" and then predicted that the word was "grandpa"). Although she did try to self-correct, her corrections were rarely successful and were usually as inappropriate as her first approximation. She never attempted to substantiate her predictions or decoding attempts, and seemed more interested in finding a word with similar graphic components to an unknown word, than in gaining the overall meaning of the text.

Extensive support was needed during the reading of traditional books, as Kate had a limited sight vocabulary and decoded words so often that fluency and meaning were lost. She frequently took so long attempting to decode a word, that the previous text in the book was forgotten. As a result,

she read word-by-word, ignored punctuation and did not carry meaning across the text. Oral reading was also very loud and expressionless.

Kate consistently referred to the illustrations of traditional books, especially when she turned to a new page, or encountered an unfamiliar word. Once Kate had sounded out the initial phoneme or phoneme blend of an unfamiliar word, she often referred to the illustration to find an object that began with a similar phoneme. This was sometimes successful, although difficulties were encountered with this strategy. When reading *The Paper Bag Princess* she could not read the word 'forest'. She then sounded out the first phoneme (f) and referred to the illustration. She pointed to pictures of bones and said "feathers" then continued reading. Because she thought the bones were feathers, she assumed that was what the word said. As a result, meaning was lost.

Miscue analyses were carried out on two readings of traditional books, *Extremely Naughty Children* (session two), and *The Paper Bag Princess* (session five). All miscues were a result of substitutions (see appendix 27).

The miscue analysis of *Extremely Naughty Children* revealed that during this reading, 100% of miscues were graphically similar to the original text word. The sound similarity of miscues was also high at 76%. However, syntactic acceptability was lower at 44%. The most critical finding was that only 4% of Kate's miscues retained meaning and only 8% were corrected successfully.

The miscue analysis of *The Paper Bag Princess* was comparable with the analysis of *Extremely Naughty Children*. Again, the graphophonic cueing system was used more dominantly, with 96% of miscues being graphically similar to the original text word, and 80% of miscues phonetically similar. Syntactic acceptability was 32%, slightly lower than in the reading of *Extremely Naughty Children*. Meaning was lost through 96% of the miscues in this reading, and only 4% of miscues were self-corrected.

The miscue analyses revealed that the cueing systems were not integrated during Kate's reading of traditional books. The graphophonic cueing system was instigated predominantly, and occasionally the syntactic cueing system was drawn upon. There was almost no focus on meaning in either reading, and minimal success in the self-correcting of miscues. Thus, meaning was often sacrificed due to the focus on graphophonic cues.

Three of Kate's retells of traditional books were analysed. Texts were *Extremely Naughty Children* from *I Like This Poem* (appendix 28); *The Paper Bag Princess* (appendix 29); and *The*

Hunchback of Notre Dame (appendix 30). Retells occurred in sessions two, five and eight respectively. All three retells revealed similar properties. There was a lack of macro structure and most events were not recalled. Furthermore, retells were also lacking in listener orientation, and characters, when remembered, were referred to non-specifically. In the second retell (appendix 29) Kate made an inference about the character's emotions saying that the "girl liked to wear shopping bags" (although this did not conform to the original text). The lack of semantic acceptability of miscues in both analyses complemented evidence in the retells and demonstrated that Kate was not using semantic cues, or understanding meaning during the reading of these books.

Kate was unable to reflect on her reading in sessions one and two. However in session three, she began to discuss the strategies she used when reading traditional books. She said that when she encountered difficult text she kept on reading and "I use a word. I know it's not the right word, but I make up a funny word. Then I just keep on reading". Kate's reflections were accurate as she regularly used this strategy during reading.

Kate was not particular about which traditional book she read. She just usually picked up a book without looking at it and began reading. During the reading, she followed the text with her finger. She would often stop reading and ask, "Can I stop now?" During session five, when reading *The Paper Bag Princess* she stopped half way through the book and said "I've read too much. I don't like reading really long books".

5.4.3 CD-ROM Storybooks

During the reading of CD-ROM storybooks Kate demonstrated a number of reading strategies (see appendix 26). She made attempts to decode and recode words using graphophonic cues, generally using the initial phoneme, or phoneme blend. She was occasionally observed using the medial phoneme blend (when decoding *ashes* she sounded the 'sh' blend first). Kate also made attempts to self correct after predicting, although these attempts were no more meaningful than those made during the reading of traditional books. When she could not self-correct, Kate used the pronunciation help facility of the CD-ROM storybook to confirm whether or not the decoding was correct. She repeated the pronunciation after the computer and then continued reading. Kate often re-read sentences to clarify meaning, after receiving pronunciation assistance from the CD-ROM storybook.

Kate used the meaning help facility consistently when she reached an unknown word. On most occasions she understood the definitions provided by the CD-ROM storybook and often re-read the sentence inserting the definition, rather than the text word. When she was asked why she did this, she replied “so that it makes sense. I don’t know the other word”. This indicates that she was reading for meaning in these instances.

Kate commented upon words in the text of the CD-ROM storybook and related them to her background knowledge. When reading *The Tale of Peter Rabbit* she read the sentence “the family in the wood” and said “This doesn’t make sense, the family in the wood! in cartoons they say ‘to the woods’. This person must have meant a piece of wood”. She also commented upon the word “till” in the same text, and said that it should have said “until”. This demonstrates that Kate was focussing on the structure of language and utilising graphophonic and semantic cues.

The illustration help facility was used extensively by Kate. When she reached a new page, she clicked on objects in the illustrations repeatedly, before referring to the text. She consistently repeated words after the computer pronunciation. From session five, she also predicted the pronunciation of objects in the illustrations, before clicking on them to confirm her guess. When reading *Mud Puddle* (session six) she clicked on a picture of soap in the illustration. The CD-ROM storybook indicated that this was “smelly yellow soap” and Kate said “Oh yuk”. She then practised the pronunciation of “smelly yellow soap”. When Kate referred to the text of the CD-ROM storybook, after exploring the illustrations, she was able to recognise many words because the objects in the illustrations had been labelled. This influenced the fluency and meaning of reading as Kate did not stop to decode.

When Kate clicked on objects in the illustrations of CD-ROM storybooks she giggled. She sometimes giggled uncontrollably when there was a sound effect associated with the object. She clicked on objects in the illustrations so often that as the computer pronounced the word, she was she was able to pronounce it simultaneously.

Kate reacted to scenes in the illustrations and used them to make inferences about the text. When reading *The Tale of Peter Rabbit* (session five) she said that Peter needed to escape from the garden. She devised an escape route for Peter by referring to the landscape contained in the illustration. Then she said (to Peter Rabbit) “You, you, you. What are you doing in the plants? Uh oh, Mr McGregor is going to come again. Quick Peter”. When she turned the page, she used the illustrations to narrate the story herself, commenting upon how Peter was escaping “He’s getting to the gate. He’s under the gate. He opens the gate and runs down the street”. In session

six, during a reading of *Mud Puddle* Kate said “Oh look. I bet the mud puddle is in the water” when the girl in the story was having bath. Then she laughed again and said “She even had to wash her belly button”.

Kate ignored most punctuation when reading the CD-ROM storybook and did not use expression when reading text words. She read very loudly, even in comparison to the volume at which she read traditional books. This was usually due to the volume of the music as Kate attempted to speak over the top of it.

Miscue analyses were conducted on the readings of *Cinderella* (session two) and *The Tale of Peter Rabbit* (session five). Miscues from both readings were a result of substitutions (see appendix 31).

The miscue analysis of *Cinderella* revealed that Kate was using graphophonic cues predominantly with 92% of miscues being graphically similar to the original text word, and 76% of miscues similar in sound. Syntactic acceptability was 44% and semantic acceptability, slightly higher than the analysis of Kate’s reading of traditional books, at 16%. Although 84% of miscues changed meaning, Kate corrected 60% using the pronunciation help facility of the CD-ROM storybook.

In the miscue analysis of *The Tale of Peter Rabbit* graphic similarity was high at 92% and sound similarity equally high at 88%. Error per syntactic acceptability, at 60%, was higher than in the miscue analyses of the previous CD-ROM storybook, as well as the two analyses of traditional book readings. Semantic acceptability was also higher than any previous analysis and had risen to 24%. Meaning was changed 76% of the time, but again 60% of miscues were self corrected, most through the help facility of the CD-ROM storybook.

These analyses demonstrate that Kate began to use semantic and syntactic cues when reading CD-ROM storybooks, especially in the latter analysis. Although meaning was changed a large percentage of the time, the help facility of the CD-ROM storybook was used to self-correct miscues, and meaning was ultimately retained.

Kate’s retells of CD-ROM storybooks also demonstrated an improvement on those of traditional books. Retells of *Heather Hits Her First Home Run* (session three), *The Tale of Peter Rabbit* (session five) and *Mud Puddle* (session six), were analysed and are contained in appendices 32, 33 and 34 respectively. Retells had a very basic macrostructure, including a beginning, middle

and end. Many events from the narratives were omitted from the retell, although it is clear that Kate understood the overall meaning as she made many inferences upon characters' feelings and emotions. She showed awareness of cause effect relationships and referred to characters by name (which she did not do in the retells of traditional books). The retells were still short and lacked detail. However, the details that were provided were logical and appropriate to the original texts.

Kate frequently referred to the reading of CD-ROM storybooks as "playing" and "having fun". When she read the books she showed both enthusiasm and delight. In session four, she used the computer narration facility to read the story for her. She became restless and then said "I'm not doing anything now, I want to read". In subsequent sessions Kate alternated between reading the text herself, and using the computer narration facility. She was asked why she did not mind reading CD-ROM storybooks, when she tired quickly of reading traditional books. She replied that when she was reading the "disc books" she could have a rest and "let the computer read for a while".

5.4.4 Kate's Evaluation of CD-ROM Storybooks

Kate thought that CD-ROM storybooks helped her to be a better reader because "some words are hard and it's like there's a person who already knows the words in the computer". She thought that CD-ROM storybooks were exciting and liked them because "I could play whenever I wanted [and]... with all that help stuff, I could cheat". She also enjoyed the storybooks because "Me and the computer play reading and listening". According to Kate "The music made it more fun", and her favourite feature of CD-ROM storybooks was the illustrations. She thought the illustrations were "good" because "Sometimes there are words in here (pointing to the illustration) that help me with words in here (pointing to the text)".

5.4.5 Discussion

Reading strategies employed by Kate when reading traditional books and CD-ROM storybooks had some similarities. Attempts to read words were based upon graphophonic cues and approximations were rarely meaningful. Kate neither tried, nor possessed the skills, to substantiate her predictions or decoding attempts when reading traditional books. However, she did substantiate predictions when reading CD-ROM storybooks by using the pronunciation and illustration help facilities. She also used the pronunciation help facility when she recognised a miscue and had made an unsuccessful attempt at self-correcting.

Kate utilised the semantic and syntactic cues inherent in the text of the CD-ROM storybook. She was more interested in meaning when reading through this medium. She was interested in what unfamiliar words meant, and commented more upon the meaning of the text. The focus on meaning was also apparent from Kate's retells of CD-ROM storybooks. She was able to provide more information, name characters and make inferences upon the text. These skills were not apparent in the retelling of traditional books.

Kate was reluctant to read traditional books and showed little interest in their content. However, she exhibited willingness to read CD-ROM storybooks as she was able to access support and was not tired out by the incessant need to decipher unfamiliar language. Kate also gained support, during the reading of CD-ROM storybooks, through the illustration help facility. She was able to relate text words to their referent in the illustrations, and recognised many of the words in the text of the CD-ROM storybook, that had previously been provided by the illustration help facility.

The CD-ROM storybooks assisted Kate in many aspects of reading, but there was little evidence to suggest that any new skills were transferred to her reading of traditional books. Kate conceived the reading of traditional books and CD-ROM storybooks to be two separate entities, the former being reading and the latter being playing. It is possible that she did not make the skills transference because she had not discerned the connection between the two media. The lack of support provided by traditional books could also account for the failure to transfer skills and strategies.

5.5 Karen

Karen was born in Australia and possessed a high level of proficiency in both the expressive and receptive modes of English. She was also proficient in the spoken mode of her first language; Vietnamese. The first language was spoken in her home environment as Karen's parents spoke only survival English. Karen was also learning to read and write in Vietnamese, through attendance at a Vietnamese school. Her parents encouraged her to read in her first language and asked her to read letters and books from Vietnam. Karen admitted that she was sometimes confused by words that sounded alike in both English and Vietnamese, and assigned English meaning to Vietnamese words.

5.5.1 Initial Reflections on Reading

Karen found it difficult to reflect upon reading and although she thought she was a good reader, she was unable to suggest what skills a good reader might manifest. She thought that the purpose of reading was to learn words so that she would know them. She read frequently and particularly enjoyed reading fairy tales.

5.5.2 Traditional Books

Karen was a competent reader according to the reading strategies checklist, and used many strategies while reading traditional books (see appendix 35). Her reading was fluent, but she constantly ignored punctuation and read very fast, without expression. Miscues often resulted from guesses at words that had been made quickly, to maintain the pace of reading. Despite the speed at which she read and predicted, Karen processed every word of the text, and unless meaning was retained, usually recognised that a miscue had occurred. She was able to correct miscues quickly, and fluency was not overly affected.

Karen had a large sight vocabulary and rarely needed support during the reading of traditional books. She never asked for help with the meaning or pronunciation of unfamiliar words. When she found it necessary to decode words, she used morphemic blends, and looked for known parts.

When Karen had background knowledge of the events in the text, she usually made predictions using semantic cues. In unfamiliar contexts, Karen used graphophonic cues to decode words. Predictions were substantiated by using alternative cues in the text. When she predicted using the semantic system, and realised the prediction was inappropriate, she used graphophonic cues to

decode the word and substantiate the prediction. When graphophonic cues had been used to decode a word, Karen re-read the phrase and used semantic cues to confirm the meaning. Occasionally, when Karen could not substantiate, she left the word and continued reading.

Karen was occasionally observed using illustrations to assist with substantiation of an unknown word. However, she usually referred to the illustration after a page of text was read, as she was turning the page. She also looked carefully at the illustrations of traditional books before choosing reading materials.

It was only possible to conduct one miscue analysis of a traditional book because it was the only reading in which Karen made twenty five miscues. The miscue analysis (appendix 36) was conducted on a reading of *Lady and the Tramp* (session five) and miscues resulted from substitutions and omissions. Syntactically acceptable miscues totalled 80%. Graphic and sound similarity were also high at 88% and 92% respectively. Semantic acceptability was lower at 40% and meaning was changed in 60% of miscues. The syntactic and graphophonic cueing systems were integrated during this reading and although the semantic cueing system was instigated less, the rate of self correction, at 80%, indicated that meaning was ultimately retained in many cases.

Retells from readings of traditional books in sessions two, three and five were analysed. Texts were *Upside Down* from *I Like this Poem* (appendix 37); *The Old Woman and Her Pig* (appendix 38); and *Lady and the Tramp* (appendix 39). In the retell of *Upside Down*, Karen was unable to provide events from the poem and assumed shared knowledge of the listener. The retells of *The Old Woman and Her Pig* and *Lady and the Tramp* were different in their structure. All events were provided in logical sequence, and included problem and resolution. Karen also referred to characters specifically; used connectors to provide cohesion; and indicated the setting of most events. In the retell of *Lady and the Tramp* character emotions were also referred to and time sequencing was apparent. The difference between the retells could indicate that Karen lacked background knowledge of the poetic genre and found it difficult to isolate events. The retells were too close together, and too diverse, to assume any improvement occurred as a result of experiences during the study.

Karen found it difficult to reflect upon her reading strategies and was only able to say that if she encountered an unfamiliar word in a traditional book, she either tried to "spell it out" or left it. These observations were accurate, although she was observed using other strategies that she was unable to state explicitly.

5.5.3 CD-ROM Storybooks

There were very few differences between Karen's reading of traditional books and CD-ROM storybooks (see appendix 35). She read fast, did not use expression, and ignored punctuation. Miscues were recognised and were usually self-corrected quickly.

In order to make predictions, Karen used contextual cues in the text. Predictions and decoding of words were based on semantic, syntactic, or graphophonic cues, depending upon Karen's store of background knowledge. As with the reading of traditional books, Karen was able to substantiate most predictions made when reading the CD-ROM storybooks by using an alternative cueing system. She used the CD-ROM storybook pronunciation help facility to substantiate and self-correct during the reading of complex texts. However, she often grimaced when she needed to use the pronunciation help facility and from session three, was extremely hesitant to gain assistance.

Karen used the meaning pronunciation help facility in the initial five sessions. From session six, she did not access this feature although the texts that were read in the last three sessions were not significantly easier than those read in previous sessions. Following the reading of CD-ROM storybooks during these sessions, she was asked to provide the meaning of some of the words she had encountered and could not. This indicated that she was reluctant to gain explanations of meaning from the CD-ROM storybook.

Karen referred to the illustrations, in the CD-ROM storybook, in the same way as traditional books. She looked to the illustrations after reading the page of text or, occasionally, when she could not substantiate a prediction or decoding attempt. She never used the help features to gain pronunciations of objects in the illustrations, or commented upon their content.

Karen needed little support when reading the available CD-ROM storybooks. The only text in which the help features were used extensively was *Cinderella*, in session two. In equally complex texts, read in subsequent sessions, Karen demonstrated the ability to substantiate most approximations by herself. On the occasions when she did have difficulty, she used the help features reluctantly.

Miscue analyses were carried out on readings of CD-ROM storybooks from sessions two and five. Texts were *Cinderella* and *The Paper Bag Princess* (see appendix 40). Miscues generally resulted from substitutions. The miscue analysis of *Cinderella* revealed that 80% of Karen's

miscues were both graphically and phonetically similar. Syntactic acceptability was 52% and semantic acceptability, 20%. Significantly, 100% of miscues were self-corrected and retained meaning. 64% of these self-corrections were a result of assistance from the CD-ROM storybook.

The miscue analysis of *The Paper Bag Princess* reveals similar results to the analysis of *Cinderella*. Graphic similarity was apparent in 88% of miscues, and 84% were similar in sound to the original text word. Syntactic acceptability was 64% and semantic acceptability, 32%. Meaning was changed in 68% of miscues. However 92% were corrected successfully. Only one correction was made using the CD-ROM storybook punctuation help facility. Miscues that were not corrected usually retained meaning.

The miscue analyses indicated that the use of the cueing systems were similar in both analyses. *Cinderella* was a difficult text and the high rate of self correction in this reading could indicate that the CD-ROM storybook provided support. However, although the self-corrections are attributed to the computer, it may have been possible without the help facilities, as Karen's ability to self-correct a high rate of miscues in *The Paper Bag Princess* demonstrated.

Retells of CD-ROM storybooks from sessions three, four and five were analysed: *Mud Puddle* (appendix 41), *The Gerbelgeck* from *Scary Poems for Rotten Kids* (appendix 42) and *The Paper Bag Princess* (appendix 43). In the retell of *The Gerbelgeck* only two events were included and the main character was introduced by a pronoun, assuming shared knowledge of the listener. In the retells of *Mud Puddle* and *The Paper Bag Princess* more details were provided. The former was a concise summary of the text, while the latter was more detailed and referred to characters specifically. The retell of the poetic genre was, as with traditional books, the least detailed. This adds support to the suggestion that a lack of background knowledge of the poetic genre was responsible.

Karen showed no negative reactions to the reading of CD-ROM storybooks, but was not particularly enthusiastic either. Despite being confident when using the software, she read the books as if they were traditional books and showed no reaction to the music or sound effects. She never chose to listen to the computer narration and said that she preferred to read the book herself.

5.5.4 Karen's Evaluation of CD-ROM Storybooks

Karen said that she liked reading CD-ROM storybooks, because she did not know some words and "the computer spelled them out". She qualified this statement by saying, "but I like reading real books too". She did say that reading computer books was more fun, but upon further questioning could not isolate the features that she particularly enjoyed. She might have said this because she thought that it was what the investigator wanted to hear. She indicated that she always tried a word before asking the computer for help and "only used the computer when they were really hard words". She referred to the illustrations as "interesting pictures" and commented that they were "good, because if you don't know what the picture is, you can press on it". Despite this awareness, she had rarely accessed the illustration help feature, possibly because she did not need the support, or else because she wanted to work out the words for herself.

5.5.5 Discussion

Karen demonstrated similar reading strategies during the reading of both traditional books and CD-ROM storybooks. In the reading of both media she made predictions and substantiated by firstly utilising cues in the written text, and then referring to the illustrations. Retells and miscue analyses of traditional books and CD-ROM storybooks were equally similar.

Karen never used the illustration help facilities, or the computer narration. She occasionally utilised the help facility to access meaning definitions of unknown words, but was not observed doing this after session five. The only assistance she sought throughout the study, was through the pronunciation help, although she was reluctant to do so.

When evaluating CD-ROM storybooks, Karen was able to reflect upon their benefits. However, she had needed little support in her reading due to her independence, there were few opportunities to observe her using the storybook as a tool to assist her in reading. She may have perceived that by obtaining assistance, she was admitting that she was unable to read the text by herself.

5.6 Han

Han moved to Australia, from Vietnam, eighteen months before this study commenced. At the time of the study he was eight years old and in a year 3 class. He had spoken no English upon arrival in Australia and spent one year at an Intensive Language Centre, before being transferred to mainstream schooling. Han was educated for two years in Vietnam, and had basic literacy skills in his mother tongue. Since arriving in Australia, he had also attended a Vietnamese school, once a week. Han's parents spoke no English, and as a result, Vietnamese was the only language spoken in the home environment.

5.6.1 Initial Reflections on Reading

Han realised that the purpose of reading was to gain meaning as he said that good readers were "people who understand what they read". He suggested that reading was important because "books have new words". He enjoyed reading and had a "little library of English books at home".

5.6.2 Traditional Books

Han used a number of strategies when reading traditional books (see appendix 44). He always 'had a go' at decoding or guessing an unfamiliar word. When he recognised a miscue he also attempted to self-correct, although he was seldom successful. He used the graphophonic cues in the text to decode and recode unknown words, and he often used the first phoneme of an unfamiliar word and then made a guess, using words in his existing vocabulary. Han was also observed attempting to decode words, using the initial, medial and final phoneme blends. Sometimes the phonemes were used together to decode the word, and sometimes in isolation. Han did not attempt to substantiate his predictions in the first four sessions. From session six, he did attempt to substantiate by re-reading sentences and attending to the meaning. He found it difficult to substantiate due to his limited English vocabulary. Some words in the text were completely new to him, and he failed to recognise that his approximations made no sense in English. Consequently, his attempts at substantiation usually resulted in him accepting his initial approximation and continuing to read.

Han had a limited sight vocabulary but never asked for assistance with pronunciation, during the reading of traditional books. However, from session five he began looking to the investigator for reassurance, after making a prediction. During session four, and in all subsequent sessions, Han

also asked the investigator what words meant when he was trying to substantiate. This implied that he began to focus on the meaning of the text, rather than on the surface features.

Han consistently explored the illustrations in traditional books, but rather than using them to discover the overall meaning of the text, he used them to find clues to individual words. During a reading of *The True Story of the Three Little Pigs* he pointed to a bag of sugar shown in one of the illustrations. The picture was labelled, and Han said "I know what that is, sugar". He subsequently read the word correctly when it was encountered in the text.

Han read word-by-word and rarely followed punctuation. His pronunciation of English words was often hindered by incorrect intonation and syllabic stress. This tended to interfere with the meaning of the text. Incorrect stress also hindered his attempts at reading with expression, which were observed from session six.

Han's miscues during readings of *Burglar Bill* (session two) and *The True Story of the Three Little Pigs* (session five) were the subject of miscue analyses. All miscues were the result of substitutions. The miscue analyses of *Burglar Bill* (see appendix 45) demonstrated that 88% of Han's miscues were both graphically and phonetically similar to the original text word. The syntactic cueing system was also utilised often with 84% of miscues being syntactically acceptable. However only 4% of miscues retained meaning and 20% were self-corrected.

The miscue analysis of *The True Story of the Three Little Pigs* (appendix 45) bears resemblance to the analysis of *Burglar Bill*. The use of graphic cues was high, with 96% of miscues being graphically similar to the original text word. Miscues that were similar phonetically totalled 84%. Syntactic acceptability was lower than in the reading of *Burglar Bill*, at 56%. Meaning was changed through 88% of miscues and only 4% were corrected successfully.

The miscue analyses both demonstrated that the graphophonic and syntactic cueing systems were utilised adequately during these readings of traditional books. However the semantic cueing system was not integrated and meaning was seldom retained through miscues. There was also a low rate of self-correction apparent in both readings.

Han's retells of, *Burglar Bill* (session three), *The True Story of the Three Little Pigs* (session five) and *The Old Woman and Her Pig* (session six) were analysed and can be observed in appendices 46, 47 and 48. It is apparent from the retells that only some events from the texts were remembered, and details were often given in an illogical sequence. Han generally

demonstrated understanding of cause effect relationships, but did not refer to the emotions or feelings of characters. It was difficult to determine whether Han had difficulty in comprehension, or in finding the language to retell the text. It was apparent, however, that he was unable to make substantial use of the lexical items contained in the text, in order to retell the narrative.

Evidence from the retells and miscue analyses complemented one another and suggested that because Han lost meaning through most of his miscues, he remembered very few details from the text. Due to a lack of background knowledge, and the need to focus on graphophonic cues to decode words, Han found it difficult to access semantic cues and meaning was often sacrificed.

When deciding which traditional book to read, Han looked at the illustrations. He was questioned about why he looked at them, and said "I choose the ones with more pictures so I can learn words". Han also said that he liked books that he had not seen before because then he could "Learn about the words". He did not follow the text with his finger unless he encountered a difficult section of the text. As a result he constantly lost his place in the text, missing out some lines, and re-reading others. In a reading of *The Hunchback of Notre Dame* in session three, Han missed a whole page of the text and was so focussed on guessing and decoding the words, that he did not notice the interruption to meaning.

Han showed little enthusiasm for the reading of traditional book and although he always chose to read them before the CD-ROM storybooks, he seemed eager to finish the reading. He was constantly looking at the CD-ROM storybooks and asking "can I read them books now". Had the CD-ROM storybooks been read at a different time, they would not have been in view, and Han might have been more willing to read the traditional books.

5.6.3 CD-ROM Storybooks

Reading strategies that had been observed during the reading of traditional books were also apparent during Han's reading of CD-ROM storybooks (see appendix 44). Han read word by word, and did not follow the punctuation. He needed extensive support in his attempts to make meaning because of the need to decode unknown words before being able to access the meaning of the text.

Han made attempts to decode words using graphophonic cues, using the initial, medial and final phonemes. From session one, he used the pronunciation help facility to substantiate his predictions. He never used this facility without predicting the unknown word first. After

receiving assistance, he repeated the word aloud until he was comfortable with the pronunciation, and then carried on reading. Upon hearing the computer pronounce an unknown word, Han often said "I knew that" or "Yes! I got it right".

Definitions of words gained from the CD-ROM storybook were usually helpful to Han. When he understood the definitions he frequently said "Oh yes, I knew that". When reading *The Fog* from *Scary Poems for Rotten Kids* he clicked on the word 'beneath' to gain assistance with meaning. The CD-ROM storybook defined the meaning as 'under'. Han said "Oh, under" indicating that he had understood. It was clear that sometimes the language used in the meaning definition help facility was too complex for Han's level of proficiency. After listening to some definitions, he looked confused and then shrugged before continuing to read.

Han found much needed support through the illustrations of the CD-ROM storybook. When he clicked on objects in the illustrations he made exclamations such as "Wow" and "Oh yeah!". He reflected on objects in the illustrations and often said "What is that?" then made a prediction and said, "I'll find out". He would then click on the object and if he was correct would exclaim enthusiastically, "I was right". Han also reflected upon the meaning of the text when looking at the illustrations. During the reading of *The Paper Bag Princess*, in session five, he pointed to the dragon and said "the dragon is either evil or bad", as he continued he read that the dragon had carried off the Prince and said "See, he is evil".

Through the use of the pronunciation help facility, Han gained assistance with the pronunciation of English words. When he was able to decode the word, but unsure of the pronunciation, he often used this facility, and was able to hear the stress and intonation patterns of words that he had not heard before. As a result, many words were pronounced with correct stress and he was able to focus on the meaning of the text, rather than be concerned with surface features.

Miscue analyses were conducted on readings from sessions five and seven. Texts were *The Paper Bag Princess* and *The Tale of Peter Rabbit* (appendix 49). Miscues usually resulted from substitutions, with only one resulting from an insertion, and one from an omission.

The miscue analysis of *The Paper Bag Princess* showed that during this reading, 96% of Han's miscues were graphically similar to the original text word, and 84% similar in sound. Syntactic acceptability was lower than in the miscue analyses of traditional books, at 44%. Semantic acceptability was comparable with the miscues in traditional books as meaning was retained in

only 4% of the miscues. However, Han was able to correct 48% of miscues, most attributable to the pronunciation help facility of the CD-ROM storybook.

Miscues from the reading of *The Tale of Peter Rabbit* corresponded to those from *The Paper Bag Princess*. Graphic similarity of miscues totalled 100% and 88% were similar in sound to the original word. Syntactic acceptability was higher than in the analysis of *The Paper Bag Princess* at 64%, and 96% of miscues changed meaning. A higher rate of self-correction was evident in this reading, as Han was able to correct 80% of miscues using the pronunciation help facility of the CD-ROM storybook.

Evidence from the miscue analyses demonstrated that Han utilised the graphophonic cues in the text more predominantly, and made inadequate use of semantic cues. However, meaning was retained through a large number of corrections, which was made possible through the use of the CD-ROM storybook.

Retells of CD-ROM storybooks were analysed and are attached as appendices 50, 51 and 52. Texts were *The Paper Bag Princess* (from session five), *The Fog* from *Scary Poems for Rotten Kids* (session six), and *The Tale of Peter Rabbit* (session seven). These analyses indicated that Han attempted to include a beginning, middle and end in the retells; showed awareness of cause effect relationships; and used temporal and cause effect connectors to provide cohesive links in the retell. He also indicated character feelings, was able to provide more details and seemed to have a deeper understanding of the text. However, because Han had difficulty in expressing ideas due to his proficiency in spoken English, the support obtained with the pronunciation and meaning of new vocabulary, might have helped him to express his ideas using language from the text. This could explain why the retells of CD-ROM storybooks seemed to indicate that Han had understood more of the text.

Han enjoyed using the computer narration facility and read along with the text. When listening to the computer narration of *The Gerbelgeck* in *Scary Poems for Rotten Kids*, Han said "Oh the voice is scary". He giggled at the end of every phrase of the reading and often stopped the narration to click on the text and illustrations.

At the beginning of each session, Han showed excitement over the prospect of reading the CD-ROM storybooks and during the reading he giggled at the music and sound effects. When reading *The Paper Bag Princess* there was a sound effect of the dragon snoring. After giggling he said "I like the sound the dragon makes, I'll do that again". Han also created his own sound effects to

match words in the text. When he was reading *The Paper Bag Princess* he said “Whoosh” after reading that the dragon flew around the world, and he made a roaring noise when the dragon breathed fire. When the text indicated that a character was knocking on a door, Han knocked on the desk with his hand and giggled.

Han reflected on characters in the storybook and said, after reading *Cinderella*, “I hate her mum, tell her to get rubbish and clear up things. She’s too fat!” During the reading of *The Tale of Peter Rabbit*, he indicated that Peter was a “silly boy” for going in the garden, and after reading *The Fog* from *Scary Poems for Rotten Kids* he said, “The monster was very scary”.

5.6.4 Han’s Evaluation of CD-ROM Storybooks

Han said that he liked everything about the “computer books” because they helped him to understand what new words meant and “made me know it”. Han thought that they made him a better reader because they showed him “how to understand” and because he “learned how to say new words”. He also said that he felt “excited” when he read the CD-ROM storybooks, especially when he clicked on the pictures.

5.6.5 Discussion

Han was observed using a number of strategies during the reading of both traditional books and CD-ROM storybooks. When he encountered an unfamiliar word he decoded it by ‘sounding it out’ using the initial, medial and final phoneme; or looked for clues in the illustrations. He also needed extensive support during the reading of both media due to his lack of background knowledge and low level of proficiency in English.

When reading CD-ROM storybooks, Han made predictions and used the pronunciation help facility to substantiate. He did not make any attempt to substantiate during the reading of traditional books until session six. From this session onwards, the strategy transferred from the reading of CD-ROM storybooks, but was rarely successful as Han could not recognise the appropriateness of his English approximations.

Through the pronunciation help facility of the CD-ROM storybook, Han also gained valuable knowledge about the pronunciation, stress and intonation of English words. He used this facility to add expression to his reading of CD-ROM storybooks, and although he attempted to use

expression in the reading of traditional books, from session six, he was impeded by his incorrect pronunciation and syllabic stress.

Han was aware that reading was a process of searching for meaning and this was apparent in the reading of both CD-ROM storybooks and traditional books. However, when reading traditional books he was hindered by his lack of background knowledge and the continuous need to decode words. Through the semantic cues in CD-ROM storybooks, Han found support in his attempts to reconstruct meaning. Furthermore, although the miscue analysis of CD-ROM storybook readings showed that Han did not make sufficient use of semantic cues, he often guessed words on his first attempt without making a miscue, because of the cues provided in the storybook.

Han consistently used the meaning help facility of CD-ROM storybooks to access definitions of unknown words. From session four, he also began asking the meaning of words during the reading of traditional books. This indicated a dependency upon assistance transferring from the CD-ROM storybook, but also suggested that Han was attempting to understand the text, rather than ignoring meaning and focussing on graphophonic cues.

The illustration help facility of CD-ROM storybooks assisted Han with pronunciation of words, instigation of background knowledge, (when he discovered what things in the illustrations were and related them to the text), and provided a focus for reflection upon the story. Han also reinforced the meaning of the CD-ROM storybook text by creating his own sound effects and instigating background knowledge. This did not transfer to the reading of traditional books, but indicated that he understood more than he was able to communicate through speech.

Han recognised the benefits of CD-ROM storybooks and used the help facilities without hesitation. He showed enthusiasm when he had predicted correctly and was provided with the support needed to ensure that he did not fail during independent reading. The feeling of success was extremely motivating for Han, who was a proficient reader in his first language, but at this point, was having some difficulty learning the new code of English.

5.7 Natalia

Natalia was born in Bosnia and immigrated to Australia twenty months before the commencement of this study, when she was seven years of age. Her first language was Serbo-Croat which she could speak fluently. The Bosnian war had commenced before Natalia had started school and, as a result, she had experienced no formal education in her native country. Her parents taught her to read and write in her first language, at home.

Upon arrival in Australia, Natalia attended an Intensive Language Centre. She learned English quickly and was transferred to mainstream schooling after a year. She indicated that she was more proficient when speaking in her mother tongue, than English; but in reading and writing, she was equally proficient in both languages. Natalia often acted as a translator for her parents who did not speak any English, and was expected to speak Serbo-Croat in the home environment.

5.7.1 Initial Reflections on Reading

Natalia found it difficult to reflect upon the purpose of reading and suggested that it was important because “When we grow up we might be famous of reading”. She thought that the most essential skill in reading, was to “stop at the full stops and the sound out words if you get it wrong”. A good reader, according to Natalia, was someone who was able to read long words. However, she was unsure whether she could class herself as such a reader. She read frequently and owned books that were printed in both English and Serbo-Croat.

5.7.2 Traditional Books

Natalia was a competent reader according to the reading strategies checklist (see appendix 53) and during the reading of traditional books she utilised an adequate English sight vocabulary. She read fluently, followed basic punctuation, and was generally able to gain the overall meaning of the text. Natalia did experience some difficulties when she encountered new vocabulary, as she pronounced some graphemes the same way as they were pronounced in her mother tongue, rather than using the English pronunciation (for example, she often pronounced ‘w’ as ‘v’).

When Natalia encountered unknown words, she usually decoded them, by isolating known parts and blending the parts together. When she could not isolate any familiar parts, she decoded each phoneme separately using graphophonic cues. She consistently made predictions and recognised

when they were inappropriate to the text. Attempts at self-correction were usually made, but when these attempts were unsuccessful, she looked confused and stopped reading altogether.

Natalia made no attempt to substantiate her predictions until session five and then often re-read sentences to clarify meaning. She also began to refer to the illustrations to assist her with substantiation during the same session. She had no other strategies to substantiate and this often led to frustration.

Natalia did not ask for help with the meaning of words while she was reading traditional books. However, in sessions five and eight, she did ask for assistance with the pronunciation of new vocabulary. In session five, and in all subsequent sessions, she also looked to the investigator for reassurance after making a prediction.

Miscue analyses of traditional books (appendix 54) were conducted upon readings of *The True Story of the Three Little Pigs* (session two) and *The Aristocats* (session six). Both texts were unfamiliar prior to the readings. Miscues were usually the result of substitutions and omissions. The miscue analysis of *The True Story of the Three Little Pigs* showed that 76% of miscues were graphically similar to the original text word and 76% similar in sound. Syntactic cues were utilised less frequently than graphophonic cues as 48% of miscues were syntactically acceptable. Meaning was retained through only 16% of miscues, and 36% were corrected successfully. The miscue analysis of *The Aristocats* demonstrated similar results to that of *The True Story of the Three Little Pigs*. The graphic and sound systems were still used frequently (64% and 56% respectively). However, the syntactic acceptability of miscues was low, at 38% and meaning was changed 84% of the time. Natalia was able to correct only 12% of miscues in this reading.

Miscue analyses demonstrate that Natalia used graphophonic cues more frequently in both readings of traditional books. Syntactic cues were used on occasions, and semantic cues were used inadequately. The rate of self-correction was low in both readings of traditional books.

Retells of traditional books from sessions two, six and eight were analysed. Texts were *The True Story of the Three Little Pigs* (appendix 55), *The Witches Spell* from *I Like this Poem* (appendix 56) and *The Aristocats* (appendix 57).

The retell of *The Aristocats* was more detailed than that of *The True Story of the Three Little Pigs*. However, both demonstrated that Natalia was able to provide a macro-structure and sequence events logically. She oriented the listener by attempting to refer to characters

specifically, indicated place and time, and used vocabulary from the text. Natalia also demonstrated awareness of cause effect relationships and made use of cognitive verbs. Conversely, the retell of *The Witches Spell* lacked detail and structure. There were few miscues from the reading of this text, and it was likely that Natalia was unfamiliar with the structure of the poetic genre, which would account for the differences between the retells.

When choosing a traditional book, Natalia flicked through the pages and looked at the text. She was, however, unable to state how she chose to read a book. During the readings, she followed the text with her finger and laughed when she encountered words that she found difficult to pronounce (such as Roquefort in *The Aristocats*).

5.7.3 CD-ROM Storybooks

Natalia approached the reading of CD-ROM storybooks, in the same way as she read traditional books. She read fluently, followed punctuation, and required little support to access the meaning of the text. From session four, it was noted that during the reading of CD-ROM storybooks she began to read with expression, using different voices for the direct speech of characters in the text.

Natalia generally made use of the graphophonic cues in the text to decode and recode unfamiliar words. She either decoded words using known parts, or by 'sounding out' syllables. After making a prediction or attempting a word, she tried to substantiate by re-reading words, sentences, or paragraphs, and confirming the meaning. When she could not substantiate, she sighed and tutted before using the pronunciation help facility of the CD-ROM storybook to assist her. In sessions four and five, it was observed that although Natalia still seemed frustrated when she did not know a word, she did not attempt to make a prediction before gaining assistance from the CD-ROM storybook. She recommenced predicting in session six and continued this behaviour in all subsequent sessions.

Natalia made extensive use of the meaning definition help facility of the CD-ROM storybook. When she was unaware of what a word meant, she accessed this help feature without hesitation. The definitions provided, were usually understood and Natalia was frequently observed looking surprised by the definition, then smiling and continuing with the reading.

The illustrations in traditional books were referred to, but Natalia used them in much the same way as she did in traditional books. She did not click on any objects in the illustrations to assist

her, and merely glanced at them before reading the page of text, or when attempting to substantiate her prediction.

Natalia read the CD-ROM storybook *Cinderella* twice during the study; once in session two, and once in session four. It was noted in the reading during session four, that many words that she had gained assistance with in session two, were read easily in the context of the story and she needed very little assistance, despite the fact that this was a complex text.

It was sometimes difficult to understand Natalia's pronunciation of words due to her Bosnian accent. After hearing her read for a while, it became clear that words that appeared to be miscues were often her pronunciation of a known word. She occasionally used the CD-ROM storybook to assist her with pronunciations. However, despite hearing the correct pronunciation, she still found it difficult to approximate. When reading *Cinderella* in session two, she could not say the text word "Cinderwench" and pronounced it as "Cindervinch". She recognised that this was incorrect, and accessed the pronunciation from the CD-ROM storybook. Even after listening to the pronunciation, she still could not pronounce the word correctly despite several attempts.

Natalia made few miscues during the reading of CD-ROM storybooks and the only reading which provided more than twenty-five miscues, was *Cinderella* in session two. The miscue analysis (see appendix 58) demonstrated that many of Natalia's miscues were graphically and phonetically similar to the original text word (80% and 76% respectively). The syntactic acceptability of miscues was higher than in the readings of traditional books at 68%, and meaning was retained through only 12% of miscues. However, Natalia corrected 80% of miscues, 56% of which were corrected through the pronunciation help facility of the CD-ROM storybook. Evidence from the miscue analysis demonstrated that during this reading, the graphophonic and syntactic cueing systems were integrated. The semantic cueing system was not utilised adequately, but a high rate of correction meant that overall meaning was retained.

Retells of CD-ROM storybooks were analysed from readings of *The Paper Bag Princess* (session three), *The Tale of Peter Rabbit* (session five), and *The Cave* from *Scary Poems for Rotten Kids* (session six). Retells are attached as appendices 59, 60 and 61.

The retells of *The Paper Bag Princess* and *The Tale of Peter Rabbit* showed that Natalia was able to include a macro structure, problem and resolution, and sequence events logically. She provided detail about the text and oriented the listener by introducing most characters specifically and referring to them consistently. She also indicated the setting of events in the story, showed awareness of cause effect relationships, and used vocabulary from the texts. Natalia's retell of

The Cave, a poem from *Scary Poems for Rotten Kids*, bore little resemblance to the retells of *The True Story of the Three Little Pigs* and *The Aristocats*. In the third retell, Natalia provided few details and merely attempted to summarise the whole poem in two sentences. This corresponds to the retells of traditional books, where she was unable to retell the poem and supported the suggestion that she was unfamiliar with texts in the poetic genre.

Natalia enjoyed listening to the computer narration of CD-ROM storybooks and consistently chose this facility after oral reading. Whilst listening she did not interact with the storybook, but did pay attention to the highlighted phrases, and read along with the text. Natalia was also observed giggling when she heard the sound effects and music. She was able to negotiate the computer software easily and consistently remembered how to access the help features of the CD-ROM storybook. She also showed initial enthusiasm for reading CD-ROM storybooks, but after the first two sessions, approached them in the same way as she did traditional books.

5.7.4 Natalia's Evaluation of CD-ROM Storybooks

At the end of the eight sessions, Natalia indicated that she thought CD-ROM storybooks were "special" because it was possible to get help with unknown words. She said she got angry when she could not read a word and preferred to "work it out" for herself rather than "ask the computer". She still thought that CD-ROM storybooks made her a better reader, but could not elaborate upon this statement. Natalia said that although she did not like the computer telling her how to "say" words, she liked using it to discover the meaning of unknown words. She also enjoyed the music of the CD-ROM storybook because "sometimes if the book was scary, the music was scary, and it sounded real good". She did not think that reading CD-ROM storybooks was any different to reading traditional books but said the CD-ROM storybooks "were better because the computer could tell you what words meant".

5.7.5 Discussion

Strategies observed during Natalia's reading of CD-ROM storybooks were similar to those observed during her reading of traditional books. She made predictions, decoded unfamiliar words, read fluently and followed punctuation. However, additional strategies were observed during the reading of CD-ROM storybooks, some that remained exclusive to the CD-ROM storybook and some that transferred to her reading of traditional books.

Natalia used the pronunciation help facility of the CD-ROM storybook to assist her in substantiating predictions and self-correcting miscues. She had been observed attempting to substantiate predictions during the reading of traditional books, and had stopped reading when she made a prediction she recognised as inappropriate. From session five, she made attempts to substantiate predictions when reading traditional books, by utilising semantic cues. She re-read text to clarify meaning, and also referred to the illustrations. Due to the lack of strategies she possessed, and the lack of support available through traditional books, she was often frustrated in her attempts to substantiate which seemed to irritate her.

From the first session of reading CD-ROM storybooks, Natalia referred to the illustrations to assist her with substantiation of unfamiliar words, and when meaning collapsed. This strategy transferred to her reading of traditional books from session four.

There were some reading strategies that remained exclusive to the reading of CD-ROM storybooks. When reading through this medium, Natalia used expression, and was interested in the meaning of unknown words. These strategies were never observed during the reading of traditional books.

The miscue analyses demonstrated that despite many similarities between the miscues in traditional books and CD-ROM storybooks, there was more use of the syntactic cues in the reading of the CD-ROM storybook.

Natalia was generally very positive about reading CD-ROM storybooks. She recognised their benefits but was sometimes impatient with herself when she accessed help for the pronunciation of unknown words. She also stopped making predictions when reading CD-ROM storybooks, during two sessions, and began to ask the investigator for assistance with pronunciations during the reading of traditional books. This indicated a dependency upon the help features and support of the CD-ROM storybook.

Natalia did not need a great deal of support when reading, and was usually able to gain overall meaning from the narrative texts that she was observed reading. The main disadvantage she had was her limited English vocabulary. She therefore gained the most benefit by using the meaning definition help facility of the CD-ROM storybook as she was able to learn new vocabulary within context. She isolated this facility as the most useful aspect of CD-ROM storybooks.

5.8 Jela

Jela was nine years of age and had been in Australia for two years before this study commenced. She originated from Bosnia and her first language was Serbo-Croat. At the onset of the war in Bosnia, Jela's family moved to Croatia, where they lived for two years before immigrating to Australia. In Croatia, Jela undertook formal education, and attended private English lessons. When she left Croatia, she was able to read and write in her mother tongue, and had a basic competence in spoken English. Upon arrival in Australia, Jela attended an Intensive Language Centre, where she learned to read and write in English. She was transferred to mainstream schooling after one year.

Jela's parents were extremely proficient in spoken English, but insisted upon the retainment of the first language in the home environment. Despite this, Jela intimated that she sometimes forgot words in her first language, and had to say them in English.

5.8.1 Initial Reflections on Reading

Jela thought that the purpose of reading was understanding and said "if you read a letter, you have to know what it meant". She suggested that in order to understand, it was important to "know what the words meant". Jela thought that a good reader was someone who "said the words properly and didn't read too fast", but did not know whether she was a good reader. Jela read books in both her first and second language, and especially enjoyed reading fiction.

5.8.2 Traditional Books

Jela was observed using a number of successful strategies during the reading of traditional books (see appendix 62). She was a fluent reader and used the expression suggested by the punctuation of the text. She also had a large sight vocabulary and was usually able to read independently, without support.

Jela consistently made predictions that were based upon all three cueing systems. When she had background knowledge of the text she predicted based upon semantic cues and syntactic cues. She would substitute the unknown word for a word that made sense within the context and structure of the text. When the text contained new vocabulary, or was removed from Jela's personal experience, she used graphophonic cues to decode words. She usually broke the word into syllables and decoded each part separately, before blending the parts together. On many

occasions she was able to locate parts of the word in her existing sight vocabulary, and then only decoded the unknown parts. Jela began to ask the investigator to confirm her predictions of pronunciations in sessions seven and eight.

Attempts were consistently made to substantiate predictions, and Jela looked for contextual cues in the text, by reading around unknown words, or re-reading phrases to clarify meaning. She paid attention to the overall meaning of the text, and always made attempts to self-correct miscues when they were not meaningful. Jela also referred to illustrations of traditional books when she was attempting to substantiate her predictions.

Miscue analyses were conducted on two readings of traditional books; *Lady and the Tramp* (session three) and *The Fox and the Hound* (session five). Miscues usually resulted from substitutions and insertions (see appendix 63).

The miscue analysis of *Lady and the Tramp* revealed that 80% of Jela's miscues were graphically similar to the original text, and 72% similar in sound. Syntactic acceptability was also high, at 84% and meaning was changed through 64% of miscues. Jela self-corrected 60% of miscues during this reading.

The miscue analysis of *The Fox and the Hound* demonstrated that 68% of miscues were graphically similar to the text word, and 60% were similar in sound. Miscues that were acceptable semantically totalled 84% and meaning was changed through only 28% of miscues. Furthermore, Jela self-corrected 56% of miscues successfully.

The miscue analyses demonstrated that Jela integrated the graphophonic and syntactic cueing systems during both readings. In the analysis of *Lady and the Tramp* the semantic acceptability of miscues was low. However in the analysis of *The Fox and the Hound*, the use of semantic cues in the text was apparent through 72% of miscues, suggesting that the semantic cueing system was integrated with the graphophonic and syntactic systems. The rate of self-correction was high in both readings and overall meaning was retained.

Retells of traditional texts from sessions two, three and five were analysed; *Sea Fever* from *I Like This Poem* (appendix 64), *Lady and the Tramp* (appendix 65), and *The Fox and the Hound* (appendix 66). The retells of *Lady and the Tramp* and *The Fox and the Hound* showed that Jela was able to retell the major events of the texts in a logical sequence. She provided many details and oriented the listener by introducing characters, and stating relationships between the

characters explicitly. She also provided information about location, time, and action; and used descriptive language to verify meaning. The retell of the poem *Sea Fever* was different in structure and although Jela attempted to provide a macro-structure and orient the listener, she did not include all major events, and assumed shared knowledge. Lack of knowledge of the poetic genre could have been responsible for the differences between the retells.

Jela was able to reflect upon her reading strategies during the reading of traditional books and said that if she could not read a word, she “just left it”. She indicated that when there was an adult in the vicinity, she would ask for help with “how to say a word”, or “what it meant”. Jela also said that to decode words she split the word into syllables because sometimes she knew “the smaller words”.

Jela had a positive attitude towards the reading of traditional books and frequently asked to read the same book twice, because she wanted to read a specific part again. She chose traditional books on the basis of an interesting title.

5.8.3 CD-ROM Storybooks

Strategies observed during Jela’s reading of traditional books, were also observed during her reading of CD-ROM storybooks (see appendix 62). She read fluently, with expression, and needed little support. Predictions were made on the basis of all three cueing systems, depending upon the text; and unfamiliar words were decoded using known parts.

After making a prediction, and accessing the pronunciation help facility of the CD-ROM storybook, Jela repeated the word and then re-read it within the context of the sentence, phrase, or paragraph. During the reading of CD-ROM storybook, she was able to substantiate most of her predictions by re-reading sentences, or referring to other words in the text. The only text in which Jela needed continuous support in her efforts to substantiate, was *Cinderella* (session two). She encountered many new vocabulary items in this text, and after predicting, she used the pronunciation help facility of the CD-ROM storybook, when she could not substantiate independently.

In order to locate the meaning of unfamiliar words, Jela searched for contextual cues. If she was unsuccessful, she then used the meaning definition help facility of the CD-ROM storybook. This facility was used more frequently than any other feature. On some occasions, she looked to the

investigator for confirmation of meaning, but then said “Oh!, I’ll use the computer” or “Oh yes” before ‘clicking’ on the unfamiliar word.

During the reading of *Heather Hits Her First Home Run*, in session five, it was noted that despite looking confused when encountering the word “dime”, Jela had not asked for assistance with either the meaning or pronunciation of the word. After the reading, she indicated that she had not “used the computer to find out what dime meant, because it wasn’t an important word”. The sentence had read “sometimes the ball looked as big as a watermelon, but today it looked as small as a dime” and Jela said she knew from the other words in the sentence that a dime was something small, so she understood what it meant. This indicated that Jela used the help features of the CD-ROM storybook, only when she needed support.

When the illustration help facility was initially demonstrated in session one, Jela giggled and explored the facility. However, in subsequent sessions, she rarely clicked on objects in the illustrations and only referred to them in the way she referred to the illustrations of traditional books; to assist with substantiation of her predictions.

Miscue analyses were conducted upon two readings of CD-ROM storybooks from sessions three and four. Texts were *Cinderella* and *Heather Hits Her First Home Run* (see appendix 67). Miscues occurring were substitutions, omissions, and insertions.

The miscue analysis of *Cinderella* showed that 88% of miscues were graphophonically similar to the original text word. Syntactic acceptability was also high at 80% and meaning was changed through 76% of miscues. Jela was able to correct 64% of miscues, 48% through the help facilities of the CD-ROM storybook.

The miscue analysis of *Heather Hits Her First Home Run* revealed slightly different results to the miscue analysis of *Cinderella*. In this reading, Jela’s miscues were 64% graphically similar to the original word, and 56% similar in sound. Syntactic acceptability was the highest, at 72%, and 60% of miscues were semantically acceptable. Miscues that were corrected totalled 64%, only 12% corrected through the pronunciation help facility of the CD-ROM storybook.

Jela found the reading of *Cinderella* challenging and the miscue analyses indicated that when encountering this difficult text, she utilised graphophonic and syntactic cues. However, when the context was familiar and vocabulary was more familiar, as in the reading of *Heather Hits Her First Home Run*, Jela was able to utilise more semantic cues and her miscues were also more

meaningful. The rate of self correction was high in both readings. However in the first reading the support of the CD-ROM storybook was needed, which Jela did not hesitate to use. She was able to correct many miscues independently during the reading of the second text.

Retells of CD-ROM storybook texts were analysed from sessions two, five, and eight. Texts were, *Moving Gives Me a Stomach Ache* (appendix 68), *Heather Hits Her First Home Run* (appendix 69), and *Mud Puddle* (appendix 70). All retells incorporated an appropriate beginning, middle, and end; and sequencing of events. Jela also oriented the listener by providing details about characters, setting, and time; and indicated cause effect relationships. In the retells of *Moving Gives Me A Stomach Ache* and *Heather Hits Her First Home Run*, Jela also indicated characters' emotions, and the link between their behaviour. Retells of CD-ROM storybooks revealed similarities to the retells of traditional books, in both their structure and content.

Jela had a positive attitude towards reading CD-ROM storybooks and often giggled before accessing the help facilities. She was not interested in the sound effects and music, and paid little attention to them. When she used the computer narration facility of the CD-ROM storybook she returned to the place in the text where the narration had commenced and re-read the text herself. After oral reading, she usually chose to read the text silently, sub-vocalised while reading the text, and followed the words on the screen with the mouse pointer.

5.8.4 Jela's Evaluation of CD-ROM Storybooks

Jela was positive about reading CD-ROM storybooks. She indicated that she preferred them to traditional books because they were more interesting, she did not have to hold them, and she could still follow the words with the mouse pointer. She also said that she liked CD-ROM storybooks because she could find out what words meant, and understood the story better. She did not think that reading CD-ROM storybooks made her a better reader because she only used the help facilities for "hard words", and if she did not have access to the computer, she could "still ask people what words meant".

5.8.5 Discussion

Jela needed little support in reading and was observed using identical strategies during the reading of both CD-ROM storybooks and traditional books. The only difference observed

between readings of the two media was that Jela asked for help with meaning and pronunciation during the reading of CD-ROM storybooks.

The miscue analyses revealed that in the reading of CD-ROM storybooks, more miscues were semantically acceptable, and in difficult texts, the support they provided allowed Jela to self-correct more of her miscues and retain meaning. Jela only used the help facilities of the CD-ROM storybook when she needed support, which was rare. She used it most frequently to access meaning definitions of unfamiliar words and it is possible that these definitions provided Jela with the support necessary to utilise the semantic cues and gain meaning.

Jela had a positive attitude towards CD-ROM storybooks, although she did not need the support they provided. She indicated that she preferred reading CD-ROM storybooks to traditional books because she could access the meaning of unfamiliar words and subsequently had more understanding of the story.

5.9 Alison

At the time of this study, Alison was eight years old, and in year three at school. She was born in Australia, of Cantonese parents, and was able to speak both English and Cantonese with equal fluency. Alison could read and write in English, but not in Cantonese. Cantonese was spoken in the home environment as Alison's parents had only average proficiency in English and wanted her to retain her first language. Alison also attended Chinese school where she was learning a third language.

5.9.1 Initial Reflections on Reading

Alison thought that the most important aspect of reading was "listening to what the words meant", and pronouncing unknown words. She said that a good reader was someone like her brother, who was only seven, and could read "so many words" that he "taught" her sometimes. Alison read frequently and enjoyed books about animals.

5.9.2 Traditional Books

Alison used many successful strategies during the reading of traditional books (see appendix 71). She made few miscues during reading and used expression and intonation. However, the pace of reading sometimes made it difficult to hear isolated words as she generally read rapidly and ignored punctuation.

Alison predicted unknown words using all three cueing systems. She initially guessed the word based upon the content of the text, then attempted to substantiate her prediction. She often rejected words because they did not make sense (which revealed the use of semantic cues), or because they possessed different graphophonic qualities to the original text word. Attempts at decoding and recoding were often rejected on the basis of incorrect verb inflections, indicating that Alison was utilising syntactic cues. Alison often attempted to substantiate her predictions by using contextual cues such as the illustrations and other known words within the phrase; strategies that were usually successful. When predictions were rejected, she then attempted to decode the unfamiliar word.

Alison decoded unknown words using morphemic blends. She decoded each morpheme graphophonically and blended the parts together. When attempting to read the word cathedral in *The Hunchback of Notre Dame* (session two) she read "cath" then "ed" then "ral" and

subsequently joined the parts together to construct the word. Because Alison had a large sight vocabulary, she often recognised familiar words within the morphemes of unknown words, and then merely decoded the remaining parts of the word, before blending.

Alison showed interest in the meaning of unfamiliar words and used known words within the same text to ascertain meanings. If she could not find clues to the meaning, she continued reading the text and left the unfamiliar word. She never asked for assistance with pronunciation or meaning of unknown words while reading traditional books.

It was not possible to conduct any miscue analyses of Alison's reading of traditional books, because she made too few miscues. The highest number of miscues, made in any one reading, only amounted to ten. These miscues usually resulted from substitutions that were meaningful, or else from decoding graphophonically. Alison paid careful attention to the text as she read despite the pace of reading. She recognised most of her miscues, and due to her strong graphophonic and semantic awareness, was able to self-correct them quickly. As a result, the fluency of her reading, and the meaning of the text, were rarely affected.

Retells of traditional books from sessions three, four and six, were analysed. Texts were *I've Had this Shirt* from *I Like This Poem* (appendix 72), *The Fox and the Hound* (appendix 73) and *The Aristocats* (appendix 74). The retells of *The Fox and the Hound* and *The Aristocats* revealed that Alison was able to recount substantial detail from the texts, sequence events logically, and include all major events of the narrative. She oriented the listener by referring to characters specifically and indicating setting, and time sequencing, throughout the retells. Alison was also aware of cause effect relationships and referred to character emotions. The retell of the poem *I've Had This Shirt*, contained less detail and Alison did not include all the events of the poem. She attempted to use a similar structure to the other retells by referring to characters and indicating place and time. However, the lack of detail provided in the original poem meant that it was difficult for Alison to extract information and recite events in the same way as in the narrative texts. Alison may also have had insufficient knowledge of the poetic genre, which prevented her from providing a detailed account of the text.

Alison had the metacognitive skills to reflect upon her reading of traditional books. She indicated that when she didn't know a word, she thought of a word that "made sense" or "looked the same". If she could not think of a word, she would then "sound out the word in bits" and then "put it all together". Alison said that if she was unsure of a word in a traditional book, she asked the

teacher, or her brother. When she could find nobody to assist her, she indicated that she would leave the word and continue reading.

When choosing a traditional book, Alison flicked through the pages and looked at the illustrations. She commented upon events in the text and reflected upon the content. After reading *The Crocodile* from *Dirty Beasts*, in session two, Alison said "Oh that was scary". She also giggled at strange words in the text of traditional books, such as "Aroo, Aroo" in *The Fox and the Hound*.

5.9.3 CD-ROM Storybooks

During the reading of CD-ROM storybooks, Alison used identical strategies to those observed during the reading of traditional books (see appendix 71). She read rapidly and overlooked punctuation, although expression was used to denote the direct speech of different characters. Alison had a large sight vocabulary, and needed little support during the reading of CD-ROM storybooks.

Alison made predictions based upon semantic cues, and used graphophonic and syntactic cues to substantiate. When she was unable to access semantic cues in the text, she decoded the unknown word by splitting the word into parts and 'sounding out' the isolated phonemes. She was usually able to substantiate her predictions by referring to the surrounding text. Alison was prepared to use the pronunciation help facility of the CD-ROM storybook, to assist her with substantiation, if she was unsuccessful. After accessing help with pronunciation, Alison usually recognised the word if it appeared later in the text.

Alison used the meaning definition help facility of the CD-ROM storybook extensively. She usually understood the definitions provided which was apparent from her reaction. During a reading of *The Tale of Benjamin Bunny* in session four, she accessed the meaning definition of 'camomile'. The computer returned the definition, "A plant with a strong scent, used as medicine and as tea" Alison then said, "A plant! Oh right, it makes tea".

Alison frequently referred to the illustrations and giggled when she was provided with a pronunciation of the word. When reading *Moving Gives Me a Stomach Ache*, in session seven, she looked at the illustration, pointed to an object and said "What's that?" She then clicked on the object and the computer indicated that they were "toys". She said "Oh toys!" and giggled. Alison then proceeded to click on other objects in the illustrations. During the same reading, she

read the sentence “I figured I should eat the chocolate to make more room [in the box]”. Alison referred to the illustration and said “But that’s only a tiny chocolate, that won’t make much room”. Then she giggled. During the reading of *The Tale of Benjamin Bunny*, Alison wanted to know which rabbit in the illustration was Benjamin, so she clicked on the all the pictures of rabbits in the illustration, until she found him.

During the reading of CD-ROM storybooks, Alison made few miscues and no reading resulted in the twenty five miscues necessary for analysis. When miscues were made, they were usually meaningful, or else resulted from attempts to decode unfamiliar words graphophonically. Miscues were consistently self-corrected. Generally, Alison was able to correct miscues without support, but she did, on occasions, gain assistance through the pronunciation help facility of the CD-ROM storybook.

Retells of CD-ROM storybooks were analysed from session three, four and six. Texts were: *The Tale of Peter Rabbit* (appendix 75); *The Tale of Benjamin Bunny* (appendix 76); and *Mud Puddle* (appendix 77). Retells demonstrated that Alison recalled major events of the texts in sequence; oriented the listener by providing information about characters, and indicated time and setting. The retell of *The Tale of Peter Rabbit* was longer than any other retell and Alison was able to provide detail of all events from the text. The retell of *Mud Puddle* was less detailed and Alison summarised the events, rather than recounting each one. However, the original text contained little detail and was repetitive which could account for the apparent differences. The retells of CD-ROM storybooks were comparable to the retells of traditional books, and there were no significant differences between retells in the narrative genre.

Alison read *The Tale of Peter Rabbit* in session three. When choosing a CD-ROM storybook in the next session she said “I’m going to find the rabbit’s brother one”(referring to *The Tale of Benjamin Bunny* which she had noticed amongst the CD-ROM storybooks). When she began reading *The Tale of Benjamin Bunny*, she exclaimed “Oh this is like Peter Rabbit, it’s his cousin”. She then encountered some characters that had been in the previous text and said “Oh they are in the other story”. During this reading, she said “Oh no” when a cat sat on a basket where two rabbits were hiding. The text then indicated that the cat stayed on the basket for five hours and Alison said “Oh no! It’s going to stay there forever”. Alison also giggled at strange words in the text of CD-ROM storybooks (such as yeech in *Mud Puddle*) and often evaluated the stories saying “I like this story” (*The Tale of Peter Rabbit*) and “I want to choose a harder one” (*Mud Puddle*).

During the reading of CD-ROM storybooks, Alison did not follow the text with the mouse pointer, and touched the mouse only when turning over a page, or accessing help. She did not interact with the CD-ROM storybook during the utilisation of the computer narration facility, and consistently re-read the corresponding parts of the text herself, following the narration.

Alison had no difficulty negotiating the CD-ROM storybook software, or in using the mouse. She was enthusiastic towards reading CD-ROM storybooks, and consistently giggled when accessing help with pronunciation and meaning, or clicking on objects in the illustrations. She was not particularly receptive to the music and sound effects, and during session three, actually asked if they could be "turned off". They were, however, left active for the remainder of the study, in order to ensure the reliability of findings.

5.9.4 Alison's Evaluation of CD-ROM Storybooks

When Alison first realised she was going to read books on the computer, in session one, she was extremely enthusiastic and said "This is going to be fun". During session three, when she was about to choose a CD-ROM storybook, she commented "Oh goody, I love these books". Upon being asked why she "loved" them, she said, "I think they are wonderful because you can ask when you don't know something".

At the end of the eight sessions, Alison said that she had enjoyed reading CD-ROM storybooks because they were "a bit easier. If I didn't know a word, I could press it". She thought that reading CD-ROM storybooks made her a better reader because she could get assistance with unknown words. She also indicated that "they were good to read, and interesting, and you could just sit down by yourself and do it".

When comparing CD-ROM storybooks to traditional books, Alison indicated that "Normal books are boring and computer books were fun". She also said that she sometimes became tired of holding "normal books" and liked the fact that she didn't have to hold the "computer books". However, she also stated that she did not like the sound effects and music of the CD-ROM storybooks and although "Sometimes they were nice to listen to" they often annoyed her when she was concentrating and "trying to find things out".

5.9.5 Discussion

Alison was a competent reader, according to the reading strategies checklist, and there were few differences between the strategies employed during the reading of traditional books and CD-ROM storybooks. It was observed that Alison showed no hesitation in using the pronunciation help facility of the CD-ROM storybook, to assist her in substantiating her attempts at decoding the text. She never asked for assistance with substantiation during the reading of traditional books.

Illustrations were referred to during the reading of both traditional books and CD-ROM storybooks. However, in the reading of traditional books, Alison referred to the illustrations only when she was unsuccessful at substantiating an attempt to decode the word by using the semantic and syntactic cues in the text. When reading CD-ROM storybooks, she explored the illustrations more actively and while 'clicking' on objects in the illustrations, made many inferences upon the meaning of the text.

Alison did not make extensive use of the help facilities of the CD-ROM storybook, and the feature she used most frequently was the facility allowing her to access meaning definitions of unfamiliar vocabulary. She accessed this feature, only when she could not ascertain the meaning of new vocabulary herself.

There were no other differences between the reading strategies observed during the reading of traditional books and those noted during the reading of CD-ROM storybooks. Miscues were similar, retells were comparable, and metacognitive skills were apparent through the reading of both media. However, Alison had more enthusiasm for reading when she was interacting with the CD-ROM storybook; emitted more spontaneous giggles; discussed the text more frequently during the reading; and was more eager to read.

Chapter Six

DISCUSSION

6.1 Introduction

This chapter outlines the themes that emerged from all eight case studies and uses this evidence to answer the research questions. The overall research question, investigated through this study was: *Are ESL learners' reading strategies influenced by the reading of CD-ROM storybooks?* This question was answered through the investigation of three research questions. Each question is now discussed and answered below.

6.2 Relating Data to Research Questions

Research question 1: *What reading strategies are apparent when ESL learners read CD-ROM storybooks independently?*

A number of reading strategies, observed during the reading of CD-ROM storybooks, were common to the subjects of all eight case studies. Upon encountering unfamiliar words, all subjects made predictions or attempted to decode the word, and then tried to substantiate. When attempts to substantiate were unsuccessful, the pronunciation help facility of the CD-ROM storybook, was then used to provide assistance. In the latter sessions, two of the subjects, Romy and Natalia, neglected to make predictions, and used the pronunciation help facility of the CD-ROM immediately upon encountering an unfamiliar word. Due to the lack of initial reflection upon unknown words, both readers were less active during the interaction with print. Natalia had initially been reluctant to use the pronunciation help facility and preferred to decode words herself. Unlike Romy, she began predicting again in the final session.

Romy, Kate, Peter and Han, all readers who had been identified as needing support during most sessions, read more fluently with the help of CD-ROM storybooks. Fluency was attained through the use of the pronunciation help facility of the CD-ROM storybook, which provided assistance as required by the reader. This meant that meaning could be concentrated on, rather than form.

The "pronunciation" help facility of the CD-ROM storybook was used by all eight subjects, to assist them in self-correcting after making a miscue. Through the use of this help facility, meaning was retained in a number of instances that would not usually have been possible during independent reading. Despite accessing help to correct miscues, subjects were still active in the

reading process, as they usually predicted or attempted to decode the text first. Once the prediction or attempt at the word was made, it was necessary for them to focus on the meaning and the cues in the text, in order to recognise whether a miscue had occurred.

Meaning was consistently focussed on during the reading of CD-ROM storybooks and all eight subjects used the meaning definition help facility when they encountered unfamiliar vocabulary. The definitions provided by the software were usually understood and utilised frequently by the more proficient readers. However, the meaning definitions were sometimes too complex for Peter, Romy and Han; as all three were weaker readers. It would therefore appear that the usefulness of the meaning definition help facility of the CD-ROM storybook was dependent upon the existing level of vocabulary understood, reading proficiency, and the support needed by the reader, to access the meaning of the text.

The illustrations in the CD-ROM storybook were referred to by all subjects to access clues for substantiation of predictions, and to gain overall meaning from the text. Five of the eight subjects explored the illustrations actively by using the help features, and commenting upon objects and events therein. The remaining three subjects did not use the illustration help features of the CD-ROM storybook and thus referred to the illustrations as if they were reading a traditional book. These three subjects were more competent readers who did not need to access the help facilities in order to gain meaning and this therefore resulted in a negligible effect of the illustration assistance.

At the conclusion of the study, seven of the eight subjects were able to discuss the strategies they used during the reading of CD-ROM storybooks. These subjects were also observed making inferences upon the characters and events within the text. Learners were active during the reading of CD-ROM storybooks and were able to choose the strategy they wished to use, or the help facility they needed to access. This, coupled with the reflection, indicates that metacognitive awareness (the understanding of the process and structure of language) was apparent during the reading of CD-ROM storybooks.

Figure 3 demonstrates the more prominent strategies, observed while subjects were reading CD-ROM storybooks. Data emanate from observations at the commencement of the study (the first two sessions) and at the conclusion of the study (the final two sessions).

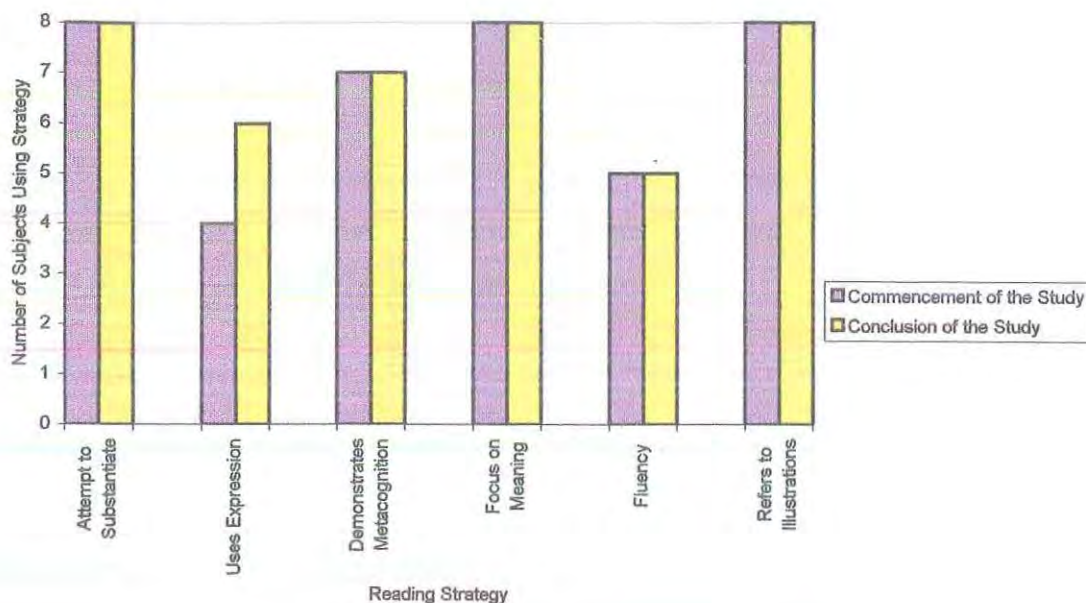


Figure 3 Strategies Used During the Reading of CD-ROM Storybooks

It is observable that strategies noted during the reading of CD-ROM storybooks remained constant throughout the study, with the only variation consisting of more subjects using expression during reading by the conclusion of the study. Expression usually occurred as a result of following punctuation, or denoting direct speech of characters in the narrative. Some subjects were observed using more expression when the music and sound effects were heard. The computer narration also provided information about the stress and intonation of English vocabulary, and modelled expressive reading.

Research question 2: *Do ESL learners apply different strategies during the independent reading of traditional books? If so, how?*

Strategies used by each subject, during the reading of traditional books and CD-ROM storybooks, were usually identical. Subjects who needed support during the reading of CD-ROM storybooks, also needed support with the reading of traditional books, and there were no differences noted in strategies for decoding words. However additional strategies were noted during the reading of CD-ROM storybooks, some of which transferred to the reading of traditional books later in the study. Figure 4 demonstrates the extent of transfer from CD-ROM storybooks to traditional books, by indicating the number of subjects using these strategies while reading traditional books, at both the commencement and conclusion of the study. Subjects who used new strategies during the reading of traditional books, were originally observed using the same strategies during the reading of CD-ROM storybooks.

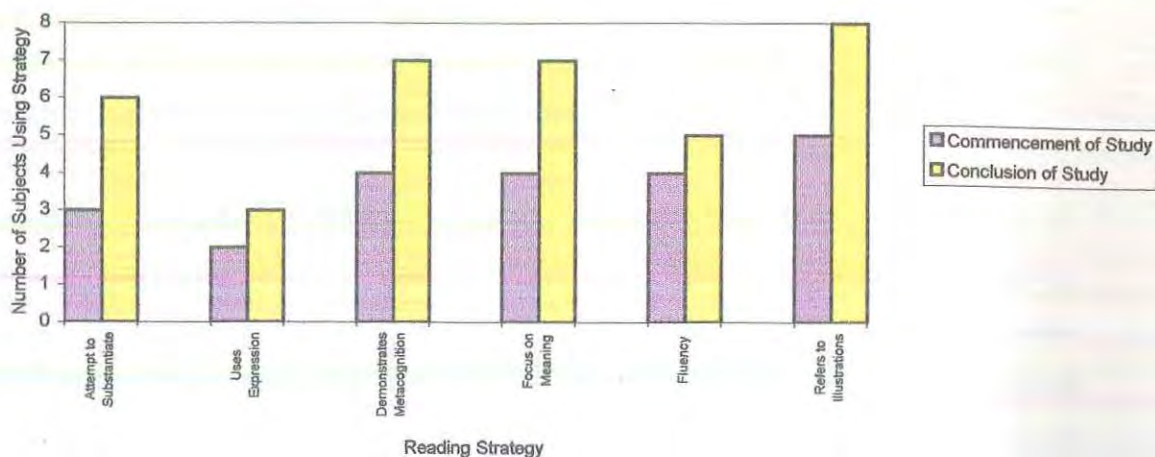


Figure 4 Strategies Used During the Reading of Traditional Books

It is apparent that by the end of the study, some subjects demonstrated strategies during the reading of traditional books that had not been observed at the commencement of the study. The most significant changes were related to a focus on meaning; strategies used for substantiation; metacognition; and the use of illustrations as clues to meaning.

The transfer from CD-ROM storybook to traditional books usually occurred after readers had used a strategy successfully, while reading the CD-ROM storybook. Once they recognised the usefulness of the strategy they attempted to use it in the reading of traditional books. Transfer did not occur when readers viewed the two media as separate entities.

All subjects were observed attempting to substantiate during the reading of CD-ROM storybook, whereas at the beginning of the study, only three subjects attempted to substantiate during the reading of traditional books. By the conclusion of the study, however, six subjects were observed making attempts to substantiate during the reading of traditional books, three of whom had only been observed using this strategy before in the reading of CD-ROM storybooks. Due to the lack of support provided in traditional books, attempts at substantiation by these three subjects were seldom successful, as the readers often lacked the skills to use the new strategy independently.

A focus on meaning observed in the reading of CD-ROM storybooks, transferred to the reading of traditional books, for three of the subjects. In addition, subjects who had used graphophonic cues to decode words, and paid no attention to meaning, began to consider the meaning of words first in CD-ROM storybooks and then in traditional books. This often resulted in frustration for

weaker readers who did not have the resources to use new strategies without support. Once readers realised that in this media, they could not access meaning independently, their first recourse was to seek assistance. Consequently, the investigator was frequently asked for assistance with meaning and pronunciation of unfamiliar words. By asking for such assistance, these readers were also demonstrating their interest in the meaning of the text.

The illustrations contained in CD-ROM storybooks were utilised by all eight subjects and the help features were used by six of them, in order to gain assistance and clues to meaning. Conversely, the illustrations of traditional books were only referred to by five of the subjects. They were used either to assist with meaning of the text, or alternatively, were merely glanced at upon the turning of a page. By the end of the study, all eight subjects were referring to illustrations in traditional books more actively, as a cue to meaning and to assist with substantiation of predictions. The illustration help facility of the CD-ROM storybook had modelled the various clues to meaning that could be gained from the illustrations, and these subjects subsequently appeared to become more aware of the potential of the illustrations.

Four subjects demonstrated initial metacognitive awareness during the reading of traditional books, as opposed to seven subjects in the reading of CD-ROM storybooks. However, by the final session, three subjects who had demonstrated metacognitive skills during the reading of CD-ROM storybooks, began to use the same skills during the reading of traditional books. It is likely that metacognition transferred from CD-ROM storybooks to traditional books, because subjects had accessed the new language; were provided with the necessary concrete experiences of using metacognition during the reading of CD-ROM storybooks; and were able to use the experience to assist them within the new context.

Retells of CD-ROM storybooks and traditional books revealed differences according to the reteller's level of reading proficiency. Readers who required little support during reading, provided retells with similar content and structure across the two media. However, in the retells of CD-ROM storybooks, readers who needed support were observed using more language from the text; providing more detail; recalling more of the plot; and making more inferences upon character feelings and emotions, than had been noted in the retells of traditional books. It is unclear whether the results measure differences in comprehension, or indicate that learners were able to use the vocabulary accessed during the reading of CD-ROM storybooks to express ideas in English.

Research question 3: What evidence is there that CD-ROM storybooks incorporate design features that are appropriate for the reading strategies of ESL readers?

Evidence from the case studies indicated that the CD-ROM storybook contained many design features that were appropriate to the reading strategies of ESL readers. However, these features were only beneficial if the help facilities of the storybook were utilised by the reader. Six of the eight subjects used the help facilities of the CD-ROM storybook, without hesitation. The remaining two subjects, Karen and Natalia, were both proficient readers, yet, even when they needed support, they were reluctant to use the help facilities. The observations made indicated that these readers assumed that using the CD-ROM storybook pronunciation help facility was a form of 'cheating' and if they could not decode words for themselves, thought that they had failed.

There were distinct differences in the benefits attributed to the reading of CD-ROM storybooks, when they were related to the level of reading proficiency of the user. Those ESL learners who had been identified as being in need of support, utilised and gained more benefit from CD-ROM storybooks, than those who needed little support. The prevailing reason seemed to be that the more support required, the more the learner accessed the storybook, and the cues therein. A further indication that if help was not accessed there were few benefits to be gained from CD-ROM storybooks.

Seven of the eight subjects preferred to read the CD-ROM storybook aloud, rather than listen to the computer narration. When the computer narration was used, subjects usually re-read the narrated text again, by themselves. This was partly responsible for the additional fluency and expression recorded in CD-ROM storybooks as expression and new vocabulary was previously modelled by the CD-ROM storybook. Only one of the subjects actually interacted with the text during the computer narration. However, all subjects paid attention to the screen and watched the highlighted phrases.

The cueing systems were affected, to varying degrees, by the CD-ROM storybooks. The use of semantic cues were more prevalent with the exploration of illustrations and the use of the meaning definition help facility which assisted the ESL readers to learn new vocabulary within context. Furthermore, reading strategies that transferred from CD-ROM storybooks to traditional books were also related to meaning. There was a general focus on meaning; substantiation occurred when approximations did not make sense; illustrations were referred to when meaning broke-down; there was a dependency upon assistance to access meaning; and expression and

fluency were used during reading which assisted in conveying meaning. This indicated that CD-ROM storybooks generated more use of semantic cues.

Subjects with low English proficiency used the pronunciation help facility of the CD-ROM storybook to correct stress and pronunciation of graphically recognised words. Through this facility, they were able to hear the correct stress and intonation patterns of English words and were generally able to repeat them within the context of the narrative.

All eight subjects enjoyed reading CD-ROM storybooks and made comments upon their benefits. The most common comments were: "The pictures helped with words"; "You can get help when you want it"; "You learn how to say new words"; "You could find out what words mean" and "You don't have to hold them". It was noted that subjects were more enthusiastic towards the reading of CD-ROM storybooks and more willing to read longer texts in the CD-ROM storybook format. This was often because the assistance provided by the storybook meant that they did not tire from the constant need to decode. Furthermore, motivation increased due to the ability to succeed at gaining the overall meaning of texts during independent reading.

Differences between strategies used during the reading of CD-ROM storybooks and traditional books could not be traced to gender, first language, time spent in Australia, or interests and background knowledge. Furthermore, subjects were familiar with computers and negotiated the software with ease. There was no novelty effect attributable to CD-ROM storybooks and regardless of reading proficiency levels, enthusiasm for the storybooks endured throughout the eight week period of the study.

6.3 Relating Evidence to Previous Research

Evidence from these case studies suggests that there are benefits for ESL learners who read CD-ROM storybooks. The evidence bears the following similarities to the previous research of native speakers interacting with CD-ROM storybooks:

- There were differences in the proficiency levels of readers, with weaker readers gaining more benefit from the CD-ROM storybooks (Miller, Blackstock and Miller, 1994).
- There was more detail provided in the retells of narratives from CD-ROM storybooks and more understanding of events and characters (Matthews, 1996; Miller, Blackstock and Miller, 1994; Wild, 1994). The current study found the same differences, but only among the less proficient ESL readers.

- Fluency of reading increased through the use of the CD-ROM storybooks (Lamy 1990).
- Help is critical and must be used (Miller, Blackstock & Miller, 1994; Lamy 1990). ESL readers who utilised the help facilities of the CD-ROM storybook during the current study gained extensive assistance during independent reading and learned new strategies from those modelled in the storybook. The main reason attributed to differences between more and less proficient readers was the use of the help facilities of the CD-ROM storybooks.
- Weaker readers preferred reading CD-ROM storybooks (Wild, 1995). Although all ESL readers in this study enjoyed reading the storybook, the weaker readers were especially enthusiastic towards the medium.

6.4 Educational Implications

This set of case studies has implications for the use of CD-ROM storybooks with ESL learners in the classroom. These ESL learners appeared very enthusiastic about reading when they were able to read CD-ROM storybooks, possibly because of the ultimate feeling of success, and consistent help available. Benefits from the storybooks also resulted from the opportunity of learners to increase their English vocabulary and to hear the tone and stress of the English language within context.

When reading CD-ROM storybooks, ESL readers were interested in meaning; acquired new strategies for reading; and demonstrated metacognitive skills. Therefore CD-ROM storybooks could be a powerful tool for teaching reading for specific information, or overall meaning; modelling; introducing or consolidating the use of reading strategies; and discussing and controlling reading strategies.

An important implication of the results of this study, was that ESL learners need to use the help features of the CD-ROM storybook in order to gain any benefits. This means that learners cannot merely be taught to use the storybook and then left to their own devices. They must be supported and encouraged in their use of the help facilities, and recognise that they are not 'cheating' when they access assistance.

Dependence upon assistance in the storybook increased over the period of the study. However, According to Vygotsky's theory of scaffolding (1978, cited in Woolfolk, 1987, p.71) dependence upon assistance, at this level, would have been appropriate as guidance could be provided, and

help accessed within the zone of proximal development. Assistance could then have been gradually decreased, through customisation of the computer software, as the learner became more independent. However, if this dependency continued over a long period of time, there would be cause for concern.

Some strategies that developed through the use of the CD-ROM storybooks actually transferred to the reading of traditional books. On occasions, learners were frustrated because there was no assistance available for them during independent reading of traditional books. Therefore, ESL learners need extra guidance in the use of the strategies that they learn through the reading of CD-ROM storybooks. They also need to be taught specific ways of gaining meaning from traditional books in order they maintain positive attitudes towards this medium, despite the different level of support available.

Chapter Seven:

CONCLUSION

7.1 Summary of the Study

From the evidence in these eight case studies it was established that CD-ROM storybooks have the potential to assist with the improvement of metacognition; increase the store of reading strategies; instigate more of a focus on meaning; and inspire an extensive exploration of the illustrations. Furthermore, in the majority of case studies, reading strategies that were exclusive to the reading of CD-ROM storybooks, were observed transferring to the reading of traditional books in the latter part of the study.

Readers that needed support in their attempts to reconstruct meaning, tended to gain more benefit from CD-ROM storybooks. These readers accessed the assistance features of the CD-ROM storybook more regularly and consistently. Therefore, the benefits of CD-ROM storybooks were seen to be negligible if the help facilities were not accessed.

7.2 Recommendations for Further Study

This study consisted of eight ESL learners reading CD-ROM storybooks and traditional books independently. Learners were not expected to work in co-operative groups and if this was the case, different results might have been apparent.

The proficient readers in this study were observed using the help facilities of the CD-ROM storybook on some occasions. However, the texts provided were not complex enough to necessitate these readers accessing the help features frequently. Further research should be completed into the use of the help features by more independent readers while reading complex texts through the CD-ROM storybook medium. The need for more support during reading might provide an indication of benefits CD-ROM storybooks could provide for more proficient readers. This study also indicates the need for further research focussed on multimedia texts and the reading process.

The subjects under investigation in this study were ultimately capable of integrating into mainstream education and learning in their second language. However, ESL learners are a diverse group and the eight subjects of this study were a limited sample. ESL learners unrepresented by the subjects in this study were, children who had recently arrived in Australia and possessed no English; ESL learners who had no experience of computers or technology; and ESL learners who had no literary experiences or were unfamiliar with books. If research was conducted with such subjects, it would provide an interesting comparison to the results of this study.

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APPENDIX 1

READING STRATEGIES CHECKLIST

	Strategy	Traditional Books	CD-ROM Storybooks
1	Spoken proficiency affects oral reading		
2	Code switches		
3	Miscues related to first language		
4	Decodes unknown words		
5	Makes predictions		
6	Needs support		
7	Refers to illustrations		
8	Uses sight vocabulary		
9	Asks for help with meaning		
10	Asks for help with pronunciations		
11	Attempts to substantiate predictions		
12	Has a go		
13	Attempts to self correct		
14	Re-reads to clarify meaning		
15	Reads on when encountering difficult text		
16	Slows down when encountering difficult text		
17	Sub-vocalises		
18	Reflects on reading		
19	Follows punctuation		
20	Reads fluently		
21	Uses expression		

Name:

Date:

APPENDIX 2

DESCRIPTORS FOR THE READING STRATEGY CHECKLIST

1. SPOKEN PROFICIENCY AFFECTS ORAL READING

Children have difficulty pronouncing the word or it is difficult to tell whether it is a miscue because of the pronunciation.

2. CODE SWITCHES

Children switch from the use of English to their native tongue in the middle of text.

3. MISCUES RELATED TO FIRST LANGUAGE

Pronunciations that are unusual because of sound, symbol relationships, different syntax, or predictions based upon linguistic or cultural differences.

4. DECODES UNKNOWN WORDS

Children try to work out what a word says by using morphemic blends; initial, medial or final phonemes; looking for known words within the unfamiliar words; or sounding out isolated phonemes.

5. MAKES PREDICTIONS

Guesses words based upon semantic, syntactic or graphophonic cues.

6. NEEDS SUPPORT

Cannot read the text independently without support. Demonstrated through frequent miscues, inability to decode or reluctance to 'have a go'.

7. REFERS TO ILLUSTRATIONS

Looks at illustrations on a page initially to activate background knowledge, or stops reading and looks at illustrations to assist with decoding or gaining meaning.

8. USES SIGHT VOCABULARY

Recognises words on sight. No necessity to decode. Related to reading fluency.

9. ASKS FOR HELP WITH MEANING

Tries to obtain meaning of unfamiliar words by referring to a dictionary. Uses meaning facility of CD-ROM storybook.

10. ASKS FOR HELP WITH PRONUNCIATIONS

Looks for confirmation of pronunciation. Uses pronunciation help facility of the CD-ROM storybook.

11. ATTEMPTS TO SUBSTANTIATE PREDICTIONS

Attempts to confirm that a predictions makes sense within the context of the text, or corresponds to graphophonic qualities of the word.

Appendix 2 Continued

12. HAS A GO

Prepared to take risks by trying to read unfamiliar text.

13. ATTEMPTS TO SELF-CORRECT

Recognises that a miscue has occurred and makes attempts to self-correct and ascertain the original text word.

14. RE-READS TO CLARIFY MEANING

Children re-read words, sentences, phrases, paragraphs or pages to clarify the meaning.

15. READS ON WHEN ENCOUNTERING DIFFICULT TEXT

If children cannot decode unfamiliar text, they leave the words and continue reading.

16. SLOWS DOWN WHEN ENCOUNTERING DIFFICULT TEXT.

Reading pace becomes slower and less fluent when words or meaning is unfamiliar.

17. SUB-VOCALISES

During silent reading, when decoding, or when trying to clarify meaning, children speak under their breath.

18. REFLECTS ON READING

Children are able to discuss how they read and strategies they used.

19. FOLLOWS PUNCTUATION

Children read according to intonation patterns suggested by punctuation in the text.

20. READS FLUENTLY

Reads at a steady pace with few break downs.

21. USES EXPRESSION

Reads text with stress and intonation. Uses different voices or tones to express mood or feelings and to denote different characters in the text.

APPENDIX 3

CUSTOMISATION OF DISCIS BOOKS

	CLICK LEFT MOUSE BUTTON	DOUBLE CLICK LEFT MOUSE BUTTON	PRESS AND HOLD LEFT MOUSE BUTTON.
WORDS IN THE TEXT	Add to recall list Sound effect Pronunciation	Add to recall list Sound effect Pronunciation	Add to recall list Pronunciation Meaning definition
PICTURES	Label Pronunciation Sound effect	Label Pronunciation Sound effect	Label Pronunciation Sound effect
SENTENCE MARKERS	Reading of book	Reading of book	Phrased reading of book
PAGE CORNERS	Show page turn Music	Show page turn Music	Show page turn Music

APPENDIX 4

TITLES OF CD-ROM STORYBOOKS AVAILABLE TO SUBJECTS

Title	Age	Author/Reteller
The Paper Bag Princess	5-7	Robert N Munsch
Scary Poems for Rotten Kids	7-11	Sean O Huigin
Cinderella	8-11	Discis Knowledge Research
Mud Puddle	4-7	Robert Munsch
Moving Gives Me a Stomach Ache	5-7	Heather McKend
The Tale of Peter Rabbit	4-7	Beatrix Potter
The Tale of Benjamin Bunny	4-7	Beatrix Potter
A Long Hard Day on the Ranch	5-7	Audrey Nelson
Heather Hits Her First Home Run	7-9	Ted Plantos
Aesop's Fables	8-11	Discis Knowledge Research

APPENDIX 5

TITLES OF TRADITIONAL BOOKS AVAILABLE TO SUBJECTS

Title	Age	Author/Rewriter
The Paper Bag Princess	5-7	Robert N Munsch
I Like This Poem	6-15	Kaye Webb (Editor).
The Hunchback of Notre Dame	6+	Walt Disney Company
The Old Woman and Her Pig	4-7	Mary O'Toole
Burglar Bill	6+	Janet and Allan Ahlberg
The Lady and the Tramp	6+	Walt Disney Company
The True Story of the Three Little Pigs	7+	Jon Scieszka
The Fox and the Hound	6+	Walt Disney Company
The Aristocats	7+	Walt Disney Company
Dirty Beasts	7+	Roald Dahl

APPENDIX 6

LETTER OF DISCLOSURE

Dear Parent/Guardian

I am a student of Edith Cowan University and am currently completing research for a Bachelor of Education with Honours degree. The research project is entitled CD-ROM Storybooks: Reading Strategies of ESL Learners. My research involves the study of reading strategies of English as a Second Language students using both traditional books and computerised storybooks. I would like your child to participate in the study and for your information, I will outline below the procedures that the research will follow.

Children will be asked to read a computerised storybook independently and while they are reading, I will take notes. The notes will consist of descriptions of reading strategies used during the sessions. After they use the computer, they will be asked to retell the story in order that I can determine their comprehension. They will also be interviewed, when they will be asked about their own opinions of the storybook. The computer session, retell and interview will be audio recorded for further analysis and comment. Children will then be asked to read a traditional storybook independently and the same procedure will be followed.

The investigation will occur over an eight week period during term three of the school year, and each child will be seen for one hour per week. In order to protect your child's identify, real names will not be used in the reporting of the study.

At the conclusion of the study it is hoped that the children would have had enriched reading experiences due to the nature of the computerised storybook. They will also have been taught how to use the storybooks and have had experience with computer technology. Their participation will help to determine the reading strategies that are used by English as a second language students when interacting with computerised books, as opposed to traditional storybooks. It will also assist in providing evidence about how appropriate computerised books are for English as a Second Language students.

Any questions concerning the project can be directed to Marie Beardsell on (09) 307 6423 or 014460584. Should you be willing to agree to the participation of your child in the project, please sign the attached consent form and return it to the school. You can withdraw your child from the study at any time should you consider it appropriate.

Thank you for your consideration.

Yours faithfully

Marie Beardsell

APPENDIX 7
CONSENT FORM

I have read the information attached and any questions I have asked have been answered to my satisfaction. I agree to participation of _____ in the study entitled CD-ROM Storybooks: Reading Strategies of ESL Learners, realising that I may withdraw him/her at any time.

I agree that the research data gathered for this study may be published provided that _____ is not identifiable.

Parent or authorised representative

Date

Parent or authorised representative

Date

APPENDIX 8

CHECKLIST OF PETER'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

	Strategy	Session Number							
		2	3	4	5	6	7	8	
1	Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2	Code switches	x	x	x	x	x	x	x	
3	Miscues related to first language	x	x	x	x	x	x	x	
4	Decodes unknown words	/	/	/	/	/	/	/	
5	Makes predictions	/	/	/	/	/	/	/	
6	Needs support	/	x	/	x	x	x	/	
7	Refers to illustrations	x	x	x	/	/	/	/	
8	Uses sight vocabulary	/	/	/	/	/	/	/	
9	Asks for help with meaning	x	x	/	/	/	/	/	
10	Asks for help with pronunciations	x	x	/	/	/	/	/	
11	Attempts to substantiate predictions	x	x	/	/	/	/	/	
12	Has a go	/	/	/	/	/	/	/	
13	Attempts to self correct	/	/	/	/	/	/	/	
14	Re-reads to clarify meaning	/	/	/	/	/	/	/	
15	Reads on when encountering difficult text	/	/	/	/	/	/	/	
16	Slows down when encountering difficult text	/	/	/	/	/	/	/	
17	Sub-vocalises	/	/	/	/	/	/	/	
18	Reflects on reading	/	/	/	/	/	/	/	
19	Follows punctuation	/	/	/	/	/	/	/	
20	Reads fluently	/	/	/	/	/	/	/	
21	Uses expression	x	x	x	x	x	x	x	

CD-ROM Storybooks

	Strategy	Session Number							
		2	3	4	5	6	7	8	
1	Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2	Code switches	x	x	x	x	x	x	x	
3	Miscues related to first language	x	x	x	x	x	x	x	
4	Decodes unknown words	/	/	/	/	/	/	/	
5	Makes predictions	/	/	/	/	/	/	/	
6	Needs support	/	/	x	/	x	/	x	
7	Refers to illustrations	/	/	/	/	/	/	/	
8	Uses sight vocabulary	/	/	/	/	/	/	/	
9	Asks for help with meaning	/	/	/	/	/	/	/	
10	Asks for help with pronunciations	/	/	/	/	/	/	/	
11	Attempts to substantiate predictions	/	/	/	/	/	/	/	
12	Has a go	/	/	/	/	/	/	/	
13	Attempts to self correct	/	/	/	/	/	/	/	
14	Re-reads to clarify meaning	/	/	/	/	/	/	/	
15	Reads on when encountering difficult text	x	x	x	x	x	x	x	
16	Slows down when encountering difficult text	/	/	/	/	/	/	/	
17	Sub-vocalises	/	/	/	/	/	/	/	
18	Reflects on reading	/	/	/	/	/	/	/	
19	Follows punctuation	/	/	/	/	/	/	/	
20	Reads fluently	/	/	/	/	/	/	/	
21	Uses expression	/	/	/	/	/	/	/	

KEY
 / = yes
 x = no

APPENDIX 9

MISCUE ANALYSES OF TRADITIONAL BOOKS

Peter's Reading of The Hunchback of Notre Dame

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	stony	stormy	/	/	/	x	/	x
2	shade	shadow	/	/	/	/	x	/
3	cathral	cathedral	/	/	x	x	/	x
4	quaking	quivering	/	/	/	/	x	/
5	contion	condition	/	/	x	x	/	x
6	Quasmo	Quasimodo	/	/	/	x	/	x
7	Note	Notre	/	/	/	x	/	x
8	gorgs	gargoyles	/	/	/	x	/	x
9	fairs	festivals	/	x	/	/	x	/
10	buzzers	buzzards	/	/	/	x	/	x
11	satis	satisfied	/	/	x	x	/	x
12	Pebus	Pheobus	/	/	/	x	/	x
13	gent	gentlemen	/	/	x	/	x	/
14	gippees	gypsies	/	/	x	x	/	x
15	heaven	haven	/	/	/	/	x	/
16	mirrals	miracles	/	/	/	x	/	/
17	crowned king	crowned the king	x	x	/	/	x	/
18	reconied	recognised	/	/	/	x	/	x
19	fury	furios	/	/	x	x	/	x
20	disob	disobeyed	/	/	/	x	/	x
21	treat	mistreat	/	/	/	x	/	/
22	Archdeekon	Archdeacon	/	/	/	x	/	x
23	glanced	glared	/	/	/	x	/	x
24	magnicent	magnificent	/	/	/	x	/	x
25	noneless	nonetheless	/	/	/	x	/	x
%			96%	92%	76%	24%	76%	32%

Peter's Reading of The True Story of the Three Little Pigs

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	hears	knows	x	x	/	/	/	/
2	last	least	/	/	/	x	/	/
3	no-one	nobody	/	/	/	/	x	x
4	starts	started	/	/	x	x	/	/
5	proibly	probably	/	/	/	x	/	x
6	tenor	terrible	/	/	x	x	/	x
7	sniffed	snuffed	/	/	/	/	x	x
8	door	doomail	/	/	/	/	/	/
9	smart	smarter	/	/	/	/	/	/
10	chim	chin	/	/	/	x	/	x
11	belly	believe	/	/	/	x	/	x
12	awful	awfully	/	/	/	/	x	/
13	brans	brains	/	/	/	x	/	/
14	poker	porker	/	/	/	x	/	x
15	polite	impolite	/	/	/	/	/	x
16	and make	and maybe make	x	x	/	/	x	x
17	sneezed again	sneezed once	x	x	/	/	x	x
18	scene	scene	/	/	/	x	/	x
19	reorders	reporters	/	/	/	/	/	x
20	exactly	exciting	/	/	x	x	/	x
21	famed	framed	/	/	/	x	/	x
22	perfelly	perfectly	/	/	/	x	/	/
23	I had run out	I ran out	x	x	/	/	x	/
24	twitch	itch	/	/	/	/	x	x
25	banged	knocked	x	x	/	/	x	x
%			80%	80%	84%	52%	68%	36%

KEY:

/ = yes

x = no

APPENDIX 10

ANALYSIS OF PETER'S RETELL OF THE HUNCHBACK OF NOTRE DAME Traditional Book

Retell

There was a baby born that looked like a monster. When he grew up he saw this lady named Es... I don't really know her name. Then she was taken away by a wicked man. The man helped her get away and got in trouble. The man and the lady were going to be killed but he broke the chains and saved the lady.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a very basic beginning, middle and end. •Includes problem and resolution (the man and lady were going to be killed but he saved her). •Events are sequenced logically but many major events are omitted. •Very short in length. Many details in the story are not provided. •Evidence of planning (the man and the lady were going to be killed).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters but not by name. •Refers to characters consistently as the man and lady. •Attempts to name Esmerelda but does not remember, or cannot pronounce, her name. •No indication of place provided. •Demonstrates time sequencing once by referring to when the baby grew up. •Assumes shared knowledge of the listener (He says the man broke the chains and saved the lady, but he had not provided information about the man being in chains prior to mentioning them). •Provides information about the baby looking like a monster but does not elaborate upon this. •Maintains tense throughout the retell. •Pronoun referents are usually clear.
Vocabulary	<ul style="list-style-type: none"> •Uses some vocabulary from the text. •Uses an adjective to describe a man as wicked.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (that; then; when; and). •Cause effect connector used (but). •Reference to characters sometimes unclear.
Context	<ul style="list-style-type: none"> •Aware of cause effect relationships (the man helped her and got in trouble; they were going to be killed but he saved the lady). •Does not indicate any character emotions.

APPENDIX 11

ANALYSIS OF PETER'S RETELL OF THE FOX AND THE HOUND Traditional Book

Retell

There was a dog...no, a little fox and...there was a fox and then a hunter man came and saw a dog. It doesn't say in the book who. He said "I have to do my work, so run along". The fox met a dog through sniffing. They started playing and didn't know they weren't supposed to be friends. Then the hunter man got angry and the fox got sent away to the forest. When the fox and the dog were grown up, they met again but the dog said they couldn't be friends because he was a hunting dog. Then a bear tried to hurt the dog and the fox saved him. Then later the hunter man was going to shoot the fox but the dog got in the way and the hunter didn't shoot him. Then the fox went back to the forest and the dog went home.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a basic beginning, middle and end. •The end of the story is not related to the general theme (the fox went back to the forest and the dog went home - no comment upon how they are still friends). •Includes problem and resolution (they didn't know that they weren't supposed to be friends. When they grew up they couldn't be friends any more but they saved each other's life). •Events are sequenced logically and most major events are included. •Average length. Detail is provided. •Planning is indicated (the hunter man was going to shoot the fox).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters but not by name. •Refers to characters consistently as the fox, the hunter man and the dog. •Demonstrates understanding of the need for a name for the hunter but cannot remember, or did not realise the name was provided. •No indication of place provided. •Uses some time sequencing (later, grown up). •Assumes some shared knowledge of the listener (does not indicate where the action is taking place on occasions). •Provides no descriptive information. •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (eg. know, said, angry). •Uses direct speech with a clear referent. •Uses modals (didn't, weren't, couldn't).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and then; then; when; and). •Cause effect connectors used (but, because).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the dog got in the way and the hunter didn't shoot the fox; a bear tried to hurt the dog and the fox saved him; they couldn't be friends because he was a hunting dog). •Indicating background knowledge - understood why a hunting dog could not be friends with a fox. •Indicates character emotions (the hunter man was angry). •Shows understanding that emotion is linked to behaviour (because the man was angry the fox got sent away). •Does not indicate the emotions of the dog or the fox.

APPENDIX 12

ANALYSIS OF PETER'S RETELL OF THE TRUE STORY OF THE THREE LITTLE PIGS Traditional Book

Retell

The wolf was making a cake for his granny's birthday and he didn't have any sugar. So he went next door to the pig's house to ask to borrow some. He had a really bad cold and the pig's house was made of straw. When he knocked on the door he sneezed and blew the house down. So he went to the next pig's house and he sneezed and blew the house down. Then he went to the third little pig's house but he wouldn't answer the door. Then he answered the door and they had a big argument and the police came and put the wolf into prison.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end including the major events of the story. •The end of the story is related to the general theme and comes to a logical close. •includes problem and resolution (he wanted some sugar so he went to the pigs house; he sneezed and knocked down the house and the pig was killed; he had an argument with a pig and got taken away by the police). Does not give the reason why the wolf had an argument with the first little pig. •Events are sequenced logically. •Average length. Detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise within the story. •Refers to characters consistently as the wolf and the pigs. •No indication of place provided. •No orientation of time. •Provides some descriptive information (the house was made of straw). •Maintains tense throughout the retell. •Pronoun referents are clear on most occasions (pronoun referent is only unclear when the wolf went to the third little pig's house- "then he went to the third little pig's house but he wouldn't open the door." Unclear who "he" is referring to without knowledge of the context.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (ask;). •Uses adjectives (big argument; really bad cold). •Uses modals (wouldn't; could).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; when; and). •Cause effect connector used (so).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. the wolf needed sugar to make the cake; he went to the pig's house to borrow sugar; he sneezed and blew the house down). •Does not indicate the emotions of the pigs or the wolf.

APPENDIX 13

MISCUE ANALYSES OF CD-ROM STORYBOOKS

Peter's Reading of Heather Hits Her First Home Run

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	Stuchey	Stuckey	/	/	/	/	x	/c
2	Quen	Quinn	/	/	/	/	x	/c
3	four bag	four bagger	/	/	/	x	/	/c
4	wondrer	wondered	/	/	x	x	/	/
5	hit it yet	had a hit yet	/	/	/	/	x	/
6	wheck	whack	/	/	/	x	/	x
7	remember	remembered	/	/	x	x	/	/
8	musk-le	muscle	/	/	/	x	/	x
9	blush-ed	blushed	/	/	/	x	/	/
10	dim	dime	/	/	/	x	/	x
11	wash	whoosh	/	/	/	x	/	/
12	trickled	ticked	/	/	x	x	/	x
13	hit it to me	hit me in	x	x	/	/	x	x
14	noisier	noisiest	/	/	/	x	/	/
15	hit	swing	x	x	/	/	x	/
16	higher in the air	higher and higher	/	/	/	/	x	x
17	carved	curved	/	/	/	x	/	x
18	crushed	crashed	/	/	/	x	/	x
19	plait	plate	/	x	/	x	/	x
20	strapped	slapped	/	/	/	x	/	x
21	unpeer	umpire	/	/	/	x	/	/
22	explain	explained	/	/	x	x	/	x
23	scheming	screaming	/	/	/	x	/	/
24	cornered	concerned	/	/	/	x	/	/
25	coch	coach	/	/	/	x	/	x
%			92%	88%	84%	24%	76%	60%

Peter's Reading of A Long Hard Day on the Ranch

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	please-ure	pleasure	/	/	/	x	/	/c
2	mamot	mammoth	/	/	/	x	/	/c
3	binjo	bingo	/	/	/	x	/	/c
4	opar	operated	/	/	x	x	/	/c
5	ransh	ranch	/	/	/	x	/	/c
6	ding	dying	/	/	x	x	/	/c
7	heare	hero	/	/	x	x	/	/c
8	rattle	rustle	/	/	/	x	/	/c
9	crites	critters	/	/	/	x	/	/c
10	soddled	saddled	/	/	/	x	/	/c
11	helled	hailed	/	/	x	x	/	/c
12	vikus	vicious	/	/	/	x	/	/c
13	disparate	desperate	/	/	/	x	/	/c
14	imagination	imagination	/	/	x	x	/	/c
15	flying	flinging	/	/	/	/	x	x
16	weaking	wrecking	/	/	/	x	/	/
17	stamped	stampede	/	/	x	x	/	x
18	middle	midst	/	/	/	/	x	x
19	coral	corral	/	/	/	x	/	x
20	gumbled	grumbled	/	/	/	x	/	/
21	rifled	riled	/	/	/	x	/	x
22	heeded	headed	/	/	x	x	/	/
23	hote-ad	hollared	/	/	/	/	x	x
24	irnage	imagine	/	/	x	x	/	/
25	imagine that	imagine.	x	x	/	/	x	x
%			96%	96%	68%	16%	84%	72%

KEY

/ = yes

x = no

c = used computer

APPENDIX 14

ANALYSIS OF PETER'S RETELL OF BREAKFAST
From Scary Poems for Rotten Kids
CD-ROM Storybook

Retell

It was about this boy who poured out his cereal and all these spiders and things fell out of the box. Then these worms fell out too and slithered all over his plate. He tried to scream and his mum came out of the fridge looking like a monster and told him to eat his breakfast.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end appropriate to the original text. •Includes problem and resolution (the boy poured out his cereal and spiders fell out; mum told him to eat his breakfast). •Events are sequenced logically and major events are included. •Short in length, but appropriate to the original poem.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters (there were no names provided in the original text). •Refers to characters using pronouns with appropriate referents. •No indication of place provided. •No time sequencing demonstrated. •Assumes shared knowledge of the listener (that the listener has the background knowledge to infer that he is in the kitchen and that there is a fridge there). •Provides information about the spider and worms coming out of the box. Says "these things" to refer to other things that came out of the box. Does not describe them. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text (uses an adverb that he did not know when he encountered it in the text and needed help with: "slithered"). •Used cognitive verb (told).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the worms slithered over the plate and the boy tried to scream). •Does not indicate any character emotions or reactions.

APPENDIX 15

ANALYSIS OF PETER'S RETELL OF HEATHER HITS HER FIRST
HOME RUN
CD-ROM Storybook

Retell

A girl called Heather was playing T-ball and she wanted to hit the ball because she always missed it. She kept missing and everyone was cheering for her to hit it. Then she started to cry and these boys started to tease her and her mum said "come on Heather you can do it". So she closed her eyes and hit the ball and it went really far. Then she ran around and got all the way around when somebody, I forget who, got her out. But she got a home run.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has an appropriate beginning, middle and end. •The end of the story is related to the general theme (she was trying to hit the ball and ended up getting a home run). •Includes problem, events and resolution (she couldn't hit the ball, everyone cheered for her, she started to cry; she closed her eyes and hit the ball). •Events are sequenced logically and most major events are included. •Average length. Detail is provided. •Planning is included (she wanted to hit the ball).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters. Uses Heather's name and indicates her gender. Also refers to her "mum". The remaining characters are referred to non-specifically as "the boys" or "everyone". •Refers to characters consistently through the text. •Uses pronouns to refer to characters and has a clear referent. •No indication of place or time. Does indicate the theme. •Provides no descriptive information. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (said). •Uses direct speech with a clear referent. •Uses modal (wanted). •Uses adverbial phrases (really far; all the way around).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then; when). •Cause effect connectors used (so; because; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (Heather cried because she couldn't hit the ball) •No indication of character emotions (although he says Heather was crying he does not elaborate upon this).

APPENDIX 16

ANALYSIS OF PETER'S RETELL OF A LONG HARD DAY ON THE
RANCH
CD-ROM Storybook

Retell

There was a boy who had an Uncle Burt. He went on a horse to gather some cows and the horse was going fast and he wasn't scared. These people tried to rope the cabin they were in. His dad was making a band on Saturday night, they had a celebration and then went to sleep and then I can't remember the rest.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end but it does not relate to the major events of the original text. •The end of the story is unrelated to the general theme and was merely an event of the original text. •Includes problem and resolution (he went on a horse to gather some cows) •Events are sequenced illogically. •Short in length, little detail provided. Said he didn't remember the rest of the story.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise within the story. •Refers to characters consistently by the way they were referred to in the original text. •No indication of place provided. •Adverbial of time used (Saturday night). Time orientation is not used consistently. •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text and elaborates by using his own (celebration; cabin).. •Uses cognitive verb (scared). •Uses adverbial of manner (fast).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. the horse was going fast but he wasn't scared) •Indicates the boy's emotions when riding on the horse (he wasn't scared) •Realises that emotion is linked to behaviour (he wasn't scared when riding the fast horse).

APPENDIX 17
CHECKLIST OF ROMY'S READING STRATEGIES
Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	/	/	/	/	/	/	/	
7 Refers to illustrations	x	x	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	x	x	x	/	/	/	/	
10 Asks for help with pronunciations	/	x	/	x	/	/	/	
11 Attempts to substantiate predictions	x	x	x	x	x	x	x	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	x	x	x	x	x	x	x	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	x	x	x	x	x	x	x	
18 Reflects on reading	x	x	x	x	/	/	/	
19 Follows punctuation	x	x	x	x	x	x	x	
20 Reads fluently	x	x	x	x	x	x	x	
21 Uses expression	x	x	x	x	x	x	x	

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	/	/	/	/	/	/	/	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	/	/	/	
10 Asks for help with pronunciations	/	/	/	/	/	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	x	x	x	x	x	x	x	
18 Reflects on reading	x	/	/	/	/	/	/	
19 Follows punctuation	x	x	x	x	x	/	/	
20 Reads fluently	x	x	x	x	x	x	x	
21 Uses expression	x	/	x	x	/	/	x	

KEY

/ = yes

x = no

APPENDIX 18

MISCUE ANALYSES OF TRADITIONAL BOOKS

Romy's Reading of The True Story of The Three Little Pigs

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	lost	least	/	/	/	x	/	x
2	said	side	/	/	x	x	/	x
3	Alop	Alexander	/	x	/	x	/	x
4	who	how	/	/	/	x	/	x
5	hid	whole	x	x	x	x	/	x
6	bin	big	/	/	/	x	/	x
7	thinks	thing	/	/	x	x	/	x
8	flt	fault	/	/	x	x	/	x
9	cut	cute	/	/	x	x	/	x
10	frokes	folks	/	/	/	x	/	x
11	problem	probably	/	/	x	x	/	x
12	wall	whole	x	x	x	x	/	x
13	it's	is	x	x	/	/	x	x
14	right	wrong	x	x	/	x	/	x
15	the	a	x	x	/	/	x	x
16	wall	way	/	/	x	x	/	/
17	table	terrible	/	/	x	x	/	x
18	can	could	x	x	/	/	x	x
19	wants	wasn't	/	/	/	x	/	x
20	brot	bright	/	/	/	x	/	x
21	is in	in	x	x	/	/	x	x
22	has	his	/	/	x	x	/	x
23	wing	build	/	x	/	x	/	x
24	so I of course	so of course	x	x	/	x	/	x
25	I just about	I was just about	x	x	x	x	/	x
%			64%	56%	56%	16%	84%	4%

Romy's Reading of The Old Woman and Her Pig

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	mart	market	/	/	x	x	/	x
2	father	further	/	/	x	x	/	x
3	wat	what	/	/	x	x	/	x
4	home for	home	x	x	/	/	x	x
5	bat	beat	/	/	/	x	/	x
6	bit	bite	/	/	x	x	/	x
7	quen	quench	/	/	x	x	/	x
8	will	won't	x	x	/	x	/	x
9	drop	dink	/	x	/	x	/	x
10	ox	ox won't	x	x	x	x	/	/
11	rop	rope	/	/	/	x	/	x
12	ganaw	gnaw	/	/	/	x	/	x
13	hag	hang	/	/	x	x	/	x
14	shool	should	/	/	x	x	/	x
15	butch	butcher	/	/	x	x	/	x
16	rat and the	the rat, the	x	x	/	/	x	x
17	quin	quench	/	/	x	x	/	x
18	will	won't	x	x	/	x	/	x
19	homm	home	/	/	x	x	/	/
20	berang	began	/	/	/	x	/	/
21	wom	woman	/	/	x	x	/	/
22	marry	market	/	x	/	x	/	x
23	brot	bought	/	/	/	x	/	x
24	the	a	x	x	/	/	x	x
25	lost	last	/	/	x	x	/	x
%			76%	68%	48%	12%	88%	16%

KEY

/ = yes

x = no

c = used computer

APPENDIX 19
ANALYSIS OF ROMY'S RETELL OF THE TRUE STORY OF THE
THREE LITTLE PIGS
Traditional Book

Retell

There was a wolf who wanted to make a cake and he needed some sugar. He had a cold. He went to his neighbours house to get some sugar and he sneezed and the house fell down. Then he did it again at the next pig's house. Then he went to jail.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end appropriate to the original text, but leaves out some major events. •Includes problem and resolution (he had a cold; he sneezed and the house fell down; then he went to jail). •Events are sequenced logically. •Short in length, with little detail. •Evidence of planning (the wolf wanted to make a cake).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters. •Refers to characters using pronouns with appropriate referents. •Indicates place (pigs house; jail). •No time sequencing demonstrated. •Assumes shared knowledge of the listener (that the listener knows that the neighbour is a pig). •No description of characters, places or events. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text •No use of cognitive verbs.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the wolf blew the house down and then went to jail). •Does not indicate any character emotions or reactions.

APPENDIX 20
ANALYSIS OF ROMY'S RETELL OF THE OLD WOMAN AND HER
PIG
Traditional Book

Retell

The Old Woman got a pig from the shops. The pig wouldn't go home and she asked a dog to bite the pig, and the dog wouldn't. So she asked a butcher to make the dog but the butcher wouldn't. So then she got mad and all the things did it and the pig went home.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has an appropriate beginning, middle and end. •The end of the story is related to the general theme (she was trying to get the pig home). •Includes problem, events and resolution (she couldn't get the pig home; she asked for help; the pig went home). •Events are sequenced logically but some major events are omitted. •Short in length. Lack of detail. •No evidence of planning.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters by the way they are referred to in the text. •Uses pronouns to refer to characters. Referent is clear. •Indicates places (refers to the shops and home) •Does not indicate time. •Provides no descriptive information. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (asked).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then; when). •Cause effect connectors used (so).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (The Old Woman couldn't get the pig to go home and asked for help) •Aware that character emotions are linked to behaviour (because the Old Woman got mad, everybody did what she wanted).

APPENDIX 21

ANALYSIS OF ROMY'S RETELL OF THE FOX AND THE HOUND Traditional Book

Retell

A lady found a fox and a guy was bringing something good for his little dog and the dog went outside and wandered away to the woods. He saw two caterpillars and made a face. Then the fox and the dog made friends and played together. Then they grew up and couldn't be friends any more.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning and middle that relates to the original text, but important events in the story are omitted. •The end of the story is unresolved. The original text continues beyond this. •Includes problem and resolution (they grew up and couldn't be friends any more) •Events are sequenced logically. •Short in length, little detail provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters but refers to them non-specifically. •Assumes shared knowledge of the listener (says the guy was bringing something good for his little dog and provides no further information). •Mentions place only once (the dog went to the woods) •Adverbial of place (outside). •Time orientation is not used. •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (saw). •Uses an adjective to describe the "guy's" dog. He described it as little, but it was large.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Some awareness of cause effect relationships (eg. they grew up and couldn't be friends any more) •Does not indicate character emotions.

APPENDIX 22

MISCUE ANALYSES OF CD-ROM STORYBOOKS

Romy's Reading of Welcome from Scary Poems for Rotten Kids

Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected	
1	the	those	/	x	x	/	x	
2	the	who	x	x	x	/	x	
3	a	are	/	x	x	/	x	
4	it's	it	/	/	x	/	/	
5	cary	cave	/	x	/	x	/c	
6	grant	greet	/	x	/	x	/	
7	your	you	/	/	x	/	x	
8	this	his	/	x	x	/	/	
9	going	green	/	x	x	/	/c	
10	read	red	/	/	x	/	x	
11	gr	grey	/	/	x	/	/c	
12	meat	mean	/	/	x	/	/c	
13	he	he'll	/	/	x	/	/	
14	gr	grab	/	/	x	/	/c	
15	head	hand	/	/	/	x	/c	
16	the	a	x	x	/	x	x	
17	schemed	scream	/	/	x	/	/c	
18	you	your	/	/	x	/	x	
19	foo	footsies	/	/	x	/	/c	
20	hand	head	/	/	x	/	/c	
21	you	you'd	/	/	x	/	/	
22	climb	crawl	x	x	/	x	x	
23	cleaver	clever	/	/	x	/	x	
24	warms	worms	/	/	x	/	/c	
25	sto	stomach	/	/	x	/	/c	
%			88%	64%	24%	4%	96%	60%

Romy's Reading of Heather Hits Her First Home Run

Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected	
1	swing	swung	/	/	x	x	/c	
2	ball	watermelon	x	x	/	x	/c	
3	foger	four-bagger	/	/	x	/	/c	
4	sayed	said	/	/	x	/	/c	
5	wat	what	/	/	x	/	/c	
6	muskey	muscle	/	/	x	/	/c	
7	hit	whack	x	x	/	x	x	
8	be-hi	behind	/	/	x	/	/c	
9	exelly	especially	/	/	x	/	/c	
10	sh	shouted	/	/	x	/	/c	
11	lighted	lifted	/	/	/	x	/c	
12	toad	today	/	/	x	/	/c	
13	never	nervous	/	/	x	/	/c	
14	ever	everyone	/	/	x	/	/c	
15	coch	coach	/	/	/	x	/c	
16	brush	blushed	/	/	x	/	x	
17	sing	sitting	/	x	x	/	/c	
18	wat	waiting	/	x	x	/	/c	
19	cat	caught	/	x	x	/	/c	
20	fun	funny	/	/	/	/	/c	
21	Heter	Heather	/	/	/	x	x	
22	had	heard	/	x	/	x	/c	
23	Jeffrey had said	Jeffrey said	x	x	/	/	x	
24	when mother	when her mother	x	x	/	/	x	
25	Little bit four bagger	little four bagger	x	x	/	/	x	
%			80%	64%	44%	16%	84%	76%

KEY

/ = yes

x = no

c = used computer

APPENDIX 23

ANALYSIS OF ROMY'S RETELL OF WELCOME From Scary Poems for Rotten Kids CD-ROM Storybook

Retell

There is a monster who lives in a cave. Then some children come in and he says he is hungry. He takes them down tunnels and they wish they never went.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> • Has a basic beginning, middle and end. Not appropriate to the original text. • Events are sequenced but major events are not included. • Short in length, lack of detail.
Listener Orientation	<ul style="list-style-type: none"> • Introduces characters (there were no names provided in the original text). • Refers to characters using pronouns with appropriate referents. • Indicates place (the cave; tunnels). • No time sequencing demonstrated. • Does not describe characters or location.
Vocabulary	<ul style="list-style-type: none"> • Uses vocabulary from the text • Used cognitive verb (says).
Text Cohesion	<ul style="list-style-type: none"> • Uses temporal connectors (then; and). • No cause effect connectors used.
Content	<ul style="list-style-type: none"> • Aware of cause effect relationships (they wish they had never come) • Does not indicate any character emotions or reactions.

APPENDIX 24

ANALYSIS OF ROMY'S RETELL OF HEATHER HITS HER FIRST HOME RUN CD-ROM Storybook

Retell

Once upon a time there was a girl called Heather. She was playing a ball game. She got to bat and everyone clapped. She was close her eyes and tried to hit the ball and she missed. When she opened her eyes the ball was still on the tee. She missed. Her mother and the rest of the guys stopped cheering and her mum didn't. Then she cried.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Traditional beginning (once upon a time). •Has an appropriate beginning and middle. The end of the retell is inconsistent with the end of the original text. •Includes problem and events but no resolution (everyone clapped, she missed the ball; she started to cry) no resolution. •Events are sequenced logically but only some major events are included. •Little detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters. Uses Heather's name and refers to her "mother". The remaining characters are referred to non-specifically as "the guys" and "everyone". •Uses pronoun "she" to refer to Heather. Has a clear referent. •No indication of time. •Provides no descriptive information. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then; when). •Cause effect connectors used (so; because; but).
Content	<ul style="list-style-type: none"> •No awareness of cause effect relationships (Does not say why Heather cried). •No indication of character emotions.

APPENDIX 25

ANALYSIS OF ROMY'S RETELL OF THE TALE OF PETER RABBIT CD-ROM Storybook

Retell

Peter's mother said "You are not allowed to go down the hill and the lane" not to Mr McGregor's garden. But Peter disobeyed his mother and went to the McGregor's garden and went under the gate. Mr McGregor saw him and went after him. Peter lost his shoes and jacket. Mr McGregor stopped running, then Peter got away from Mr McGregor.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end but some major events are omitted. •Includes problem and resolution (Mr McGregor chased Peter; Peter got away. •Included events are sequenced logically. •Short in length, little detail provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters by name. •Refers to characters consistently in the way they were referred to in the original text. •Indicates place (the garden) •No time orientation. •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text . •Uses cognitive verb (said).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. Peter disobeyed his mother)

APPENDIX 26

CHECKLIST OF KATE'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	x
2 Code switches	x	x	x	x	x	x	x	x
3 Miscues related to first language	x	x	x	x	x	x	x	x
4 Decodes unknown words	/	/	/	/	/	/	/	/
5 Makes predictions	/	/	/	/	/	/	/	/
6 Needs support	/	/	/	/	/	/	/	/
7 Refers to illustrations	/	/	/	/	/	/	/	/
8 Uses sight vocabulary	/	/	/	/	/	/	/	/
9 Asks for help with meaning	x	x	x	x	x	x	x	x
10 Asks for help with pronunciations	x	x	x	x	x	x	x	x
11 Attempts to substantiate predictions	x	x	x	x	x	x	x	x
12 Has a go	/	/	/	/	/	/	/	/
13 Attempts to self correct	/	/	/	/	/	/	/	/
14 Re-reads to clarify meaning	x	x	x	x	x	x	x	x
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	/
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	/
17 Sub-vocalises	x	x	x	x	x	x	x	x
18 Reflects on reading	x	/	/	/	/	/	/	/
19 Follows punctuation	x	x	x	x	x	x	x	x
20 Reads fluently	x	x	x	x	x	x	x	x
21 Uses expression	x	x	x	x	x	x	x	x

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	x
2 Code switches	x	x	x	x	x	x	x	x
3 Miscues related to first language	x	x	x	x	x	x	x	x
4 Decodes unknown words	/	/	/	/	/	/	/	/
5 Makes predictions	/	/	/	/	/	/	/	/
6 Needs support	/	/	/	/	/	/	/	/
7 Refers to illustrations	x	/	/	/	/	/	/	/
8 Uses sight vocabulary	/	/	/	/	/	/	/	/
9 Asks for help with meaning	/	/	/	/	/	/	/	/
10 Asks for help with pronunciations	/	/	/	/	/	/	/	/
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	/
12 Has a go	/	/	/	/	/	/	/	/
13 Attempts to self correct	/	/	/	/	/	/	/	/
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	/
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	x
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	/
17 Sub-vocalises	x	x	x	x	/	/	/	/
18 Reflects on reading	/	/	/	x	/	/	/	/
19 Follows punctuation	x	x	x	x	x	x	x	x
20 Reads fluently	x	x	x	x	x	x	x	x
21 Uses expression	x	x	x	x	x	x	x	x

KEY

/ = yes

x = no

APPENDIX 27

MISCUE ANALYSES OF TRADITIONAL BOOKS

Kate's Reading of Extremely Naughty Children from I Like This Poem

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	nast	nastiest	/	/	x	x	/	/
2	Juspa	Jasper	/	/	/	x	/	x
3	Grandpa	Geranium	/	/	x	x	/	x
4	kiddies	Kidd	/	/	/	x	/	x
5	that	what	/	/	x	x	/	x
6	the	think	/	/	x	x	/	x
7	shon	shouted	/	x	x	x	/	x
8	lor	loud	/	/	x	x	/	x
9	red	rude	/	x	/	x	/	x
10	vo	voices	/	/	x	x	/	x
11	villages	voices	/	/	x	x	/	x
12	scolling	scoldings	/	/	x	x	/	x
13	scolling	sendings	/	x	/	x	/	x
14	growl	grown	/	/	x	x	/	x
15	ground	grown	/	x	/	x	/	x
16	up	ups	/	/	x	x	/	x
17	pushed	punished	/	/	/	x	/	x
18	don't	didn't	/	x	/	/	x	x
19	we're	you're	/	/	/	x	/	x
20	swank	spank	/	/	/	x	/	x
21	bread	beard	/	/	/	x	/	x
22	side	sir	/	x	x	x	/	x
23	Hibby	Henry	/	/	/	x	/	x
24	daughter	Dormer	/	/	x	x	/	x
25	dis	disgrace	/	/	x	x	/	/
%			100%	76%	44%	4%	96%	8%

Kate's Reading of The Paper Bag Princess

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	batty	beautiful	/	/	/	x	/	x
2	cattle	castle	/	/	x	x	/	x
3	exedanic	expensive	/	/	x	x	/	x
4	pretty	princess	/	/	x	x	/	x
5	uniform	unfortunately	/	x	x	x	/	x
6	dagone	dragon	/	/	/	x	/	x
7	fire	fiery	/	/	x	x	/	x
8	card	carried	/	/	x	x	/	x
9	but	burnt	/	/	x	x	/	x
10	shopping	paper	x	x	/	/	x	x
11	flower	followed	/	/	x	x	/	x
12	trill	trail	/	/	/	x	/	/
13	feathers	forests	/	/	/	x	/	x
14	crunch	caught	/	x	x	x	/	x
15	around	already	/	x	x	x	/	x
16	lary	tomorrow	/	x	x	x	/	x
17	smashed	slammed	/	/	/	x	/	x
18	bus	busy	/	/	x	x	/	/
19	small	smartest	/	/	x	x	/	x
20	what	whole	/	/	x	x	/	x
21	broom	breath	/	/	/	x	/	x
22	fit	fifty	/	/	x	x	/	x
23	mangilly	magnificent	/	/	/	x	/	x
24	mean	meatball	/	/	x	x	/	x
25	fatas	fantastic	/	/	x	x	/	x
%			96%	80%	32%	4%	96%	4%

KEY
/ = yes
x = no

APPENDIX 28
ANALYSIS OF KATE'S RETELL OF EXTREMELY NAUGHTY
CHILDREN
 From I Like This Poem
 Traditional book

Retell

It was about extremely naughty children. So naughty. They did something to someone. I can't remember anything.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has no beginning, middle or end. •Only one event is stated. •No problem or resolution stated. •Short in length, no detail is recalled.
Listener Orientation	<ul style="list-style-type: none"> •Introduces only some characters collectively (children). •Does not remember other characters in the text. •Refers to characters using the pronoun "they". Has appropriate referent. •No time or place indicated. •Describes children as extremely naughty.
Vocabulary	<ul style="list-style-type: none"> •Uses some vocabulary from the text but only from the title.
Text Cohesion	<ul style="list-style-type: none"> •No use of temporal or cause effect connectors.
Content	<ul style="list-style-type: none"> •No awareness of cause effect relationships. •Does not indicate any other character emotions or reactions.

APPENDIX 29
ANALYSIS OF KATE'S RETELL OF THE PAPER BAG PRINCESS
Traditional Book

Retell

It was about a girl who liked to wear brown shopping bags and she went to see a dragon.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •No beginning, middle or end. •Includes only one event from the story. •No indication of problem and resolution. •Short in length, no detail. •No evidence of planning.
Listener Orientation	<ul style="list-style-type: none"> •Introduces two of the characters. Only the dragon is referred to specifically. •Uses the pronoun 'she' to refer to the "girl". Referent is clear. •No indication of time or place. •Provides information about what the girl was wearing. "brown shopping bag" was not vocabulary used in the text and may have been inferred from the illustrations. •Provides no other descriptive information. •Maintains tense.
Vocabulary	<ul style="list-style-type: none"> •Uses no vocabulary from the text. •Uses cognitive verb (liked)
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and)
Content	<ul style="list-style-type: none"> •No aware of cause effect relationships •Indicates character emotion (she liked to wear brown shopping bags) This was not appropriate to the original text as it was never implied that she liked wearing the paper bag.

APPENDIX 30
ANALYSIS OF KATE'S RETELL OF THE HUNCHBACK OF NOTRE
DAME
Traditional Book

Retell

There was a man. He rang bell and he ... I don't know... but it was all about a different place and there was lots of people in it.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •No beginning, middle or end. •No events of the story are recalled. Only remembers that the "man" rang bells. •Short in length with no detail.
Listener Orientation	<ul style="list-style-type: none"> •Introduces character (a man") refers to him non-specifically. •Introduces remaining characters collectively (lots of people) •No time orientation. •Place orientation is attempted but is non-specific (a different place) •Pronoun referent used is clear.
Vocabulary	<ul style="list-style-type: none"> •Uses no vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •Cause effect connectors used (but)
Content	<ul style="list-style-type: none"> •No awareness of cause effect relationships or character emotions.

APPENDIX 31

MISCUE ANALYSES OF CD-ROM STORYBOOK

Kate's Reading of Cinderella

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	grandful	gentleman	/	x	x	x	/	/c
2	hustenly	honest	/	/	x	x	/	/c
3	politely	prety	/	/	x	x	/	x
4	second	new	x	x	/	/	x	x
5	dressful	daughters	/	x	x	x	/	/c
6	oregandally	arrogant	/	/	x	x	/	/c
7	poor	proud	/	x	/	x	/	/c
8	exen	exactly	/	/	x	x	/	/c
9	soon	so	/	/	/	/	x	x
10	ru	ruled	/	/	x	x	/	/c
11	really	nearly	/	/	/	/	x	x
12	risent	reason	/	/	/	x	/	/c
13	special	spiteful	/	/	/	x	/	/c
14	scorn	scour	/	/	/	x	/	/c
15	spoiled	spacious	/	/	/	x	/	/c
16	tidy	tiled	/	/	/	x	/	x
17	head	behind	/	/	x	x	/	/c
18	store	straw	/	/	/	x	/	/c
19	drink	dark	/	/	x	x	/	/c
20	then	when	/	/	/	/	x	x
21	odd	order	/	/	x	x	/	x
22	invited	invitation	/	/	x	x	/	/c
23	ladies	liquor	/	x	/	x	/	x
24	frosten	fashion	/	/	/	x	/	x
25	rich	wicked	x	x	/	x	/	x
%			92%	76%	44%	16%	84%	60%

Kate's Reading of The Tale of Peter Rabbit

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	qui	quite	/	/	x	x	/	/c
2	butta	buttons	/	/	x	x	/	/c
3	gosey	gooseberry	/	/	/	x	/	/c
4	unfly	unfortunately	/	/	x	x	/	/c
5	altog	altogether	/	/	x	x	/	/c
6	potats	potatoes	/	/	/	x	/	/
7	amy	amongst	/	/	x	x	/	/c
8	frightfully	frightened	/	/	x	x	/	/c
9	rack	rake	/	/	/	x	/	/c
10	lettuces	cabbages	/	x	/	/	x	x
11	plot	planting	/	/	x	x	/	x
12	who	whom	/	/	/	/	x	x
13	cumberly	cucumber	/	/	/	x	/	/c
14	parcel	parsley	/	/	/	x	/	/c
15	rander	rather	/	/	/	x	/	x
16	rad	radishes	/	/	x	x	/	/c
17	squashed	squeezed	/	/	/	/	x	x
18	strot	straight	/	/	/	x	/	/c
19	get	gather	/	x	/	/	x	x
20	acidant	accident	/	/	/	x	/	/c
21	undernoth	underneath	/	/	/	x	/	x
22	sandy	sand	/	/	/	/	x	x
23	from	frame	/	/	x	x	/	/c
24	really	dreadfully	x	x	/	/	x	x
25	when	went	/	/	x	x	/	x
%			92%	88%	60%	24%	76%	60%

KEY

/ = yes

x = no

c = used computer

APPENDIX 32
ANALYSIS OF KATE'S RETELL OF THE TALE OF PETER RABBIT
CD-ROM Storybook

Retell

Peter Rabbit was a naughty boy. He went into a garden and I know why Mr McGregor doesn't like Peter, because rabbits eat his food. And Peter opened the gate and ran.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has no beginning. •Middle is indicated (he went into a garden) •The end is indicated but is unresolved (Peter ran but it is not indicated whether he escaped) •No problem or resolution stated explicitly. It is implied. •Short in length, with only some detail.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters specifically (Peter and Mr McGregor) Does not remember other characters in the text. •Refers to characters using pronouns with appropriate referents. •No time or place indicated. •Assumes shared knowledge of the listener (that the listener is aware that Mr McGregor doesn't like Peter). •Describes Peter as naughty. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text •Use of cognitive verb (like).
Text Cohesion	<ul style="list-style-type: none"> •Use of temporal connector (and) •Use of cause effect connector (because)
Content	<ul style="list-style-type: none"> •Basic awareness of cause effect relationships (Peter went into the garden, Mr McGregor didn't like him because rabbits eat food). •Aware that Mr McGregor's emotion is linked to behaviour (he doesn't like rabbits because they eat his food). •Does not indicate any other character emotions or reactions.

APPENDIX 33
ANALYSIS OF KATE'S RETELL OF MUD PUDDLE
CD-ROM Storybook

Retell

There was Mud Puddle who kept on jumping on Julie Ant. Mud Puddle doesn't like smelly soap. He doesn't like yellow, maybe because yellow is the colour of the sun and it thinks it might get all dry. Like one pile of dried up sand. It wouldn't like that.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Includes beginning, no middle or end. •Includes only two events from the story. •Indication of problem, no resolution given but is implied that yellow soap is used in some way. •Very short in length. Lack of detail. •No evidence of planning. •Makes inferences and elaborates upon the text.
Listener Orientation	<ul style="list-style-type: none"> •Introduces two of the character specifically (Julie Ann and the Mud Puddle). •Uses the pronouns 'he' and 'it' to refer to the mud puddle. Referent is clear although pronouns are inconsistent. •No indication of time or place. •Maintains tense.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (like; think)
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and) •Uses cause effect connectors (because; maybe).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships - discussing the reasons why Mud Puddle wouldn't like smelly soap. Did not suggest the reason that was implied by the text (that he would be clean if he used it). •Indicates character emotion (the Mud Puddle wouldn't like to be dried up). •Uses a simile to add meaning to her inferences (like a dried up pile of sand).

APPENDIX 34
ANALYSIS OF KATE'S RETELL OF HEATHER HITS HER FIRST
HOME RUN
CD-ROM Storybook

Retell

Heather and she was playing bat the ball. She was a baby because it was a hard game. I think she did bat the ball but it was too late because she was 'out'.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •A very basic beginning, middle and end (Heather was playing bat the ball, she was a baby, she batted the ball, she was out). •Some events in the story are remembered but most details are omitted. •Short in length.
Listener Orientation	<ul style="list-style-type: none"> •Introduces one character (Heather), refers to her specifically. •Mentions what is taking place in the story (calls it bat the ball). Is not specific about place. •Some time orientation is used (it was too late). •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses no vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •Cause effect connectors used (because; but)
Content	<ul style="list-style-type: none"> •Awareness of cause effect relationships (when she hit the ball it was too late because she was out) •Mentions character emotions and recognises that they are linked to behaviour (Heather was being a baby because it was a hard game).

APPENDIX 35
CHECKLIST OF KAREN'S READING STRATEGIES
Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	x	x	x	x	x	x	x	
10 Asks for help with pronunciations	x	x	x	x	x	x	x	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	x	x	x	x	x	x	x	
19 Follows punctuation	x	x	x	x	x	x	x	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	x	x	x	x	x	x	x	

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	x	x	x	
10 Asks for help with pronunciations	/	/	/	/	/	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	x	x	x	/	x	x	x	
19 Follows punctuation	x	x	x	x	x	x	x	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	x	x	x	x	x	x	x	

KEY

/ = yes

x = no

APPENDIX 36

MISCUE ANALYSES OF TRADITIONAL STORYBOOK

Karen's Reading of Lady and the Tramp

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	mercy	merciful	/	/	/	/	x	/
2	siamese	siamese	/	/	/	x	/	/
3	phoned	telephoned	/	/	/	/	x	x
4	convers	conversation	/	/	x	x	/	/
5	opened	unwrapped	x	x	/	/	x	/
6	lead	license	x	x	/	x	/	/
7	agling	ageing	/	/	/	x	/	/
8	drawed	drawled	/	/	x	x	/	/
9	lovely	lonely	/	/	/	x	/	/
10	termen	tremendous	/	/	x	x	/	/
11	intrupter	intruder	/	/	/	x	/	/
12	mongel	mongrel	/	/	/	x	/	/
13	ruforn	ruffian	/	/	/	x	/	/
14	muzzel	muzzle	/	/	/	x	/	/
15	snapped	strapped	/	/	/	x	/	/
16	wriggled	wiggled	/	/	/	/	x	x
17	edged	inched	x	/	/	/	x	/
18	know	known	/	/	x	x	/	/
19	sang beautiful	sang a beautiful	/	/	/	/	x	x
20	songs	song	/	/	/	/	x	x
21	spied	spotted	/	/	/	/	x	/
22	firely	fiercely	/	/	x	x	/	/
23	feed	free	/	/	/	/	x	x
24	sign	signal	/	/	/	/	x	/
25	squeaking	squawking	/	/	/	x	/	/
%			88%	92%	80%	40%	60%	80%

KEY
 / = yes
 x = no

APPENDIX 37

ANALYSIS OF KAREN'S RETELL OF UPSIDE DOWN From I Like This Poem Traditional Book

Retell

It was about how funny it was that beetles can walk upside down and he can't do it.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> • No beginning, middle or end. • No events are included. • Isolates the theme. • Short in length, lack of detail.
Listener Orientation	<ul style="list-style-type: none"> • Introduces character by pronoun with no referent. Assumes shared knowledge of the listener. • No time sequencing demonstrated. • Does not describe characters or location.
Vocabulary	<ul style="list-style-type: none"> • Uses some vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> • Uses temporal connector (and). • No cause effect connectors used.
Content	<ul style="list-style-type: none"> • Indicates a character reaction (how funny it is) although it is not clear who the reaction relates to.

APPENDIX 38
ANALYSIS OF KAREN'S RETELL OF THE OLD WOMAN AND HER
PIG
Traditional Book

Retell

An old woman went to market and bought a pig. The pig wouldn't go so she called the dog to bite the pig. But the dog won't bite the pig. So she called the stick to beat the dog and the stick wouldn't beat the dog. So she called the fire to burn the stick, but the fire wouldn't burn the stick. So she called for the water to quench the fire, but the water would not quench the fire. So she called for the ox to drink the water, but the ox wouldn't do it. So she called for the butcher to kill the ox, but the butcher didn't do it. So she called for a rope to hang the butcher, but the rope wouldn't hang the butcher so she called for a rat to bite the rope, but the rat wouldn't do it. So she called for a cat to get the mouse, but the cat wouldn't do it. And then they all started to do what the old woman wanted them to do and so she got the pig home.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has appropriate beginning, middle and end. •Includes all details of the original text in a logical sequence. •Includes problem, events and resolution. •Detail is provided is consistent with the original text. •Does not elaborate upon the story.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters and refers to them in the same way as the original text. •Uses pronoun "she" to refer to the old woman. Has clear referents. •Indicates place (market and home) •No indication of time. •Inconsistencies of tense.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then). •Cause effect connectors used (so; but).
Content	<ul style="list-style-type: none"> •Awareness of cause effect relationships (they all began to do what she wanted and so she got the pig home).

APPENDIX 39

ANALYSIS OF KAREN'S RETELL OF LADY AND THE TRAMP Traditional Book

Retell

One.. no...on Christmas, this man named Jim Dear and his wife Darling got a puppy as a Christmas present. Darling named it lady. Then the owners of Lady always take her for a walk and when Jim Dear went home from work, Lady would chase him home and there was a surprise, a thing around his neck. Then Jim Dear didn't do things that he used to like taking Lady for walks and running. They had a new baby that's why they were acting that way. Lady told Jock and Trusty and Tramp. Then Jim Dear called Aunt Sarah on the telephone to tell her and then she came to look after the baby and Lady when Jim Dear and Darling went away somewhere. She brought two cats with her and they got Lady in trouble and Lady had to wear a muzzle. She was scared and she ran away and she was going to get bitten by these dogs and Tramp came and saved her. Then another animal bit the muzzle off Lady. Lady and Tramp had dinner and scared some chickens. Then Tramp ran off and Lady got taken away to the dogcatcher. Then Aunt Sarah went and got her and took her home. She was tied up outside. Tramp came to see her and a rat was going into the baby's room. Tramp went and killed the rat and got caught by Aunt Sarah and taken to the dogcatcher. Then Jim Dear and Darling found the rat and went to get Tramp. Then he was allowed to stay and Tramp and Lady had puppies at Christmas.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a clear beginning, middle and end . •Includes problems and resolutions throughout the retell. •All major events are included and are sequenced logically. •Detailed retell.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters by name. •Refers to characters consistently in the way they were referred to in the original text. •Indicates place and time. •Inconsistencies of tense. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text . •Uses cognitive verb (tell).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. the cats got lady into trouble and she had to wear a muzzle; they had a new baby, that's why they were behaving that way). •Indicates character emotion (Lady was scared) •Realises that emotion is linked to behaviour (lady was scared and she ran away).

APPENDIX 40

MISCUE ANALYSES OF CD-ROM STORYBOOKS

Karen's Reading of Cinderella

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	honou	honour	/	/	x	x	/	/c
2	lives	liveries	/	/	x	x	/	/c
3	ordin	ordinary	/	/	x	x	/	/c
4	pettic	petticoats	/	/	x	x	/	/c
5	clothes	fashion	x	x	/	/	x	/c
6	really	realm	/	/	x	x	/	/c
7	govern	governed	/	/	/	x	/	/c
8	noble	nobility	/	/	x	x	/	/c
9	luxury	luxurious	/	/	x	x	/	/c
10	clean	scour	x	x	/	/	x	/c
11	spitful	spiteful	/	/	/	x	/	/c
12	arogant	arrogant	/	/	/	x	/	/c
13	astonish	astonished	/	/	x	x	/	/c
14	eager	eagerly	/	/	x	x	/	/c
15	graceful	gracious	/	/	/	x	/	/
16	profend	profound	/	/	/	x	/	/c
17	rema	remark	/	/	x	x	/	/
18	dress	dressed	/	/	x	x	/	/
19	anyway	anyone	/	/	/	x	/	/
20	mother	stepmother	/	/	/	x	/	/
21	become	becoming	/	/	x	x	/	/
22	done	dressed	x	x	/	/	x	/
23	grandmother	godmother	/	/	/	x	/	/
24	carriage	coach	x	x	/	/	x	/
25	can	pot	x	x	/	/	x	/c
%			80%	80%	52%	20%	80%	100%

Karen's Reading of The Paper Bag Princess

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	expen	expensive	/	/	x	x	/	/
2	gonna	going to	/	/	/	/	x	x
3	horse	horses	/	/	x	x	/	/
4	princess	princesses	/	/	x	x	/	/
5	as fast	so fast	/	/	/	/	x	/
6	firecest	fiercest	/	/	/	x	/	/c
7	drag	dragon	/	/	x	x	/	/
8	let	breathed	x	x	/	/	x	/
9	breath	breath	/	/	x	x	/	/
10	ever	even	/	/	x	x	/	/
11	so dragon	dragon	/	/	/	/	x	/
12	and he	when he	/	/	/	/	x	/
13	walk	talk	/	/	/	x	/	/
14	left	lifted	/	/	/	x	/	/
15	Eli	Elizabeth	/	/	x	x	/	/
16	tongled	tangled	/	/	/	x	/	/
17	you are wearing	you wearing	/	/	x	x	/	/
18	Ronwe	Ronald	/	/	/	x	/	/
19	Pince	Prince	/	/	/	x	/	/
20	put on	wear	x	x	/	/	x	/
21	what	well	/	x	x	x	/	/
22	ate	caten	x	x	/	/	x	/
23	said	shouted	/	/	/	x	/	/
24	struck	stuck	/	/	/	x	/	/
25	a hundred	one hundred	/	/	/	/	x	x
%			88%	84%	64%	32%	68%	92%

KEY

/ = yes

x = no

c = used computer

APPENDIX 41
ANALYSIS OF KAREN'S RETELL OF MUD PUDDLE
CD-ROM Storybook

Retell

Whenever a girl goes out, a mud puddle jumps on her head and her mum keeps on taking her clothes off and putting them in the bath. And then she goes out again and she got some soap and threw it at the mud puddle. Then it ran away.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a clear beginning, middle and end . •Includes problems and resolution. •All major events are summarised. •Events are sequenced logically. •Little detail provided, although the retell provides a concise summary of the text.
Listener Orientation	<ul style="list-style-type: none"> •Introduces two characters in the way they were referred to by the book (Mud Puddle and mum). •Central character referred to non-specifically (as the girl). •No indication of place or time. •Inconsistencies of tense. •Pronoun referents are usually clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text .
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. the mud puddle jumps on her and her clothes have to be put in the bath).

APPENDIX 42

ANALYSIS OF KAREN'S RETELL OF THE GERBELGECK
From Scary Poems for Rotten Kids
CD-ROM Storybook

Retell

It's hard to explain. Hair of worms and arms of two snakes. It bites people and comes out at night. It loves hair.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> • No beginning, middle or end. • Only two events are included. • Short in length, lacks detail.
Listener Orientation	<ul style="list-style-type: none"> • Introduces character by pronoun (it). Assumes shared knowledge of the listener. • Adverbial of time (night). • Does not indicate location. • Describes characters (hair of worms and arms of two snakes) • Describes what character does (bites people).
Vocabulary	<ul style="list-style-type: none"> • Uses some vocabulary from the text. • Uses cognitive verb (loves).
Text Cohesion	<ul style="list-style-type: none"> • Uses temporal connector (and). • No cause effect connectors used.
Content	<ul style="list-style-type: none"> • Indicates a character emotion (likes).

APPENDIX 43
ANALYSIS OF KAREN'S RETELL OF THE PAPER BAG PRINCESS
CD-ROM Storybook

Retell

There was a princess and a prince called Ronald and one day a dragon came and blew the castle and took the prince away and the girl, the princess, had no clothes and she found a paper bag, and then she put it on. She followed bones and then she came to a cave and she knocked on the door and the dragon came out and then he said he didn't want to eat the princess because he had ate enough. Then he said "Go away" and then the princess made him do things and then the dragon flew around the whole word and...then... the princess said "That was magnificent, do it again". Then the dragon said, "watch this" and he was tired and he went to sleep. Then she went over the dragon and found Prince Ronald and she was wearing the paper bag and then he told her to go away until she was dressed like a real princess. That's it.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has appropriate beginning, middle and end. •Includes some details and some major events are included. •Includes problem, events and resolution. •Detail is provided is consistent with the original text. •Does not elaborate upon the story.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters •Refers to Princess Elizabeth non-specifically as "the girl". Refers to the dragon and Prince Ronald in the same way as the original text. •Uses pronouns, generally with appropriate referents. •Uses direct speech with appropriate referents •Indicates place (castle; cave) •No indication of time. •Inconsistencies of tense in some parts. •Assumes shared knowledge of the listener (listener knows what 'things' the princess is making the dragon do; also assumes the listener knows why she has no clothes).
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •No descriptive vocabulary used.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Awareness of cause effect relationships (She was wearing the paper bag and the prince told her to come back when she was wearing real clothes). •Indicates character feeling (the dragon was tired).

APPENDIX 44

CHECKLIST OF HAN'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	/	/	/	/	/	/	/	/
2 Code switches	x	x	x	x	x	x	x	x
3 Miscues related to first language	x	x	x	x	x	x	x	x
4 Decodes unknown words	/	/	/	/	/	/	/	/
5 Makes predictions	/	/	/	/	/	/	/	/
6 Needs support	/	/	/	/	/	/	/	/
7 Refers to illustrations	/	/	/	/	/	/	/	/
8 Uses sight vocabulary	/	/	/	/	/	/	/	/
9 Asks for help with meaning	x	x	/	/	/	/	/	/
10 Asks for help with pronunciations	x	x	/	/	/	/	/	/
11 Attempts to substantiate predictions	x	x	x	x	/	/	/	/
12 Has a go	/	/	/	/	/	/	/	/
13 Attempts to self correct	/	/	/	/	/	/	/	/
14 Re-reads to clarify meaning	/	x	/	/	/	/	/	/
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	/
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	/
17 Sub-vocalises	x	x	x	x	x	x	x	x
18 Reflects on reading	x	/	/	/	/	/	/	/
19 Follows punctuation	x	x	x	x	x	x	x	x
20 Reads fluently	x	x	x	x	x	x	x	x
21 Uses expression	x	x	x	x	/	/	/	/

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	/	/	/	/	/	/	/	/
2 Code switches	x	x	x	x	x	x	x	x
3 Miscues related to first language	x	x	x	x	x	x	x	x
4 Decodes unknown words	/	/	/	/	/	/	/	/
5 Makes predictions	/	/	/	/	/	/	/	/
6 Needs support	/	/	/	/	/	/	/	/
7 Refers to illustrations	/	/	/	/	/	/	/	/
8 Uses sight vocabulary	/	/	/	/	/	/	/	/
9 Asks for help with meaning	/	/	/	/	/	/	/	/
10 Asks for help with pronunciations	/	/	/	/	/	/	/	/
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	/
12 Has a go	/	/	/	/	/	/	/	/
13 Attempts to self correct	/	/	/	/	/	/	/	/
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	/
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	x
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	/
17 Sub-vocalises	x	x	x	x	x	x	x	x
18 Reflects on reading	/	/	/	/	/	/	/	/
19 Follows punctuation	x	x	x	x	x	x	x	x
20 Reads fluently	x	x	x	x	x	x	x	x
21 Uses expression	x	x	/	/	/	/	/	/

KEY

/ = yes

x = no

APPENDIX 45

MISCUE ANALYSES OF TRADITIONAL STORYBOOKS

Han's Reading of Burglar Bill

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	ben	Bill	/	x	/	x	/	x
2	himself	him	/	/	/	/	x	x
3	full	to	x	x	/	x	/	/
4	super	supper	/	/	x	x	/	x
5	swims	swings	/	/	/	x	/	x
6	shack	sack	/	/	/	x	/	x
7	shoolder	shoulder	/	/	/	x	/	x
8	bangler	burglar	/	/	/	x	/	x
9	cuppy	coffee	/	/	/	x	/	x
10	comfortee	comfortable	/	/	/	x	/	x
11	burgar	burglar	/	/	/	x	/	x
12	it	is	x	/	/	x	/	x
13	steed	street	/	/	/	x	/	x
14	behill	behind	/	/	/	x	/	/
15	up	in	x	x	/	x	/	x
16	throw	through	/	/	/	x	/	x
17	shut	shine	/	/	/	x	/	/
18	touch	torch	/	/	x	x	/	/
19	toesbrush	toothbrush	/	/	/	x	/	x
20	secount	second	/	/	/	x	/	x
21	sock	sack	/	/	/	x	/	x
22	cot	coat	/	/	/	x	/	x
23	shocks	socks	/	/	x	x	/	x
24	sixth	sixteenth	/	/	/	x	/	x
25	saf	sack	/	/	x	x	/	x
%			88%	88%	84%	4%	96%	16%

Han's Reading of The True Story of the Three Little Pigs

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self Corrected
1	last	least	/	/	/	x	/	x
2	I'll	I will	/	/	/	/	x	x
3	scott	secret	/	/	x	x	/	x
4	even	ever	/	/	/	/	x	x
5	bid	big	/	/	x	x	/	x
6	thing	think	/	/	x	x	/	x
7	our	or	/	/	x	x	/	x
8	dit	diet	/	/	/	x	/	/
9	wolly	wolves	/	/	/	x	/	x
10	cos	cute	/	x	x	x	/	x
11	pig	pigs	/	/	/	x	/	x
12	cheesebangers	cheeseburgers	/	/	/	x	/	x
13	cot	cute	/	/	x	x	/	x
14	fox	folks	/	/	/	x	/	x
15	proby	probably	/	/	/	x	/	x
16	who	whole	/	/	x	x	/	x
17	is all	it's all	/	/	x	x	/	x
18	right	real	/	x	/	/	x	x
19	mend	mind	/	/	x	x	/	x
20	dead	dear	/	/	/	x	/	x
21	terry	terrible	/	/	x	x	/	x
22	could	cold	/	/	x	x	/	x
23	ghost	guy	/	x	/	x	/	x
24	but	right	x	x	/	x	/	x
25	meant	mean	/	/	/	x	/	x
%			96%	84%	56%	12%	88%	4%

KEY
 / = yes
 x = no

APPENDIX 46

ANALYSIS OF HAN'S RETELL OF BURGLAR BILL Traditional Book

Retell

Burglar Bill go to three houses and shine a torch. He is a wicked man who stolen things. He shines a torch and sees a lady burglar. They get married and have a baby.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end but only selected events are remembered. •Does not include problem and resolution. •There is an attempt to sequence events logically. •Short in length, lack of detail. •Says baby came at the end of the text whereas the baby was the reason Burglar Bill and Burglar Betty got together.
Listener Orientation	<ul style="list-style-type: none"> •Introduces main character specifically. Other characters are referred to non-specifically (lady burglar and baby) •Refers to characters using pronouns with appropriate referents. •Some indication of place provided (Burglar Bill go to three houses) •No time sequencing demonstrated. •Does not describe characters or places. •Inconsistent tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses some vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •No awareness of cause effect relationships •Does not indicate any character emotions or reactions. •Judges character actions (Burglar Bill is wicked man who stolen things).

APPENDIX 47

ANALYSIS OF HAN'S RETELL OF THE TRUE STORY OF THE
THREE LITTLE PIGS
Traditional Book

Retell

The wolf wants to borrow the cup of sugar and the pig not home like he thinks he is not home and then he just sort of sneezed and then the pig house blow up and the pig die. The pig house fell on him. I wonder why the wolf sneezed? A smell? I think the wolf was making a cake and it was his birthday.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning middle and end. Inappropriate to the original text. •Includes problem, and resolution (The wolf wanted to borrow sugar and went to the pig's home) closed her eyes and hit the ball). •Events are sequenced illogically and some major events are not included. •Short in length. Little detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters appropriately (wolf and pig) •Uses pronouns to refer to characters and has a clear referent. •No indication of place or time. Does indicate the theme. •Provides no descriptive information. •Maintains tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses modal (wants).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (The wolf sneezed and the house blew down) •No indication of character emotions or reactions. •Shows evidence of trying to understand the text by asking questions (I wonder why the wolf sneezed. A smell?)

APPENDIX 48

ANALYSIS OF HAN'S RETELL OF THE OLD WOMAN AND HER PIG
Traditional BookRetell

A little old woman and a pig were.... she wanted the pig to go home but the pig won't. So she asked other animals and they were all the same, a dog and a fire. And then the pig go home.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end but it does not elaborate or provide all major events of the original text •Includes problem and resolution (the old woman wanted the pig to go home, she asked other animals, the pig go home). •Events are sequenced logically. •Short in length, little detail provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces some characters as they arise within the story. •Refers to characters consistently by the way they were referred to in the original text. •No indication of place provided. •Time orientation is not used. •Inconsistent tense throughout the retell. •Pronoun referents are clear. •Assumes shared knowledge of the listener (that the listener would know that the "other animals" helped to get the pig home).
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then). •Cause effect connector used (but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships but infers them rather than stating explicitly (she asked other animals... then the pig go home) •No indication of character emotion.

APPENDIX 49

MISCUE ANALYSES OF CD-ROM STORYBOOKS

Han's Reading of The Paper Bag Princess

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	ceysal	castle	/	/	/	x	/	/c
2	princess	prince	/	/	/	x	/	x
3	flower	fiery	/	x	x	x	/	/c
4	cha	chase	/	/	x	x	/	/c
5	Rodney	Ronald	/	/	/	x	/	/c
6	some	something	/	/	/	x	/	/
7	bun	bag	/	x	/	x	/	x
8	bun	burned	/	/	x	x	/	/c
9	fodes	forest	/	/	x	x	/	/c
10	gave	cave	/	/	x	x	/	x
11	shuck a his	stuck his	/	/	x	x	/	x
12	sighed	said	/	/	/	x	/	/c
13	eat	eaten	/	/	x	x	/	/
14	slapped	slammed	/	/	/	x	/	x
15	knocky	knocker	/	/	/	x	/	x
16	who	whole	/	/	x	x	/	/
17	largest	large	/	/	/	x	/	x
18	hu	huge	/	/	x	x	/	/c
19	dress	trail	x	x	x	x	/	x
20	change	chase	/	/	x	x	/	/c
21	a bag	a paper bag	/	/	/	/	x	x
22	he	had	/	x	x	x	/	x
23	prince	princess	/	/	/	x	/	x
24	Ro	Ronald	/	/	x	x	/	/c
25	were	well	/	/	x	x	/	x
%			96%	84%	44%	4%	96%	48%

Han's Reading of The Tale of Peter Rabbit

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	lacky	locked	/	/	/	x	/	/c
2	sceed	squeezed	/	/	/	x	/	/c
3	Murphy	McGregor	/	x	/	x	/	x
4	blackben	blackberries	/	/	x	x	/	/c
5	curt	currant	/	/	/	x	/	/c
6	buds	buns	/	/	/	x	/	/c
7	brew	brown	/	/	x	x	/	/c
8	brea	bread	/	/	/	x	/	/c
9	myehuf	mischief	/	/	/	x	/	/c
10	acident	accident	/	/	/	x	/	/c
11	gad	garden	/	/	x	x	/	/c
12	cult	cotton	/	/	x	x	/	/c
13	fine	French	/	x	/	x	/	/c
14	rocks	radishes	/	x	/	x	/	/c
15	falling	feeling	/	/	x	x	/	x
16	pasy	parsley	/	/	/	x	/	x
17	cumber	cucumber	/	/	/	x	/	x
18	who	whom	/	/	/	/	x	x
19	that	thief	/	/	/	x	/	x
20	plot	planting	/	/	x	x	/	/c
21	forgune	forgotten	/	/	x	x	/	/c
22	potyas	potatoes	/	/	/	x	/	/c
23	drery	dreadfully	/	/	/	x	/	/c
24	unfy	unfortunately	/	/	x	x	/	/c
25	alether	altogether	/	/	x	x	/	/c
%			100%	88%	64%	4%	96%	80%

KEY

/ = yes

x = no

c = used computer

APPENDIX 50

ANALYSIS OF HAN'S RETELL OF THE PAPER BAG PRINCESS CD-ROM Storybook

Retell

It is a story about her and the dragon. She ran after the dragon and he is too tired and she said good game so that he would get more tired and listened to her and then he fell asleep and then she go to the door and see the rod and the dragon burned 100 forests down. That's it.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning and middle. •Attempts to bring the retell to a logical conclusion but remembers another event in the text and adds it on the end. •Attempts to include problem and resolution and sequence events logically. •Has difficulty expressing ideas (she said good game, implying that she was encouraging the dragon which is appropriate to the original text, and implies inferences being made). •Short in length, lack of detail. •Mentions that the dragon burned 100 forests at the end of the text, whereas it occurred in the middle of the original text.
Listener Orientation	<ul style="list-style-type: none"> •Introduces main character non-specifically (as her). The dragon is referred to specifically and there is an effort to name the Prince (the Rod). •Refers to characters using pronouns some have unclear referents •Some indication of place provided (door; forests). Assumes shared knowledge of the listener. •No time sequencing demonstrated. •Does not describe characters or places. •Inconsistent tense throughout the retell..
Vocabulary	<ul style="list-style-type: none"> •Uses some vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and; and then). •Uses cause effect connector (so)
Content	<ul style="list-style-type: none"> •Awareness of cause effect relationships (she said good game so that he would get more tired) •Does not indicate any character emotions or reactions.

APPENDIX 51

ANALYSIS OF HAN'S RETELL OF THE FOG From Scary Poems for Rotten Kids CD-ROM Storybook

Retell

The fog is coming through and then the house came down and they are scared. They stayed inside and didn't come out because they think the fog is because the monster come. Why are the houses going? Because the monster come through.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning middle and end. Appropriate to the original text. •Includes problem, and resolution (They stayed inside because the monster come). •Events are sequenced illogically and some major events are not included. •Short in length. Little detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters appropriately using pronoun 'they'. Refers to 'the fog' appropriately. •Pronouns sometimes have unclear referents. •No indication of place or time. •Provides no descriptive information. •Inconsistent tense throughout the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; and then). •Uses cause effect connectors (because)
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (They stayed inside and didn't come out because they think the fog is the monster come). •Indicates of character emotions (they are scared).

APPENDIX 52

ANALYSIS OF HAN'S RETELL OF THE TALE OF PETER RABBIT CD-ROM Storybook

Retell

Is a Rabbit and he goes to Mr Murphy's garden to get something to eat. He saw Mr Murphy and he chases rabbit. Rabbit run fast and gets away but he feel lost and scared. Then the birds help him. Then he go home. And that's all.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end but it does not elaborate or provide all major events of the original text •Includes problem and resolution (Mr Murphy chases the rabbit and he gets away). •Events are sequenced logically. •Short in length, little detail provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces the rabbit non-specifically. •Refers to Mr Murphy specifically but gets his name incorrect (Mr McGregor). Refers to him by this name consistently. •Indicates place (the garden). •Pronoun referents are sometimes unclear. •Time orientation is not used. •Inconsistent tense throughout the retell. •Assumes shared knowledge of the listener (that the listener would know how the birds helped the rabbit).
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •Cause effect connector used (but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the rabbit went to the garden to get something to eat). •Indicates feelings of character (he feel lost and scared).

APPENDIX 53

CHECKLIST OF NATALIA'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	/	/	/	/	/	/	/	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	/	/	/	/	/	/	/	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	x	x	x	/	/	x	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	x	x	x	x	x	x	x	
10 Asks for help with pronunciations	x	x	x	/	x	x	/	
11 Attempts to substantiate predictions	x	x	x	/	/	x	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	x	x	/	/	/	/	/	
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	/	/	/	/	/	/	/	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	x	x	x	x	x	x	x	

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	/	/	/	/	/	/	/	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	/	/	/	/	/	/	/	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	x	x	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	/	/	/	
10 Asks for help with pronunciations	/	/	/	/	/	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	x	x	x	x	x	x	x	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	/	/	/	/	/	/	/	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	/	/	/	/	/	/	/	

KEY
 / = yes
 x = no

APPENDIX 54

MISCUE ANALYSES OF TRADITIONAL BOOKS

Natalia's Reading of The True Story of the Three Little Pigs

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	liste	least	/	/	/	x	/	x
2	strat	started	/	/	x	x	/	/
3	probel	probably	/	/	x	x	/	/
4	tenific	terrible	/	/	/	x	/	/
5	whose	who in	/	/	x	x	/	x
6	blive	believe	/	/	/	x	/	x
7	dra	dam	/	/	x	x	/	x
8	doonil	doornail	/	/	x	x	/	x
9	perfectly	perfectly	/	/	/	x	/	x
10	smaller	smarter	/	/	/	x	/	/
11	the	on the	x	x	x	x	/	x
12	come in	come	x	x	/	/	x	x
13	sha	shaving	/	/	x	x	/	/
14	doornile	doorknob	/	/	/	x	/	x
15	cleaned	cleared	/	/	/	x	/	x
16	dead a	dead as a	x	x	x	x	/	x
17	awful	awfully	/	/	x	/	x	x
18	brine	brains	/	/	x	x	/	/
19	There was	was	x	x	/	/	x	x
20	pig	porker	/	x	/	/	x	/
21	impole	impolite	/	/	x	x	/	/
22	swet	sweet	/	/	/	x	/	x
23	sit a	sit on a	x	x	x	x	/	x
24	crase	crazy	/	/	/	x	/	/
25	drove	drove up	x	x	x	x	/	x
%			76%	72%	48%	16%	84%	36%

Natalia's Reading of The Aristocats

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	avv	avail	/	/	x	x	/	x
2	ale	alley	/	x	/	x	/	x
3	Her friend	Her old friend	x	x	/	/	x	x
4	care	cat	/	/	x	x	/	x
5	ent	entire	/	/	x	x	/	/
6	future	fortune	/	/	/	x	/	x
7	cured	cared	/	/	x	x	/	x
8	was go	was to go	x	x	x	x	/	x
9	but	butler	/	/	x	x	/	x
10	so that	so he	x	x	/	/	x	x
11	portion	potion	/	/	/	x	/	x
12	dissolved in	dissolved it in	x	x	x	x	/	x
13	and fell	they fell	x	x	/	/	x	x
14	fast asleep	asleep	/	/	/	/	x	/
15	passed	placed	/	/	/	x	/	x
16	pref	intercept	/	x	x	x	/	x
17	vecile	vehicles	/	/	x	x	/	x
18	as she	as he	/	/	/	x	/	x
19	carried	charged	/	/	/	x	/	x
20	at the	and the	x	x	x	x	/	x
21	and kittens	and the kittens	x	x	x	x	/	x
22	she	it	x	x	x	x	/	/
23	in the	if the	/	/	x	x	/	x
24	shook	shocked	/	/	x	x	/	x
25	but no	but to no	x	x	x	x	/	x
%			64%	56%	40%	16%	84%	12%

KEY

/ = yes

x = no

APPENDIX 55

ANALYSIS OF NATALIA'S RETELL OF THE TRUE STORY OF THE
THREE LITTLE PIGS
Traditional Book

Retell

The wolf went to the pig's house but he was only trying to get sugar. He had a cold. He knocked, no answer, so he sneezed and blew the house down. In the end the big pig told a lie. He said the wolf did it and the wolf went to jail.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end , summarises main events. •Some major events are omitted. •The end of the story is related to the general theme and comes to a logical close. •Includes problem and resolution (went to the pig's house because he was trying to get some sugar). •Events are sequenced logically. •Average length. Little detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise within the story. Only mentions one of the pigs. •Refers to characters consistently as the wolf and the pig. •Indicates place. •Adverbial of time (in the end). •Maintains tense throughout the retell. •Pronoun referents are clear. •Preposition referent unclear ("He said the wolf did it" - unclear what "it" refers to). •Assumes shared knowledge of the listener (that the listener would know what lie the pig told).
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (told). •Uses adjective (big).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •Cause effect connectors used (so; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. the wolf went to the pig's house because he needed sugar; the pig told a lie so the wolf went to jail). •Does not indicate the emotions of the pigs or the wolf.

APPENDIX 56

ANALYSIS OF NATALIA'S RETELL OF THE WITCHES SPELL
From I Like This Poem
Traditional Book

Retell

It was about a lot of things were put in a pot and mixed together to make a spell.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has no beginning, middle or end. •Includes resolution (things were put in a pot to make a spell) •Few events are provided but logical sequence is apparent. •Lack of detail.
Listener Orientation	<ul style="list-style-type: none"> •Does not introduce ingredients of the spell, or make inferences upon who was making it. Assumes shared knowledge of the listener. •No indication of time or place provided.. •Provides no descriptive information. •Maintains tense.
Vocabulary	<ul style="list-style-type: none"> •Does not use vocabulary from the text. •No cognitive verbs or modals used.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and; to) •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (things were mixed together to make a spell) •Indicates lack of background knowledge of the poetic genre.

APPENDIX 57

ANALYSIS OF NATALIA'S RETELL OF THE ARISTOCATS
Traditional BookRetell

There was this lady, Madame ...and she had three kittens and one cat, their mother. And she always looks after them and one day there was a storm and she went over to check they were all right and they were gone because there was this man and he took them and put them in a basket and put them outside and then they went from Paris to the country and then there were these two dogs who chased the man and his bike down all the way to Paris again. And the kittens and their mother, they were left, and it was raining and then Madame, she didn't know and she was asleep, that the man had taken them. And then O'Malley cat said to them to go back and hid in the bushes and there was this truck coming and it was open at the back and they jumped into the back and O'Malley, I think, scratched the driver and they went back to Paris. Then the cats went back to Madame but the man he saw them and tried to put them in a trunk. But O'Malley came with his friends and, the horse kicked the man, and then the man got put in the trunk. The cats went back to Madame and she let all the other cats move into her house.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has an appropriate beginning, middle and end. •Includes problem and resolution (kittens were gone, the dogs chased the man away, O'Malley helped the kittens to get home) •Events are sequenced logically all major events are provided. •Very detailed retell.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters, attempts to use names. (cannot recall Madame's name but remembers O'Malley). •Some characters are referred to non-specifically, but are relationships are stated explicitly (the kittens and one cat, their mother); •Refers to characters consistently throughout the retell. •Indicates place (mentions Paris; country; bushes and truck). •Time sequencing (one day) •Attempts to ensure the listener has adequate information (constantly reiterates events, or returns to places in the text where information had been omitted). •Some inconsistencies of tense. •Pronoun referents are usually clear.
Vocabulary	<ul style="list-style-type: none"> •Makes extensive use of vocabulary from the text. •Uses a cognitive verbs (know; said).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; the). •Cause effect connector used (because).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the kittens were gone because the man had taken them; they didn't know the man had taken them because they were asleep). •Does not indicate any character emotions or reactions.

APPENDIX 58

MISCUE ANALYSIS OF CD-ROM STORYBOOK

Natalia's Reading of Cinderella

Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	rin-d	rind	/	/	/	x	/c
2	spit	spiteful	/	/	x	x	/c
3	remok	remark	/	/	/	x	/c
4	made do	made to do	x	x	x	x	x
5	line-en	linen	/	/	/	x	/c
6	damon	diamond	/	/	/	x	/c
7	flowed	flowered	/	/	x	x	/
8	petcoats	petticoats	/	/	/	x	/c
9	luxurus	luxurious	/	/	/	x	/c
10	spakus	spacious	/	/	/	x	/c
11	scrub	scour	x	x	/	/	/c
12	argonant	arrogant	/	/	/	x	/c
13	pret	pretty	/	/	x	x	/
14	steepmother	stepmother	/	/	/	x	/
15	ins	insist	/	/	x	x	/
16	govnened	governed	/	/	/	x	/c
17	noblity	nobility	/	/	/	x	/c
18	to a	into a	x	x	/	x	x
19	astonishe	astonished	/	/	x	x	/
20	atfm	attempt	/	/	x	x	/
21	continlly	continually	/	/	/	x	x
22	pretened	pretended	/	/	/	x	/c
23	fast she	fast as she	x	x	x	x	x
24	have	contain	x	x	/	x	x
25	constly	constantly	/	/	/	x	/c
%		80%	78%	68%	12%	88%	80%

KEY

/ = yes

x = no

c = used computer

APPENDIX 59

ANALYSIS OF NATALIA'S RETELL OF THE PAPER BAG PRINCESS CD-ROM Storybook

Retell

There was a princess named Elizabeth and she was getting married. A dragon came to the castle and carried off the prince. So Elizabeth followed him and knocked on the door. The dragon told her to go away but she wouldn't and she asked him if it was true that he was fierce and smart. He said he was and so he burnt up one hundred forests and flew around the world. Then he fell asleep and Elizabeth got the prince. And that was all.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end. •The end of the story is related to the general theme (Elizabeth found the Prince). •Includes problem and resolution (the dragon carried off the Prince; Elizabeth followed; dragon fell asleep; Elizabeth got the prince). •Events are sequenced logically and some major events are included. •Average length. Detail is provided. •Planning is indicated (Elizabeth was getting married).
Listener Orientation	<ul style="list-style-type: none"> •Introduces main characters specifically (Elizabeth and the dragon). •Refers to the prince non-specifically. •Refers to characters consistently throughout the retell. •Indicates place (castle; forests). •Assumes some shared knowledge of the listener (does not indicate why the dragon fell asleep. Meaning needs to be inferred). •Provides some descriptive information. •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (told; asked; said). •Uses modals (wouldn't).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and ; then). •Cause effect connectors used (so; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (the dragon carried the Prince away so Elizabeth followed him; the dragon fell asleep so Elizabeth got the Prince). •No indication of character emotions.

APPENDIX 60

ANALYSIS OF NATALIA'S RETELL OF THE TALE OF PETER RABBIT CD-ROM Storybook

Retell

There was a rabbit called Peter and he lived with his mother, Mrs Rabbit, and his sisters and brothers, I think. One day, Mrs Rabbit went to get some currant buns and told Peter and the other rabbits not to go to Mr McGregor's garden because Peter's father had gone there and he was made into a pie. So all the rabbits went and picked something in the wood, but Peter, he went to the garden and started eating the lettuces. When he was trying to find something else to eat, He saw Mr McGregor and Mr McGregor started to chase him. Peter lost his jacket and got tired. He jumped out of a window and Mr McGregor didn't chase him any more. I don't know why. And then he was lost. But then he found his way home and was in trouble. I think that was the end.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end including the major events of the story. •The end of the story is related to the general theme and comes to a logical close. •Includes problem and resolution (Peter went to the garden, was chased by Mr McGregor, then found his way home). •Events are sequenced logically. •Average length. Detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise within the story and refers to them specifically. •Refers to characters consistently. •Indicates place. •Time orientation (one day). •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verb (told).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; when; and). •Cause effect connector used (so; but; because)..
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (Mr McGregor didn't chase him any more, I don't know why). •Does not indicate the emotions of the characters.

APPENDIX 61

ANALYSIS OF NATALIA'S RETELL OF THE CAVE
From Scary Poems for Rotten Kids
CD-ROM Storybook

Retell

It was about a monster and he eat you and then he said that you never know where you will end. No-one knows.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a very basic beginning ("it was about a monster") •Attempts to provide a middle ("you will never know where you will end"). •Attempts to provide an end ("No-one knows"). •Includes problem ("he eat you"). •Does not provide events in the story. Just attempts to summarise overall plot. •Very short in length. No detail provided.
Listener Orientation	<ul style="list-style-type: none"> •Introduces one character (the monster). •No indication of place of time sequencing provided. •Provides some information about what the monster does (eat you) •Inconsistent tense. •Pronoun referent is clear.
Vocabulary	<ul style="list-style-type: none"> •Does not use vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •No evidence of cause effect relationships. •Does not indicate any character emotions.

APPENDIX 62

CHECKLIST OF JELA'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	/	/	/	
10 Asks for help with pronunciations	x	x	x	x	x	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	/	/	/	/	/	/	/	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	/	/	/	/	/	/	/	

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	/	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	/	/	/	
10 Asks for help with pronunciations	/	/	/	/	/	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	/	/	/	/	/	/	/	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	/	/	/	/	/	/	/	

KEY

/ = yes
 x = no

APPENDIX 63

MISCUE ANALYSES OF TRADITIONAL BOOKS

Jela's Reading of Lady and the Tramp

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	trust	Trusty	/	/	/	x	/	x
2	aging	aging	/	/	/	x	/	x
3	fill	filly	/	/	x	x	/	/
4	so it	so this	/	x	/	/	x	/
5	suttered	sauntered	/	/	/	x	/	x
6	and	had	x	x	x	x	/	/
7	you	now	x	x	x	x	/	/
8	mongel	mongrel	/	/	/	x	/	x
9	lady's	lady's dismay	x	x	x	x	/	/
10	canoe	canary	/	/	/	x	/	x
11	the	this	/	/	/	/	x	/
12	angles	angels	/	/	/	x	/	/
13	ruffian	ruffian	/	/	/	x	/	x
14	snapping	snarling	/	/	/	/	x	/
15	you will	you'll	/	/	/	/	x	x
16	bought	brought	/	/	/	x	/	/
17	had dinner	dined	/	/	/	/	x	/
18	ready	all ready	/	/	/	/	x	/
19	escorted	escorted	/	/	/	x	/	/
20	scambled	scrambled	/	/	/	x	/	/
21	humilated	humiliated	/	/	/	x	/	/
22	and I	I	x	x	/	/	x	x
23	woke	awakened	/	x	/	/	x	x
24	he killed	and killed	x	x	/	/	x	/
25	scuttie	Scottie	/	/	/	x	/	/
%			80%	72%	84%	36%	64%	60%

Jela's Reading of The Fox and the Hound

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	window	winding	/	/	x	x	/	/
2	Cooper	Copper	/	/	/	/	x	/
3	window	widow	/	/	x	x	/	/
4	I can	I'll	x	x	/	/	x	x
5	right into	right to	/	/	/	/	x	x
6	do	did	/	/	/	/	x	x
7	my name's	mine's	/	x	/	/	x	x
8	all	the	x	x	/	/	x	/
9	did not	didn't	/	/	/	/	x	x
10	are you	you're	/	x	/	x	/	/
11	not fun	no fun	/	/	/	/	x	/
12	into the Chief's	into Chief's	x	x	/	/	x	x
13	you thievin'	your thievin'	/	/	x	x	/	/
14	bust	blast	/	/	x	x	/	/
15	it's no time	in no time	/	/	/	x	/	/
16	and in	even in	x	x	/	/	x	/
17	chuggled	clugged	/	/	/	x	/	/
18	I will	I'll	/	/	/	/	x	x
19	go and see	go see	/	/	/	/	x	x
20	so I'll	I'll	x	x	/	/	x	x
21	into	to	/	/	/	/	x	x
22	and	then	/	/	/	/	x	x
23	nowhere	no place	x	x	/	/	x	/
24	after that	after all	x	x	/	/	x	/
25	setting up	setting	x	x	/	/	x	/
%			68%	60%	84%	72%	28%	56%

KEY
 / = yes
 x = no

APPENDIX 64

ANALYSIS OF JELA'S RETELL OF SEA FEVER
From I like this Poem
Traditional Book

Retell

It's a person who grew up and wanted to go to the sea and he wants to go to hear the waves and the wind and he wants a sail and all the things that are in the poem. And no-one else is there.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> • Attempts to provide a beginning, middle and end. • Events are sequenced logically but many events are omitted. • Short in length, lacks detail.
Listener Orientation	<ul style="list-style-type: none"> • Introduces character (there were no names provided in the original text). • Refers to character using the pronoun "he" with appropriate referents. • Indication place (the sea) • Adverbial of time (grew up). • Assumes shared knowledge of the listener (that the listener knows "all the things that are in the poem"). • Provides information about the things that the character wishes to do (he wants to sail, and hear the waves and the wind). • Inconsistencies of tense.
Vocabulary	<ul style="list-style-type: none"> • Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> • Uses temporal connector (and). • No cause effect connectors used.
Content	<ul style="list-style-type: none"> • Does not demonstrate an awareness of cause effect relationships. • Does not indicate any character emotions, but does indicate desire.

APPENDIX 65

ANALYSIS OF JELA'S RETELL OF LADY AND THE TRAMP Traditional Book

Retell

The story was about a lady called Darling and this man John Dear and at Christmas he gave his wife Darling, a dog and Darling, his wife, named her Lady. And then she got to go for walks and then after John Dear she raced into the house and one day something was very strange and then after a few weeks there was a baby in the house and then Lady, the dog, she went to tell her friends and then they were talking about it and then another dog came along. He was naughty and all the dogcatchers couldn't catch him because he always runs through gates and that. And Aunt Sarah came to stay with Lady and the new baby. She brought her two cats with her Aunt Sarah took Lady and got a muzzle for her because she thought Lady had tried to hurt the cats. But lady ran away because she was scared and she met Tramp, the naughty dog, and he took Lady to the Zoo and told a Beaver to help her get the muzzle off. Then they went for dinner and then they saw some hens and Tramp ran after them barking. But Lady got in trouble for it and got taken away by the dogcatcher. She was taken to a pound or something, I think. Then Aunt Sarah came to collect her and locked her up outside. Then Tramp came to see Lady, to say sorry. Then Lady saw a rat climbing into the baby's bedroom window, so Tramp jumped into the room and killed the rat before it could hurt the baby. Then Aunt Sarah came in the room, and she didn't see the rat. She sent Tramp away with the dogcatcher. Then Jim Dear and Darling got back home. Lady ran to them and started to bark. They followed her to the baby's room and saw the rat and they realised that Tramp had saved the baby. John Dear and Darling let Tramp live with them and then the next Christmas Lady and Tramp had four puppies.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a detailed beginning, middle and end. •The end of the story is related to the general theme. •Includes problem, events and resolution (eg: The rat went in the baby's room, Tramp killed the rat; Aunt Sarah sent Tramp away; the rat was found and Tramp was able to live at the house). •Events are sequenced logically and most major events are included. •Lengthy retell. Extensive detail is provided.
Listener Orientation	<ul style="list-style-type: none"> •Refers to most characters specifically (Lady, John Dear, Tramp Darling and Aunt Sarah). •Refers to other character by their relationship to Lady (Lady's friends). •Refers to relationship between characters (Darling, John Dear's wife; Lady's friends). •Refers to characters consistently throughout the retell. •Uses pronouns to refer to characters. Pronouns have a clear referent. •Indicates setting (the house; zoo; pound; outside; bedroom) •Uses adverbials of time (before; one day; after a few weeks; next Christmas) •Provides descriptive information. •Generally maintains tense in the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (thought; realised; tell). •Uses adjective (naughty).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then; when). •Cause effect connectors used (so; because; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg; Lady had to wear a muzzle because Aunt Sarah thought she had tried to hurt the cats). •Indicates character emotions (Lady was upset and scared). •Realises character emotions are linked to behaviour (Lady ran away because she was scared).

APPENDIX 66

ANALYSIS OF JELA'S RETELL OF THE FOX AND THE HOUND
Traditional BookRetell

One day, a kind old lady found a little fox that had lost its mother. She said "don't worry I'll take care of you" and she took him home and she called him Todd. At the same time, a hunter named Amos Slade came home with a puppy named Copper to surprise his other dog, Chief. Todd went out to play and he met Copper. Todd and Copper made friends and they played hide and seek. Amos Slade was very angry because Todd came to his farm and scared the chickens. When Copper and Todd grew up, Copper said that they couldn't be friends any more because he was a hunting dog and Todd was really sad. Then Amos Slade saw Todd and he chased him. Copper found Todd but he let him go. Then the old lady thought that it was too dangerous for Todd to stay with her so she took him to the forest. Amos Slade came to the forest and put down some traps. Then he fell into one of them and a bear was trying to kill him. Copper tried to save him and then Todd came to help. Then they fell into the river. Amos was going to kill Todd, but Copper wouldn't let him. Then Todd and Copper knew they would be friends forever.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle and end that relates to the original text. •The end of the story is related to the general theme. •Includes problem and resolution (Amos was going to kill Todd, Copper wouldn't let him). •Events are sequenced logically. •A detailed retell that includes most major events of the original text. •Evidence of planning (Amos was going to kill Todd).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters specifically as they arise in the story. •Refers to characters consistently. •Indicates place (home; farm; forest; river). •Adverbials of time used (one day; forever). •Maintains tense throughout the retell. •Pronoun referents are clear. •Uses direct speech with a clear referent.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text and elaborates by using her own (dangerous). •Uses cognitive verbs (knew; thought; said).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and then). •Uses cause effect connectors (because; but; so).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. Copper said they couldn't be friends any more because he was a hunting dog) •Indicates character emotions (Amos was angry; Todd was sad). •Realises that emotion is linked to behaviour (Amos was angry because Todd scared the chickens; Todd was sad because he couldn't be friends with Copper).

APPENDIX 67

MISCUE ANALYSIS OF CD-ROM STORYBOOKS

Jela's Reading of Cinderella

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	aragon	arrogant	/	/	/	x	/	/c
2	spite	spiteful	/	/	x	x	/	/c
3	forget	for	/	/	/	x	/	x
4	clean	clear	/	/	/	/	x	x
5	spac	spacious	/	/	x	x	/	/c
6	raged	ragged	/	/	x	x	/	/
7	governed	governed	/	/	/	x	/	x
8	reelm	realm	/	/	/	x	/	x
9	gonns	gowns	/	/	/	x	/	/c
10	vel	velvet	/	/	/	x	/	/c
11	line	linen	/	/	/	x	/	x
12	consulted	consulted	/	/	/	x	/	/c
13	Alice	alas	/	/	/	x	/	/
14	Cinderwinch	Cinderwench	/	/	/	/	/	/c
15	dapp	dapple	/	/	x	x	/	/c
16	gave a	gave it a	x	x	/	/	x	x
17	god	godmother	/	/	/	x	/	/
18	keased	ceased	/	/	/	x	/	/c
19	greetly	greatly	/	/	/	x	/	x
20	early	eagerly	/	/	/	x	/	/c
21	aston	astonished	/	/	x	x	/	/c
22	done it in	done it	x	x	/	/	x	x
23	sawn	sewn	/	/	/	x	/	/c
24	son could	son decided to	x	x	/	/	x	x
25	her	hers	/	/	/	/	x	/
%			88%	88%	80%	24%	76%	64%

Jela's Reading of Heather Hits Her First Home Run

	Miscue	Text Word	Graphic Similarity	Sound Similarity	Syntactic Acceptability	Semantic Acceptability	Meaning Change	Self-Corrected
1	on three	on all three	x	x	/	/	x	x
2	hit	had	/	x	x	x	/	/
3	palate	plate	/	/	/	x	/	/
4	you swing	your swing	/	/	x	x	/	/
5	the home	him home	x	x	/	/	x	/
6	missed	looked	x	x	/	x	/	x
7	ball still	ball was still	x	x	x	x	/	x
8	and she	as she	x	x	/	/	x	/
9	ball had	ball she had	x	x	x	/	x	/
10	dim	dime	/	/	x	x	/	x
11	swung it	swung	x	x	/	/	x	x
12	she missed	missed	x	x	/	/	x	/
13	little tears	a little tear	/	/	/	/	x	x
14	bas	baseman	/	/	x	x	/	/c
15	turned all	turned	/	/	/	/	x	/
16	ang	angry	/	/	x	x	/	/
17	was climbing	climbing	/	/	/	/	x	/
18	then	when	/	/	/	/	x	/
19	the plate	home plate	x	x	/	/	x	x
20	towards	toward	/	/	/	/	x	x
21	empire	umpire	/	/	/	x	/	/
22	cater	catcher	/	/	/	x	/	/c
23	didn't	don't	/	/	/	/	x	/
24	the	there were	/	x	/	/	x	/
25	she is	she's	/	/	/	/	x	x
%			64%	56%	72%	60%	40%	64%

KEY

/ = yes

x = no

c = used computer

APPENDIX 68

ANALYSIS OF JELA'S RETELL OF MOVING GIVES ME A STOMACH ACHE CD-ROM Storybook

Retell

A boy woke up and saw rain. He said that his house was crying because he was moving. He was packing and he wanted to pack his tree. Then he asked for two boxes to put it in and his mum said he was silly. Then he wanted room for his friend Pinky. Pinky got angry when he stepped on his toe. The other boy said "I don't really care". Then when the boy got to his new house, it was smiling. There was a boy next door that could be his second best friend and so he was happy to move in.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> • Provides a beginning, middle and end, appropriate to the original text. • Events are sequenced logically and most events are included. • Attempts to provide detail.
Listener Orientation	<ul style="list-style-type: none"> • Introduces characters in the way they were referred to in the original text. • Refers to character using pronoun. On occasions, the referent is unclear. • Indication of place (house; new house; next door) • No adverbials of time. • Provides information about the things that the character wishes to do (he wanted to take his tree and his best friend Pinky). • Inconsistencies of tense.
Vocabulary	<ul style="list-style-type: none"> • Uses vocabulary from the text. • Uses cognitive verbs (asked; said). • Uses modal (wanted).
Text Cohesion	<ul style="list-style-type: none"> • Uses temporal connectors (and; then). • Uses cause effect connectors (because; so).
Content	<ul style="list-style-type: none"> • Aware of cause effect relationships. (he was happy to move in his new house because there was a boy in the next house who could be his friend). • Indicates character emotions, (sad; angry; happy). • Aware that emotions are linked to behaviour (his house was crying because he was moving).

APPENDIX 69

ANALYSIS OF JELA'S RETELL OF HEATHER HITS HER FIRST HOME RUN CD-ROM Storybook

Retell

There once was a girl named Heather and she never got a home run before and it was her turn to play ball and her turn to bat. Whenever the people threw the ball she missed but whenever she hit it, all the people caught it and she was angry that always her ball got caught. Her team mate Geoffrey, he was telling how to bat it properly and he said, "You have to sting it" and Heather laughed and said, "I'm not a bumblebee". Then he said "You have to swing" and Heather said "Okay" and when it was her turn to bat she hit it four times but she saw that the ball was still on the tee. And so all the people had given up on her but her mum shouted out "You can do it Heather". Then she felt a little tear coming on, but this boy Steve, he was the noisiest in the other team and said "She can't hit the ball, she's missed already" and Heather was sighing and her face turned red, but it didn't turn red from blushing because she had already blushed lots of times and now it was out of anger. She hit the ball and the ball went up in the air, and Steve and two other people from the other team, they were trying to get the ball and the ball went between them and outside and then Heather was running on the third thing and then someone caught the ball and another person was about to catch it at the same time as he caught it and Heather got to the plates but then they said that Heather was out because they had given her a shot but she was already out but Heather thought that mean I didn't get a home run? Then the lady said they got three points. I don't know what they are called. And then she went to the team and heard cheering and then she went back to the Coach and said "Does that mean I didn't get the run?" and the Coach said "I'm really proud of you, that was a four-bagger".

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a detailed beginning, middle and end. •The end of the story is related to the general theme. •Includes problem, events and resolution (eg: Heather couldn't bat the ball, she tried and he hit it, then she got a home run). •Events are sequenced logically and all major events are included. •Lengthy retell. Extensive detail is provided. •Evidence of planning (they were trying to get the ball). •Evidence of perspective taking (changed to first person when Heather was wondering whether she had got a run).
Listener Orientation	<ul style="list-style-type: none"> •Refers to most characters specifically (Heather; Steve; Geoffrey; Heather's mother). •Refers to other character by their title (Coach, other people). •Informs the listener of relationships between characters (Heather's mum; Heather's team mate Geoffrey). •Uses direct speech with clear referents. •Uses pronouns to refer to characters. Pronouns have a clear referent. •Indicates setting (the plate; the tee; outside). •Uses adverbial of time (once). •Provides descriptive information. •Some inconsistencies of tense in the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (thought; said; shouted). •Uses adverbial phrase (I'm really proud).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then; whenever). •Cause effect connectors used (so; because; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg; Heather turned red because she was angry). •Indicates character emotions (Heather was angry; Coach was proud). •Realises character emotions are linked to behaviour (Everyone gave up on Heather because she did not hit the ball; Heather was angry because her balls were always caught).

APPENDIX 70

ANALYSIS OF JELA'S RETELL OF MUD PUDDLE CD-ROM Storybook

Retell

There was this girl called...I forget her name. She got her clean clothes on and she went outside. A mud puddle jumped on her. She yelled "Mummy, mummy, a mud puddle jumped on me". Her mum picked her up and washed her eyes, hair and mouth. She put new clothes on and the mud puddle was on the roof and it jumped on her. She yelled "Mummy, mummy, a mud puddle jumped on me". Her mum picked her up and washed her eyes, ears and nose. Then the mud puddle was behind the fence. She put on her raincoat and the mud puddle jumped on her. She yelled "Mummy, mummy, a mud puddle jumped on me. So her mum washed her. Then she got some soap that was smelly and yucky. The mud puddle came again and she threw the soap at him. Then he ran away and never came back.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle, and end that relates to the original text. •The end of the story is related to the general theme. •Includes problem and resolution (The mud puddle kept jumping on the girl so she threw soap at him and he never came back). •Events are sequenced logically. •Retell includes most major events of the original text.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise in the story. •Attempts to refer to the girl specifically, but cannot her name. •Refers to other characters as they were referred to in the original text. •Indicates place (roof; outside; behind the fence). •Adverbial of time used (never). •Maintains tense throughout the retell. •Pronoun referents are clear. •Uses direct speech with clear referent.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses adjectives (smelly and yucky).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •Uses cause effect connector (so).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. her mum washed her because the mud puddle jumped on her). •No indication of character emotions.

APPENDIX 71

CHECKLIST OF ALISON'S READING STRATEGIES

Observations from Sessions Two to Eight

Traditional Books

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	x	x	x	x	x	x	x	
10 Asks for help with pronunciations	x	x	x	x	x	x	x	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	x	x	x	x	x	x	x	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	/	/	/	/	/	/	/	

CD-ROM Storybooks

Strategy	Session Number							
	2	3	4	5	6	7	8	
1 Spoken proficiency affects oral reading	x	x	x	x	x	x	x	
2 Code switches	x	x	x	x	x	x	x	
3 Miscues related to first language	x	x	x	x	x	x	x	
4 Decodes unknown words	/	/	/	/	/	/	/	
5 Makes predictions	/	/	/	/	/	/	/	
6 Needs support	x	x	x	x	x	x	x	
7 Refers to illustrations	/	/	/	/	/	/	/	
8 Uses sight vocabulary	/	/	/	/	/	/	/	
9 Asks for help with meaning	/	/	/	/	/	/	/	
10 Asks for help with pronunciations	/	/	/	/	/	/	/	
11 Attempts to substantiate predictions	/	/	/	/	/	/	/	
12 Has a go	/	/	/	/	/	/	/	
13 Attempts to self correct	/	/	/	/	/	/	/	
14 Re-reads to clarify meaning	/	/	/	/	/	/	/	
15 Reads on when encountering difficult text	/	/	/	/	/	/	/	
16 Slows down when encountering difficult text	/	/	/	/	/	/	/	
17 Sub-vocalises	/	/	/	/	/	/	/	
18 Reflects on reading	/	/	/	/	/	/	/	
19 Follows punctuation	x	x	x	x	x	x	x	
20 Reads fluently	/	/	/	/	/	/	/	
21 Uses expression	/	/	/	/	/	/	/	

KEY

/ = yes

x = no

APPENDIX 72

ANALYSIS OF ALISON'S RETELL OF I'VE HAD THIS SHIRT From I Like This Poem Traditional Book

Retell

It was about like, a shirt that someone had a long time ago and he keeps all the little bits that fall apart in a biscuit tin. It was quite strange that he kept all the parts.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Provides a beginning, middle and end, appropriate to the original poem. •Events are sequenced logically and are summarised. •No attempt made to provide detail.
Listener Orientation	<ul style="list-style-type: none"> •Text was written in first person so she attempts to refer to the writer specifically using "someone". •Refers to character using the pronoun he. Referent is clear. •Indication of place (biscuit tin) •Adverbial of time used (a long time ago). •Inconsistencies of tense.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connector (and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships. (the shirt fell apart and he kept the pieces in a tin) •No indication of character emotions, (sad; angry; happy). •Evaluates the text (it was quite strange that he kept the parts in a biscuit tin).

APPENDIX 73

ANALYSIS OF ALISON'S RETELL OF THE FOX AND THE HOUND Traditional Book

Retell

Once there lived an old lady and she went to a forest and then she saw a little package and she saw it was a fox. Then she said "Oh you've lost your mother", and then she said "I'll look after you". Then there was another person, Amos Slade, a hunter and he bought a hound, a little puppy for his son, I think. And then one day the fox was wandering around the woods and the hound smelled something so he ended up at the fox and he found him and he went "Arooo". Then the fox and the puppy, they were friends and they played games together, like Hide and Seek. Then one day, the fox went to find the hound to ask him to play, but the hound was tied up and then the big dog, I think his name was Chief, he saw the fox and started to chase him and then Amos Slade came out with his gun and tried to shoot the fox. The fox ran home and got away. Then after the winter, the fox and the hound both grew up. The hound said that they couldn't be friends any more, because hounds were not supposed to be friends with foxes, because they were hunting dogs. Then Amos Slade saw the fox and chased him again, but the hound let him go. The old lady thought that the fox would be safer in the forest so she took him there. The forest was a scary place and the fox couldn't find anywhere to sleep. Then he met Vixey, a lady fox, and he was happy. But Amos Slade was looking for him with traps. He wanted to kill him because his dog Chief had fell off a railway line when he was chasing the fox before. But Amos Slade fell into one of his traps and then a mean bear came and was going to kill him, but the hound tried to save him and he got hurt too. Then the fox heard the hound cry and he came and saved them by biting the bear. Then the hunter, Amos Slade, was going to kill the fox, but the hound stood in the way and wouldn't let him. Then the fox and his friend Vixey would look at the farm and the fox knew him and the hound would always be friends.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a detailed beginning, middle and end. •The end of the story is related to the general theme. •Includes problem, events and resolution (eg: the fox and the hound were friends, they grew up and couldn't be friends any more, they saved each other and then were always friends). •Events are sequenced logically and all major events are included. •Lengthy retell. Extensive detail is provided. •Evidence of planning (Amos Slade wanted to kill the fox)
Listener Orientation	<ul style="list-style-type: none"> •Refers to the central characters specifically but does not use their names (the fox; the hound; and old lady). •Refers to Amos Slade, Chief and Vixey by name. •Refers to characters consistently throughout the retell. •Uses direct speech with clear referent. •Uses pronouns to refer to characters. Pronouns have a clear referent. •Indicates setting (forest; woods; home; railway line; farm). •Uses adverbial of time (once; after the winter; one day). •Provides descriptive information. •Maintains tense in the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (said; thought; looking; knew). •Uses adjectives (mean; little; scary).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then). •Cause effect connectors used (so; because; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg: The fox and the hound couldn't be friends because the hound was a hunting dog; the fox heard the hound cry so he came bit the bear). •Indicates character emotions (The fox was happy). •Realises character emotions are linked to behaviour (The fox was happy because he met Vixey).

APPENDIX 74

ANALYSIS OF ALISON'S RETELL OF THE ARISTOCATS
Traditional BookRetell

Once there lived a lady, something Van Mille and she had four cats. The mother was Duchess and three little kittens named I forgot what, and a man named Edgar. That lady, I forgot her name, one day she told her old friend that she wanted her will so that Edgar could take care of the cats. Edgar wanted to put the kittens to sleep and drove them to the country. The dog saw him and they didn't let cars go out, I don't think, so they chased him and he dropped the basket with Duchess and her kittens and left them in the country. When they woke up they were very frightened and they met a cat called Thomas, and he took them back to the lady, on a milk truck thing. Then they stayed at his house for the night and met his friends, the alley cats. The next day they went back home, but Edgar saw them again and tried to put them in a trunk and send them to another country. But Thomas, the alley cats, and I think it was a horse. They stopped him and sent him in the trunk instead. Then the old lady was so grateful that she said Thomas and his friends could stay with her, and Duchess and the kittens. And that was all.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle, and end that relates to the original text. •The end of the story is related to the general theme. •Includes problem and resolution (Edgar took the cat and the kittens away, they were left in the country, Thomas helped them to return). •Events are sequenced logically. •Retell includes most major events of the original text.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise in the story. •Attempts to refer to characters specifically but has difficulty remembering some names. •Indicates place (the country; milk truck; house; home; trunk). •Adverbial of time used (once; the next day; for the night). •Maintains tense throughout the retell. •Pronoun referents are clear.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text.
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •Uses cause effect connector (so; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. The dogs didn't let cars out so they chased Edgar, the cats went back home and Edgar saw them again and tried to put them in a trunk. •Indicates character emotions (the cats were frightened; the lady was grateful). •Realises that character emotion is linked to behaviour (the lady was grateful, so she let Thomas and the alley cats live with her).

APPENDIX 75

ANALYSIS OF ALISON'S RETELL OF THE TALE OF PETER RABBIT CD-ROM Storybook

Retell

Once upon a time there was five little rabbits. There were four children and one mother and there was no father because he had died. The first little rabbit was Mopsy, the second was Flopsy, the third was Cotton Tail and the last was Peter. Peter was the most naughty one. Cotton Tail, Flopsy and Mopsy were very sensible rabbits. One day when the mother said they could go and play around in the woods with your friends but do not go near the McGregor's yard or farm because he will cook you in a pie. The father had died because of that. Then Mrs Rabbit went to go and buy some food for them to eat.

Then Peter Rabbit was the naughty one so he didn't listen to his mother and he went to the yard of Mr McGregor's garden. And Cotton-Tail, Flopsy and Mopsy went to the woods to play and they picked some berries. And Peter got to the garden. When he went in past the gates, he saw Mr McGregor and he accidentally stepped on his foot, and then Mr McGregor looked and there was a rabbit. Then he started chasing him with his tools. Peter Rabbit was really frightened and he started running away and he forgot the way home because he was so scared. Mr McGregor was made very angry with Peter Rabbit because he had eaten Mr McGregor's cabbages and things and most of his food. Mr McGregor started to run after him with all his tools. Mr McGregor was poking Peter Rabbit but kept on missing him because Peter was flopping everywhere. Mr McGregor was really tired so he left Peter Rabbit and he started doing his work and jobs. Then Peter Rabbit was still frightened because he never knew that Mr McGregor had gone away. So he kept on running everywhere and then he got lost in the yard and he was crying and he then started hopping everywhere, then he came to a lake and saw a cat and that was Mr and Mrs McGregor's cat who was very very mean and the cat would chase rabbits away from all the cabbages and food. Peter Rabbit heard a story about a cat who had eaten rabbits before and so Peter Rabbit didn't go near the cat and ran away. Then he came near the woods and he saw the fir-tree that was his home. Then he started jumping towards it and then he recognised it, he was home. So he went inside and his mother had come back, and Cotton-Tail, Flopsy and Mopsy had come back already and they were having their stuff already and having lots of fun maybe and then Peter was very very tired and so he had to go to bed and he couldn't eat anything because he was full because of all those cabbages he had eaten and then the next day he couldn't eat any more either and Cotton-Tail, Flopsy and Mopsy got to eat the food. The end.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Provides a beginning, middle and end, appropriate to the original text. •The end of the story is related to the general theme. •Events are sequenced logically and all major events are included. •Long and detailed retell.
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters specifically. •Refers to characters using pronouns. Sometimes referents are unclear. •Indication of place (woods; yard; farm; garden; lake; fir-tree; home). •Adverbials of time (once upon a time, one day, the next day). •Evaluates character (Peter was naughty, sensible rabbits). •Maintains tense.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (recognised; said). •Uses adjectives (naughty; sensible; mean).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then). •Uses cause effect connectors (because; so).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships.(Peter was the naughty one so he didn't listen to his mother and went to the McGregor's garden; Peter had heard a story about a cat that ate rabbits so he didn't go near the cat; Peter couldn't eat anything because he was so full of all those cabbages he had eaten). •Indicates character emotions, (frightened, angry, tired). •Aware that emotions are linked to behaviour (Mr McGregor was angry because Peter Rabbit had eaten all his cabbages; Peter forgot his way home because he was so scared; Mr McGregor was tired so he left Peter Rabbit).

APPENDIX 76

ANALYSIS OF ALISON'S RETELL OF THE TALE OF BENJAMIN BUNNY CD-ROM Storybook

Retell

Once there was a rabbit and his name was Benjamin and he had a cousin and aunt and one day, I think he went to their house and he was looking for the old rabbit I think, and there were so many rabbit holes. And then when he came to the fig tree he saw one that his aunt's one and Mopsy, Flopsy, Cotton-Tail and Peter. Peter said to the rabbit he didn't want to see his aunt so he saw Peter who was wrapped in a handkerchief because he had lost his clothes when he was trying to run away from Mr McGregor and he wanted his clothes back because his mum was very angry with him and Benjamin asked him what was wrong and Peter told him. Benjamin said, "You have to get your clothes back". So they went off like Mr and Mrs McGregor and went and they were staying out for a long time, oh and Mrs McGregor was wearing her bonnet and they went to get it off the scarecrow because he was wearing them, they ended up they wanted to use the handkerchief to use for a bag to put all the onions in for the aunt. So they went, Peter wanted to go home so Benjamin put all the onions in and the lettuces tasted good and when they went Peter dropped half of the onions and they went back through a hatch and they saw a basket. And then the cat woke up and then she went to the basket and she sat on it and sat on the basket for five hours. Benjamin and Peter were crying because of the onions. Then after Benjamin's dad came and he had a ... I forgot what you call it but it was something he was holding, a stick. And then he scared the cat I think, and the cat couldn't scratch him because she was scared. Then Benjamin's dad went to lock the cat in the shed, I think. Then he picked up the basket and let out Benjamin and then he took his nephew out, Peter. Then they got the handkerchief of onions and they went back to Peter's mum, Peter Rabbit's. Mrs Rabbit was really glad because Peter got his clothes and she hung the onions up in her kitchen. And that's it.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a detailed beginning, middle and end. •The end of the story is related to the general theme. •Includes problem, events and resolution (eg: Peter wanted his clothes back, so he and Benjamin went to the McGregor's garden; the cat sat on the basket they were hiding in; Benjamin's father saved them). •Events are sequenced logically and all major events are included. •Lengthy retell. Extensive detail is provided. •Evidence of planning (Peter wanted to go home; they wanted to use the handkerchief as a bag).
Listener Orientation	<ul style="list-style-type: none"> •Refers to most characters specifically (Peter, Benjamin; Mopsy; Flopsy; Cotton-Tail; Mr and Mrs McGregor; Mrs Rabbit). •Refers to other character by their title but states relationships explicitly (Benjamin's dad; aunt; cousin; nephew). •Refers to characters consistently throughout the retell. •Uses pronouns to refer to characters and objects. Some pronouns have an unclear referent. •Uses direct speech with a clear referent •Indicates setting (fig-tree; home; hatch; basket; Mr and Mrs McGregor's; kitchen). •Uses adverbial of time (once; five hours; after; long time). •Provides descriptive information. •Maintains tense in the retell.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses cognitive verbs (asked; told).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (and; then) and cause effect connectors (so; because; but).
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg, Benjamin and Peter were crying because of the onions; Peter wanted his clothes back because his mum was angry with him). •Indicates character emotions (Mrs Rabbit was glad; the cat was scared). •Realises character emotions are linked to behaviour (Peter wanted his clothes back because his mum was angry; The cat couldn't catch him because she was scared; Mrs Rabbit was glad because Peter got his clothes).

APPENDIX 77

ANALYSIS OF ALISON'S RETELL OF MUD PUDDLE CD-ROM Storybook

Retell

Once there was a girl named Julie Ann. One day she wore her new shirt and pants outside and then in the apple tree there was a mud puddle. She yelled, "Mummy, mummy, a mud puddle jumped on me". And then she had an idea. It was smelly yellow soap and the mud puddle started making noises like "yeow". She threw the yellow soap at his middle. The mud puddle ran away and never came back.

Analysis

Characteristic	Analysis
Macro-Structure	<ul style="list-style-type: none"> •Has a beginning, middle, and end that relates to the original text. •The end of the story is related to the general theme. •Includes problem and resolution (The mud puddle jumped on Julie Ann so she threw soap at it's middle and it never came back). •Events are sequenced logically. •Retell includes major events of the original text, but omits some. •Indicates planning (then she had an idea).
Listener Orientation	<ul style="list-style-type: none"> •Introduces characters as they arise in the story and refers to them specifically. •Indicates place (roof; outside; behind the fence). •Adverbial of time used (never). •Maintains tense throughout the retell. •Pronoun referents are clear. •Uses direct speech with a clear referent.
Vocabulary	<ul style="list-style-type: none"> •Uses vocabulary from the text. •Uses adjective (smelly).
Text Cohesion	<ul style="list-style-type: none"> •Uses temporal connectors (then; and). •No cause effect connectors used.
Content	<ul style="list-style-type: none"> •Aware of cause effect relationships (eg. She threw soap at the mud puddle and it never came back). •No indication of character emotions.