


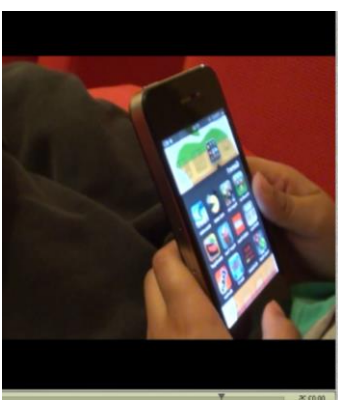

Appendix 3: Continue.....


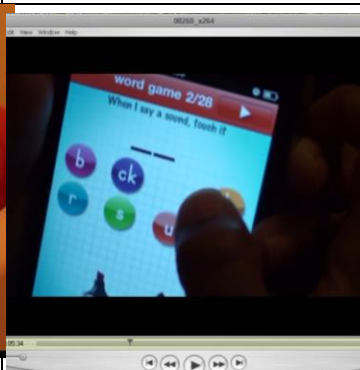
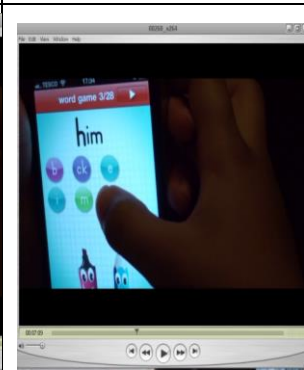
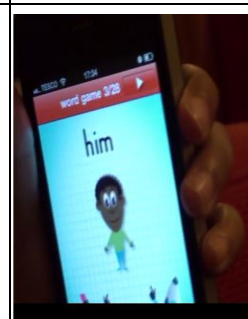
Example 3: Bangladeshi Family (Rumi was playing with mobile phone)


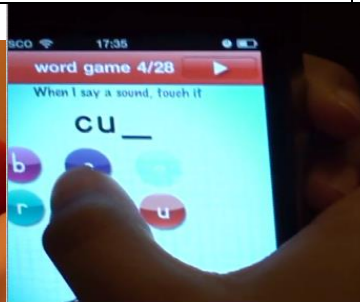
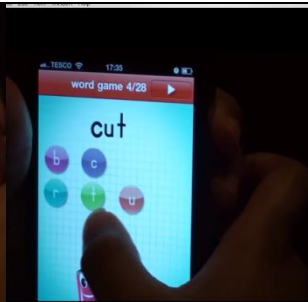
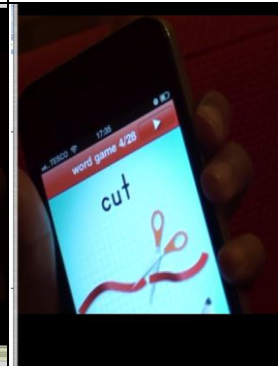
Briefing from the field notes:


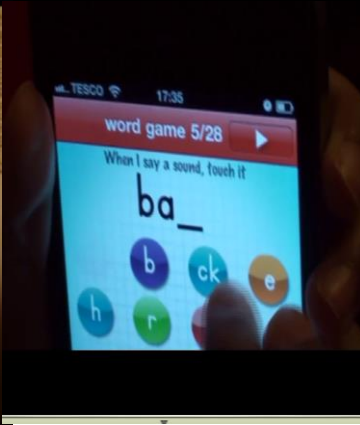
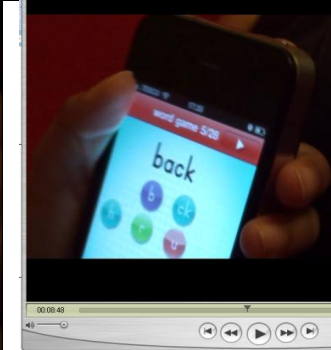
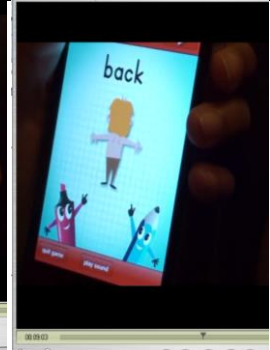

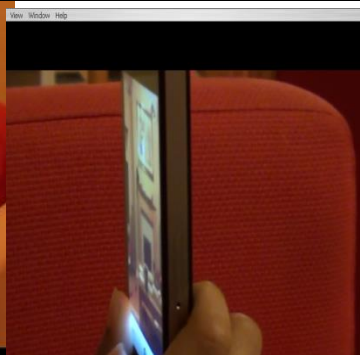
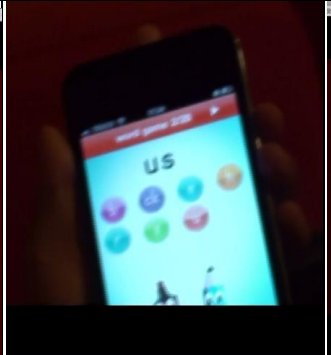
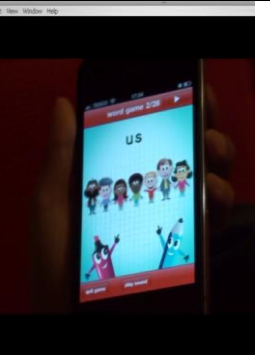
In this family, I observed from my initial social visits that children were hugely engaged with playing digital games as part of their everyday activities in their home in out of school hours. These children are using various digital devices to play games, e.g. Nintendo Wii (Wii Fit), Nintendo DSi, portable play station (PSP), online computer games and sky games. In this episode I videoed while Rumi was playing a word game on a mobile iphone-4. This event was taken place in one of the social visits. I was talking with Rumi's mother regarding my research work. Children were playing digital game randomly. Rumi sat on a sofa near to his mother while he was using iPhone 4. The video transcription is presented below.

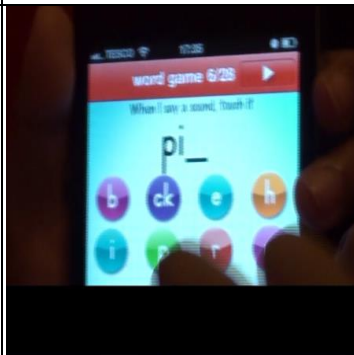
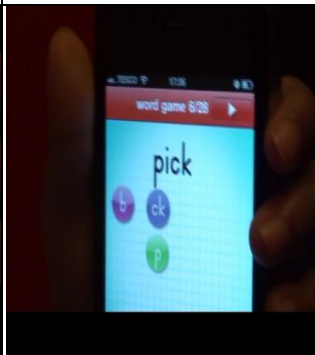
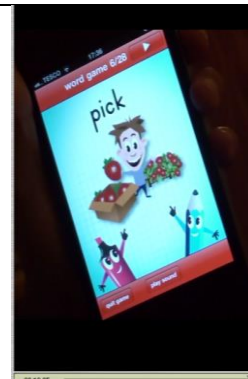
Continuation of Appendix 3 (video transcription in the next page):

20/11/2011 at 6:30PM Turn 1	Speech (related to the word game on the mobile)	Gaze	Posture	Gesture	Screen based-action (illustrates the use of digital technology)
	<p>P: what are you doing? R: eita Babar mobile (this is dad's mobile). P: What is this? R: Eita (is it this?) and he was taking a picture of P. Dad said: OK aunty kay tumar spelling work dekhon (Ok, show your spelling work to your aunty). Phonics sound from the Mobile: Ah.ah. R: Eita. Mobile: try again ah.ah.ah. P: a is for apple. P: Find A, a. R: na,na, eita na (no, no, not this one). R: up.</p>	 <p>His gaze showed that he was concentrating and absorbed by the exercise. His smiling face indicated that he was also enjoying playing the words game. Rumi was using his dad's iPhone 4. Rumi's mother and fathers were encouraging him to do the correct spelling.</p>	 <p>He sat on a sofa and looked at the mobile and started pressing the options buttons by using his fingers. The iPhone 4 home screen consists of various icons for applications. The child was selecting the right app to take the pictures (Camera) and was shifting from one page to another.</p>	<p>R: His gesture was action related to his use of fingers. He looked at the mobile and stared pressing the options buttons by using his fingers. He put the mobile on his left hand and was pressing alphabets by using his right hand's fingers to make it more convenient. He was holding the mobile by using both hands while searching for options buttons and pressing by using his thumb.</p>	 <p>R: He was searching letters.</p>

Turn 2	Speech (related to the word game on the mobile)	Gaze	Posture	Gesture	Screen based-action (illustrates the use of digital technology)
	<p>Mobile: Well done. P: Well done! Which one was well done, show me. R: <i>Eita</i> (this one). P: I cannot see it. Mobile: ah, ah, excellent. Hey.....Ah..Try again hm..hm.. Him wonderful. R: He was pressing a set of letters, by following mobile's speech sounds.</p>			 <p>He was pressing the letters h, i, and m by trial and error.</p>	 <p>When he made it right then the graphical representation of the word 'him' popped up on the screen.</p>

Turn 3	Speech (related to the word game on the mobile)	Gaze	Posture	Gesture	Screen based-action (illustrates the use of digital technology)
	<p>Mobile: try again ah,ah,ah. Cuh..Cuh....cut.. well done. P: You got well done. Mobile: uh, uh, uh, try again. uh, uh, uh try again. Up.. well done. Mum: ki apnar observations dik bhabey hoschey (How is your observation? Is it fine?). P: Ha.. Dik ahcheay (It's ok). Mum said to the child: korcho na keno? Hoschey na to. Dik moto koro. (Why don't you do that? It's not happening. Do it correctly). R: Eita.. (is it this?).</p>			 <p>He was pressing the letters c, u, and t by trial and error.</p>	 <p>The graphical representation of the word 'cut'.</p>

Turn 4	Speech (related to the word game on the mobile)	Gaze	Posture	Gesture	Screen based-action (illustrates the use of digital technology)
	P: OK. Mobile: Uh, Uh us well done. Geh, Geh ge at get .Well done. P: say get. Mobile: rah, rah rat ! great. Him, his great. Try again Ba..ac, ba ..ac, ba..ac back great!			 He was pressing the letters 'ba' and 'ck' by trial and errors.	 The graphical representation of the word 'back'.
Turn 5	M: Eita..? (is it this?). P: OK. Mobile: Uh, Uh us well done. R: suddenly, turn on the music in the mobile and was pressing the button P. P said: what are you doing? R: chotodar boroder na. He said that this music is for little kids not for adult.			 Spelt the word 'us' correctly	 Graphical representation of the word 'us'

Turn 6	Speech (related to the word game on the mobile)	Gaze	Posture	Gesture	Screen based-action (illustrates the use of digital technology)
	R: He found the word pick by pressing several letters. He then did it into two step, first Pi and then ck. There were some trial and errors involved in this process. He said with surprise 'strawberry pick' when he made it correct. Then he repeated by saying that 'yes amra strawberry pick korchhi. Finally, the child found the words: but, get, rat, his, big and hen. While he was practicing, these words were pronounced by making appropriate sounds. But the child was missed those words during the period of practices.	R: He looked at the mobile's screen and found the word pick by pressing several letters. He then did it into two step, first click on Pi and then ck. There were some trial and errors involved in this process.		 Spelt the word 'pick' correctly	 Graphical representation of the word 'pick'

NB: Transcription symbols in the above: 'P' represents researcher and 'R' represents 'Rumi' (anonymous).