







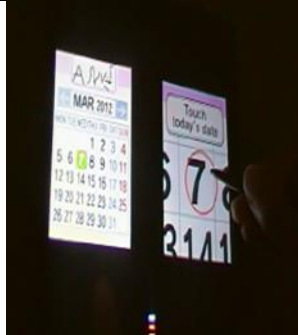

Appendix 3: Continue.....


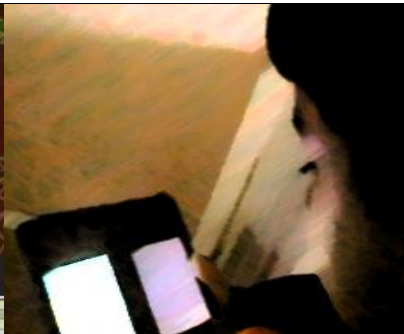


Example 4: Bangladeshi Family [Amin was playing Nintendo DSi (Part 1)]

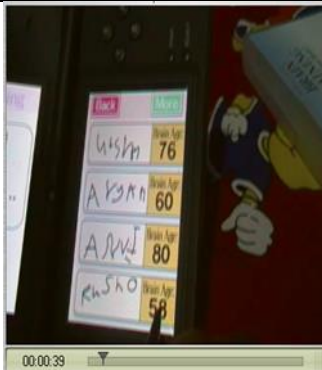

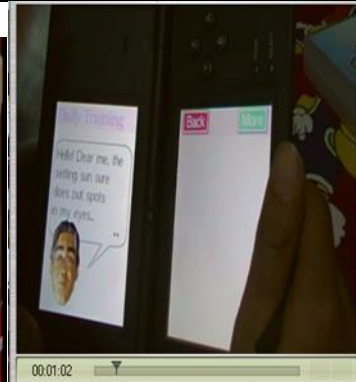
Briefing from the field notes: This example consists of two parts. The first part consists of two video clips and second part consists of one clip. The first part is about a young child's (Amin's) use of Nintendo DSi on Brain Training game play and the acquisition of digital practices in the home. The second part is about two brother's spelling test practice from school. This is also video recorded. These clips are contextually connected with each other. The total time for these video clips are 1 hour and 30 seconds. I observed three video clips taken in 7th March, 18th March 2012 and 19th April after school hour (after 4.30pm). The first clip was short due the fact that the battery charge of Nintendo *DSi* was run out. Once the children's interaction is recorded, then I transfer the video recording to a computer for observing it and then I transcribing it. The video transcriptions are presented below.





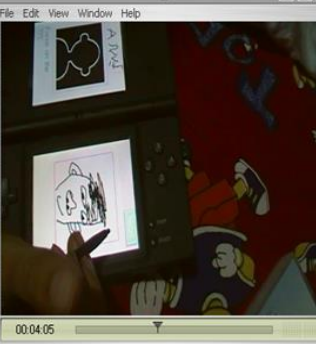


7/3/2012 after 4:30pm Turn 1	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	<p>P asked Amin 'how many games have you got?'. He replied 'we've got eight games.' Amin said: 'But this one doesn't work. Bablu (twin brother) said: 'That one from Bangladesh'. P: Is it? P: 'Why it isn't working'? Amin: This DS is DSi. But this game is for just a DS. So it just not gona work. We tried already and it has got 88 games'.</p>	 <p>There were some video games (Nintendo DSi) on the floor.</p>	 <p>Amin was looking at all the Nintendo DSi video games for compiling and counting them when his twin brother was playing lego star wars ii</p>	 <p>Amin was putting the games on their bookshelf in the order that he compiled them. Amin picked up one of the</p>	 <p>He sat on the floor. He was holding the games for putting them in order in the</p>

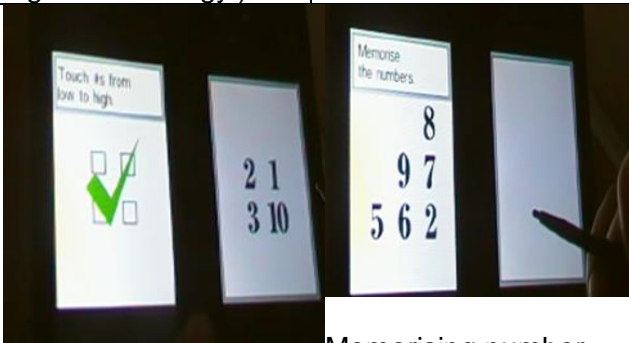
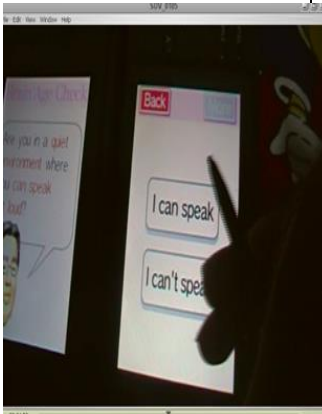

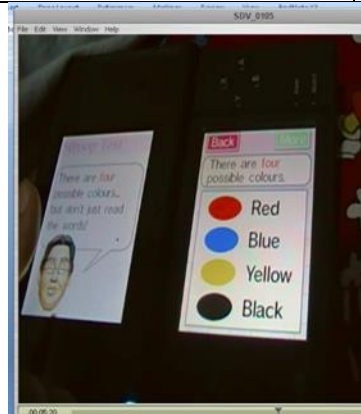
<p>Continuation of Turn 1</p>	<p>P: 88 games! And it's not working..Oh.. sorry! Out of eight games the child (Amin) picked up brain training games and said: 'This is a brain training game.. a maths one. P: Maths one! Amin: Yeah that's a maths game. P: Do you want to play with this one. Amin : Yeah'.</p>	<div data-bbox="678 209 981 555" data-label="Image"> </div> <p>Amin's brother was playing while he was putting all the games on their bookshelf.</p>	<p>on the Nintendo DSi.</p> <p>Continuation of Turn 1</p>	<p>game disks that were bought from Bangladesh and in front of the video camera he was flagging it and then mentioned that these games are not working.</p> <div data-bbox="1395 470 1753 906" data-label="Image"> </div> <p>Then Amin was pointing his fingers to another game called Brain Training and showed his interests that he wanted to play.</p>	<p>book shelf in children's bed room.</p> <p>Continuation of Turn 1</p>
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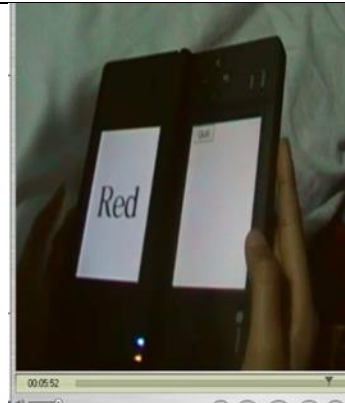


Turn 2	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	<p>Amin said, 'Yeah.. these are the thing I have to do..Sign able count, reading loud, calculations, that means like you do a hundred calculations'. he stated that: 'I got stamp'. I asked, 'What does this stamp mean'? He replied 'If you do.. like something good, then you get stamps.. I got lots of stamps. Look on 26th of January I got stamp and this is in 2011... and in August 13th I got stamp and on 14th I got stamp and on 18th ...and on May I got four stamps'.</p> <p>A: I need to charge it. P: It's fine. We can play another day.</p>	 <p>Reading list of stamps on the screen</p>	 <p>Amin was looking at his score on the screen. He was pointing at score with the stylus pen.</p>	 <p>He was pointing at number 7 with his stylus pen on a Nintendo DSi screen. This was on 7th March he got a stamp and his point was 17 by doing the number memorising stamp.</p>	 <p>DSi battery charge runs out. Amin was charging battery for playing.</p>



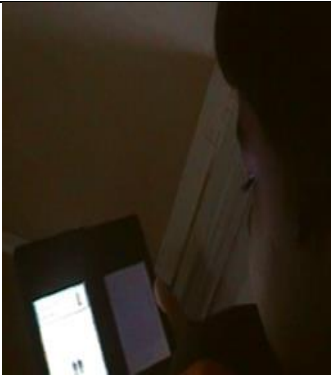
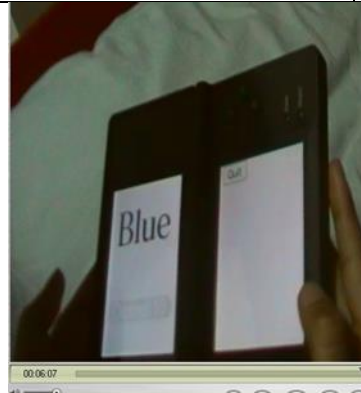
Turn 3	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
18/3/2012	<p>A: This is a Nintendo DS- i play. 'My dad brought this for me in my birthday'. I am going to play Brain training. I have to hold like this way.</p> <p>P: OK, hold it the way is right to play.</p> <p>A: Yes, and the whole game called, 'Dr. Quashi'</p>	 <p>Amin was reading on-screen text.</p>	 <p>Concentrated on the screen and hand eye co-ordination.</p>	 <p>Amin holds the DSi as if it were a book.</p>	 <p>A: He was pointing on the screen by using stylus pen and said 'it means brain training and how old your brain?'</p> <p>P: OK</p>

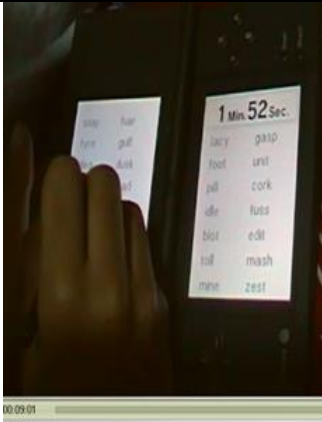
Turn 4	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	<p>A: This is Rumi, this is how, Rumi's brain age is 58. This is Bablu's brain age is 60 and my brain age is 80 and Uthsho from London and his brain age is 76.</p> <p>P: how did you find out these scores?</p> <p>A: You have keep/ playing then go under start button, then it shows how much your score..</p>	 <p>A: He was pointing on the screen by using DS pen in order to go to the next step.</p>	 <p>Amin was focused on the screen and the text.</p>	 <p>A: He was listing the instructor.</p>	<p>Amin sat on the floor and placed the DSi on the bed for the right position of writing (image provided as above).</p>

Turn 5	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	<p>A: I am going to draw three pictures.</p> <p>P observed: The child was positioning himself for drawing; He started drawing and suddenly scribbled and said 'I am going to give up because I don't know exactly what I am going to draw.</p>	 <p>00:01:50</p> <p>Amin opened the page in order to draw.</p>	 <p>He paused to consider what to draw.</p>	 <p>Reading scores with the stylus pen</p>	 <p>He sat on the floor and placed the DS-i on the bed for using the screen as a drawing book.</p>
Turn 6	<p>P: So you drew some one.</p> <p>A: Now I am going to draw my face.</p> <p>P: How did you find out your score?</p> <p>A: When I first got this, I keep playing and playing after I got the score.</p> <p>A: Oh, he said you got new score check it out...</p> <p>P: Ok , find out how much score you got. /</p>	 <p>00:04:05</p> <p>Amin drew a face on</p>	 <p>Amin was focused on the screen. He searched for the appropriate stamp.</p>	 <p>00:18:26</p> <p>Pointing to stamp with the stylus pen</p>	

Turn 7	Speech	screen.	Gaze	Gesture	Posture
	A: This is memorising number! P: Good! You got it right. A: opps! It's hard.	 <p>Right memorised</p> <p>Memorising number</p> <p>Wrong memorising</p>			Same as above
Turn 8	A: Let me see. This is brain age check/. Now I have to do like three more test.. three random test. A: He clicked on the option (I can speak). This test is... P: Red Blue, Yellow and Black, What does it mean. A: On screen there is going to be like pretend..... A: On screen if there is red but written is blue colour, you should say	 <p>Amin selected the colour game.</p>	 <p>Amin's concentration was on the screen and reading the colour code.</p>	 <p>Amin was reading on the screen and also listening to the instructions to play colour game.</p>	Same as above

Turn 9	blue. That's how it's like. Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	A: Red, Black, Black, Yellow, Black, Yellow, Yellow, Black, Red, Black, Yellow, Blue, Blue, Red, Black, Blue, Red, Black, Red, Blue, Black, Red, Red, Yellow, Black, Red, Yellow, Red, Yellow, Blue, Blue, Yellow, Red, Red, Blue, Red, Black, Red.. I mean Blue, Blue.	Amin interacted with the game activity. 	Amin focused on the left hand panel. 		Same as above
Turn 10	P: This is really interesting. A: Red, Black, Blue, Red, Black, Red, Blue, Black, Red, Yellow, Black, Black, Red, Yellow, Red, Yellow, Red, Blue, Yellow, Red, Blue. Red, Black, Red, Red..I mean Blue, Blue, Black, Blue, Blue, Yellow, Black, Blue, Blue, Yellow, Red, Yellow, Blue, Red,		 Same as above.	Amin brought the DSi closer to his mouth to improve the microphone reception.	Same as above

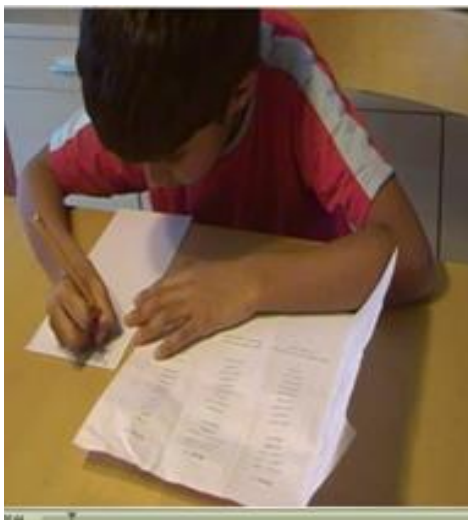
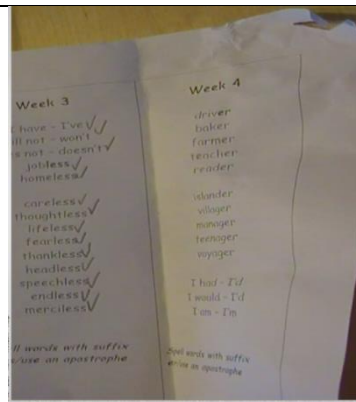
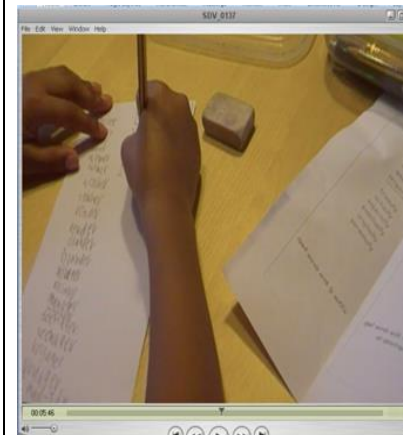
	Blue, Blue, Black, Blue, Blue, Black, Black, and Yellow. A: It's finished now. P: So, what is your result?				
Turn 11	Speech	Screen based-action (illustrates the use of digital technology)	Gaze	Gesture	Posture
	A: This is one off P: What is your result for today? A: Wait! let me see? Oh! It didn't show me; When I have done three test and then its gon a show me.				Same as above
Turn 12	A: This is word memory like, there is a bunch of word here, then you have to memorise	Amin was reading a list of spelling on the screen.	Same as above	There were random words on the screen and the child was reading all of these. Total time was	Same as above




<p>Continuation of Turn 12</p>	<p>them.. read them lots of times, then all the words gon a be gone and then you have to write all of them. Then you got thirty or may be more second.</p> <p>P: If you do spelling wrong, how do you make the correction?</p> <p>A: 'This does not go with paper... It does not write and... this pen is designed for the DS and normal pencil is for this paper... if you make a mistake you have to rub it off with a rubber and DS you don't need to rub out... click on erase and it's all sorted'.</p> <p>P: Show me all these words. A: Stop, hat, tired, golf, idea, dust, junk, toad, kilo, gene, mam, girl, poke, mare, mile, calf, lacy, gasp, foot, unit, pill cork, ideal, fuss, blot, adit, tall, mash, mine, zest.</p> <p>P: 1 minutes and 52 second, have you finished it?</p>		<p>Amin read from the left panel and interacted with the right, his gaze switching between as appropriate.</p>	<p>two minutes to read. He was pointing his stylus pen on each word.</p>	
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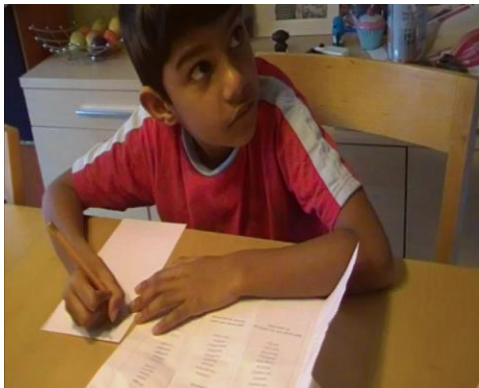
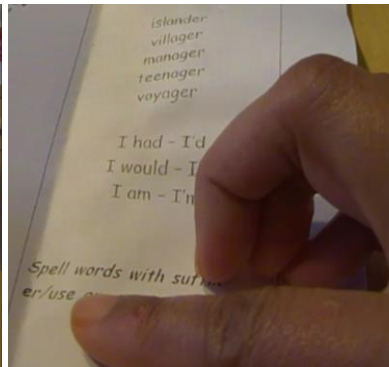
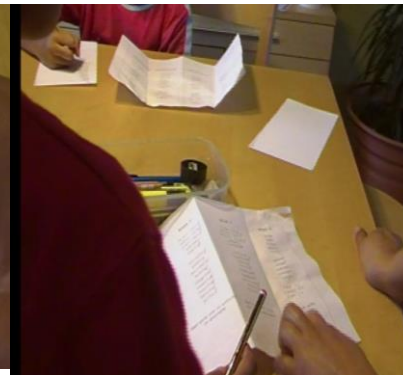
Continuation of Turn 12	A: No, you have to read them all and memorise them. Because you have to write them somewhere now. P: OK, good.				
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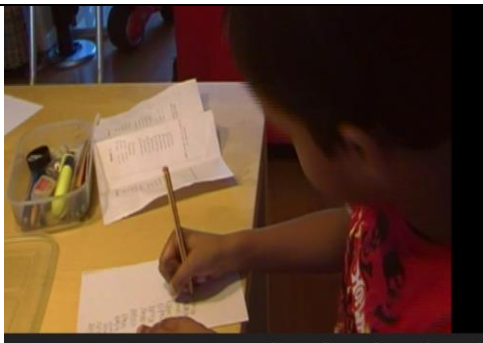
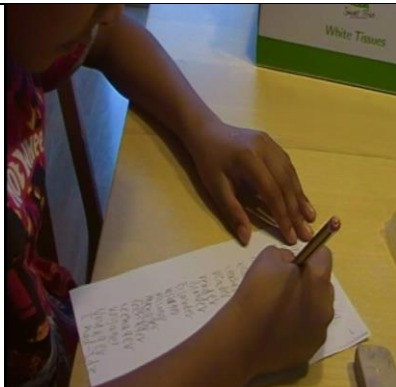
Appendix 3: Continue.....

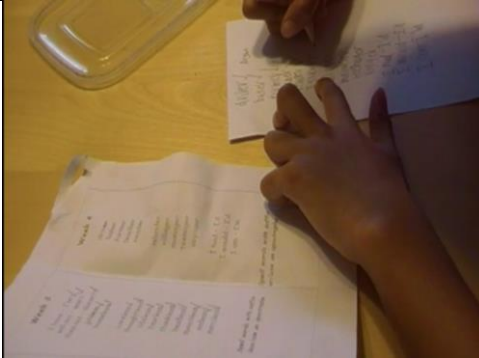
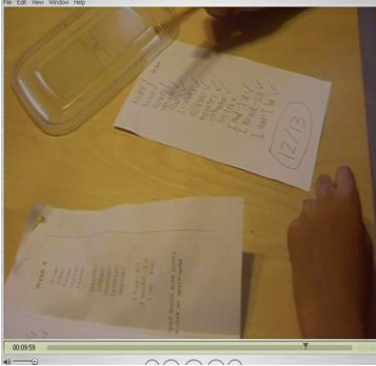
Example 4: Bangladeshi Family [Bablu and Amin was practicing spelling (Part II)]

19/4/2012 Turn 1	Speech	Gaze	Gesture	Posture
	<p>B: We are doing our spelling test. P: Right. B: These are.. we are on week 4. P: Yes.</p> <p>B: Every Thursday we have to do.. we have to do spelling on Monday..on Thursday we have to do our spelling test.</p> <p>P: OK, that means tomorrow is you spelling test. Ok, can we do practice now.</p> <p>M: and also you know in the parents meeting, I notice that you have to write a sentence as well. You never said that.</p> <p>A: Yes, I know. M: and you missed couple of your sentence, Mrs.. wrote where is your sentence and I was looking at your work. So, don't forget sentences.</p>	 <p>Amin fixed his eyes on the piece of paper on which he was writing.</p>	 <p>Spelling test practice paper for week 3 and week 4</p>	 <p>Amin was using rubber to erase one of word spelling.</p>

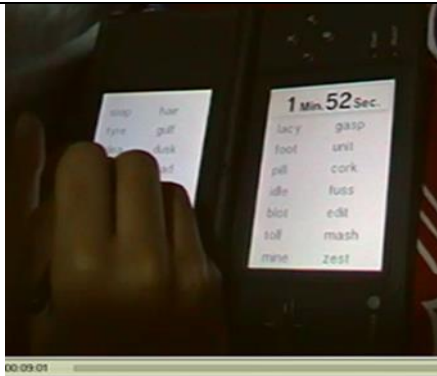
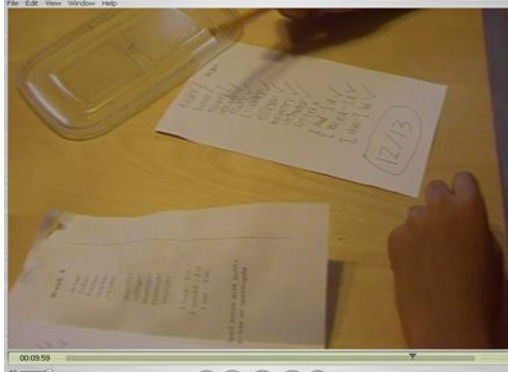


Turn 2	Speech	Gaze	Gesture	Posture
	<p>P: like as an example, the word drive, then you can make a sentence with that.</p> <p>B No, you don't do that, you don't have to do though.</p> <p>P: OK, Which way you do.</p> <p>B: Normally, in school, we just do it one time, but in home we do it two.....</p> <p>and you can use a rubber if get it wrong.</p> <p>P: OK, good. How many spelling you got for week 4.</p> <p>B: 13...</p> <p>P: How many times are you going to practice? B: Two.</p>	 <p>Bablu was sat in such a way that he could easily sit up and look at the camera and get down back into a comfortable writing position.</p>	 <p>Bablu was using his pencil to point out the fact that they are on the 4th week of their spelling test.</p>	 <p>Bablu put down his pencil on the piece of paper on which he was writing and then he got the rubber from the pencil box. There was a piece of paper from school beside his pencil case. There were some pencils, highlighter pen and rubber in the pencil case.</p>

Turn 3	Speech	Gaze	Gesture	Posture
	<p>P: tomorrow morning are you going to sit for a spelling test? A: Yes..... M: ..can you tell us what suffix would be adding. What letter you are adding at the end of each word. Like driver, baker, farmer, so you add using e and r at the end, farm is a sentence, at the end os the word, you adding er to make it farmer. Isn't it. So, reader, teacher, teach is a word and add er at the end. What are the other suffixes? No, it's all er. B: Finished, A: Finished P: One more time. A: No, I have done two times. A: without looking... Now I have to do it on the back. A said to P: you can do it.</p>	 <p>Amin was looking at his mother and listening to her instruction regarding suffixes.</p>	 <p>The mother was pointing her finger on the suffix words and explained to add 'er' at the end of each word listed in the paper.</p>	 <p>The twins were sitting on opposite sides of the table and the mother was standing on the one corner of the table so that she can see both Amin and Bablu.</p>

Continuation of 3		 <p>At the end of spelling they wrote some suffixes. Their concentration was on the piece of paper on which they were writing.</p>	Continuation of 3	Continuation of 3
Turn 4	Speech	Gaze	Gesture	Pasture
	<p>P: OK, write driver, B: <i>amio</i> (me too) P: yes, both of you, write driver, OK, baker, A: <i>amio</i> (me too), P: "After that you need to mark each other and see you got good mark". P: So correct one, you are putting tick mark.. B: "wrong one X, P: cross..X mark". A: Done, B: Done. P: OK, Farmer, Teacher A: done, B: done. P: Reader..A: Done; B: Done. P: Islander.. A: Done; B: Done</p>		Both wrote without looking at the list of spellings.	Positioning was same as above

Cont 4.	<p>P: Villager. B: <i>Korchi</i> (Done) P: Manager. A: Done; B: Done P: Teenager. A: Done; B: Done P: Voyager. A: Done; B: Done P: write short for I had, I would and I am.</p>			
	<p>While they were marking each other, Babu said to Amin in Bengali: Ami korchi better tumar chea (I did better than you).</p>	 <p>They were marking each other spelling paper by counting all the tick marks.</p>	 <p>Bablu got one mark higher than Amin</p>	

Comparison between screen and paper based activities:

Screen based-action (relates to the use of digital technology)	Paper based- action (Spelling test)
	
<p>A: This is word memory like, there is a bunch of word here, then you have to memorise them.. read them lots of times, then all the words gon a be gone and then you have to write all of them.</p>	<p>Amin and Bablu were marking each other, Babu got one mark higher that Amin. He was excited and said to Amin in Bengali by putting one English word : <i>Ami korchhi better tumar chea</i> (I did better than you).</p>
	
<p>Amin raised the stylus pen in front of me and said: 'This does not go with paper... It does not write and... this pen is designed for the DS and normal pencil is for this paper... if you make a mistake you have to rub it off with a rubber and DS you don't need to rub out... click on erase and it's all sorted'.</p>	<p>Bablu: 'you can use a rubber if get it wrong'.</p>

