EXPERIENCE, PERCEPTION AND ATTITUDE

OF KINDERGARTEN TEACHERS TOWARD SHARED READING

BY

LOW WAN YI

Dissertation submitted in partial fulfillment of the requirements for the

Degree of Bachelor of Health Science (Speech pathology)

May 2015

ACKNOWLEDGEMENT

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ASHA	American Speech-Language-Hearing Association
JEPeM	Human Research Ethics Committee
JPN	Jabatan Pendidikan Negeri
KPM	Kementerian Pendidikan Malaysia
PASW	Predictive Analytics SoftWare
PPD	Pejabat Pendidikan Daerah
PPSK	Pusat Pengajian Sains Kesihatan
SLP	Speech-language pathologist
SPSS	Statistical Package for the Social Sciences
USM	Universiti Sains Malaysia

ABSTRAK

Membaca bersama merupakan sesuatu kaedah membaca yang berkesan digunakan dalam kelas untuk memperkembangkan kemahiran literasi dan bahasa dalam kalangan kanak-kanak. Kajian ini mengkaji tentang persepsi, pengalaman dan sikap guru tadika terhadap aktiviti membaca bersama. Seramai 41 orang guru yang mengajar di tadika di kawasan Kubang Kerian, Kelantan telah terlibat dalam kajian ini. Borang soal selidik digunakan sebagai alat kajian. Maklumat yang diperolehi dianalisa secara deskriptif dalam bentuk kekerapan dan peratusan. Dapatan kajian menunjukkan membaca bersama merupakan praktis yang biasa dilakukan oleh guru tadika yang terlibat dalam kajian ini. Secara keseluruhan, guru tadika melaporkan pemahaman yang tertentu terhadap aktiviti membaca bersama dan kebanyakan daripada mereka melakukan aktiviti membaca bersama dengan tujuan untuk meningkatkan kemahiran bahasa, dan kurang fokus pada kemahiran literasi kanak-kanak. Guru tadika menunjukkan sikap yang positif terhadap pelaksanaan aktiviti membaca bersama di tadika. Walau bagaimanapun, guru tadika kurang mendapat kursus untuk aktiviti membaca bersama di mana lebih separuh daripada mereka tidak pernah menghadiri sebarang kursus berkaitan dengan aktiviti membaca bersama. Adalah dicadangkan Kementerian Pendidikan Malaysia (KPM) menyediakan kursus berkaitan dengan aktiviti membaca bersama kepada guru tadika supaya mereka dapat memantapkan pemahaman terhadap aktiviti membaca bersama dan meningkatkan kemahiran guru tadika untuk menjalankan aktiviti membaca bersama. Pengawai patologi-pertuturan juga boleh memainkan peranan mereka bagi memperkukuhkan kaedah pengajaran guru tadika semasa menjalankan aktiviti membaca bersama terutamanya dari segi pilihan bahan bacaan serta strategi mengajar konsep cetak dan bahasa. Latihan-latihan profesional sedemikian adalah penting kepada guru tadika kerana praktis, persepsi dan sikap guru tadika boleh

mempengaruhi pelaksanaan aktiviti membaca bersama dan seterusnya ia boleh juga mempengaruhi manfaaat yang diperoleh oleh kanak-kanak melalui aktiviti membaca bersama terutamanya dalam aspek bahasa dan literasi.

ABSTRACT

Shared reading is an effective reading instruction in classroom to facilitate literacy growth and language development among young children. This current research studied on the perception, experience, and attitude of kindergarten teachers toward shared reading. A total of 41 kindergarten teachers who were teaching at kindergartens in Kubang Kerian, Kelantan had involved in the study. Self-administered questionnaires were used as the research instrument. The data collected were analyzed descriptively in frequency and percentage. Findings disclosed that shared reading was a common reading instruction conducted by the kindergarten teachers in current study. Generally, the kindergarten teachers reported a certain extent of understanding on shared reading and majority of them conducted the shared reading as a reading instruction to improve the students' language skills, rather than aimed for the literacy growth. The kindergarten teachers reported positive attitude toward the use of shared reading in kindergarten, however, they were lack of training in shared reading as over half of the kindergarten teachers denied their attendance in any shared reading training. These findings suggested that the authority especially Ministry of Education Malaysia could provide training related to shared reading to the kindergarten teachers in order to improve their understanding and skills in conducting shared reading. Speech-language pathologists (SLPs) may play their role to facilitate the practices of kindergarten teachers in shared reading, especially in term of selection of appropriate materials and strategies to teach print concept and language using shared reading. The professional development among kindergarten teachers is important as their perception, practices and attitude upon shared reading contribute huge influences for the outcome of shared reading and consequently, it can influence the benefits obtained, particularly in aspect of language and literacy skill, by the young children through the shared reading.

CHAPTER 1

INTRODUCTION

1.1 Background of study

Shared reading was first introduced by Holdaway (1979) as a model for teaching children early literacy skills, such as learning one-to-one tracking of text and letter-sound relationships, while reading books with enlarged text (Schickedanz & McGee, 2010). Shared reading includes interactive read aloud, interactive writing and shared writing (Honchell & Schulz, 2012). Shared reading is considered as a part of balanced early literacy framework, in which teachers can use attractive texts and reliable literacy experiences to help children in developing necessary strategies for effective, independent reading (Button & Johnson, 1997) as well as to engage the children in a new experiences, new language structure, and new topics or concepts (Parkes, 2000). Shared reading, which commonly practiced in preschool classrooms, is aimed to develop oral language, print concepts, and listening comprehension (Kindle, 2011). In shared reading, teachers encourage children to voice their opinions, express their reactions, pose questions, share the enjoyment in reading and involve in authentic literacy experiences (Richards, 2010).

Kaderavek (2011) defined emergent literacy as the early stage of reading development. Component of emergent literacy includes phonological awareness, print concepts, alphabetic knowledge, oral language development, and emergent writing. The emergent literacy skills prepare young children for the acquisition of reading proficiency, which is critical for their future academic achievement (Girolametto, Weitzman & Greenberg, 2012). It is important for the teachers to have the knowledge about literacy skills and to provide opportunities to help students in improving the

literacy skills (Alcantra, 2011). Kaderavek (2011) suggested that when a practitioner such as speech-language pathologist and educator provides literacy intervention to preschoolers, they are participating in a prevention program, which means to reduce the "at risk" children for left behind in reading ability and literacy skill. Preschool educator who is proficient in the use of shared reading strategies can provide these "at risk" children with a rich language learning environment (Milburn, Girolametto, Weitzman & Greenberg, 2014). In addition, Girolametto and his colleagues (2012) stated that early childhood settings have tremendous potential to become important sources of emergent literacy experiences for children because there are multiple opportunities to target literacy skills during shared reading and other classroom activities.

Beauchat, Blamey and Walpole (2009) considered shared reading as a vehicle for improving language and literacy instruction as it represents a common, natural, and highly valued early literacy experience rather than an addition to the typical preschool day. In previous studies (i.e. Honchell & Schulz, 2012; Kindle, 2011; Gonzalez, Pollard-Durodola, Fogarty & Simmons, 2014; Zucker, Cabell, Justice, Pentimonti & Kaderavek, 2013), researchers found that effective shared reading session contributes to the development of language and literacy skill. An effective shared reading bring benefits to children in term of oral language, print concept, phonological awareness, comprehension and vocabulary (Fisher, Frey & Lapp, 2008; Kindle, 2011; McGee & Schickedanz, 2010). A longitudinal project carried out by Burgess (1997) suggested that shared reading interaction in preschool can influence children's phonological awareness development and early reading ability. During shared reading session, adult and the child read the same text, ask and answer questions or retell the story; these interactive communications in shared reading helps the children acquire the early literacy skill

(Affizal, 2015). Besides, adult explains on the meaning of unknown word in shared reading assists the child to gain more vocabulary (Affizal, 2015). Compared to the duration of shared reading, the age of shared reading onset was more significant related to the outcome of shared reading (Burgess, 1997). Types of material and strategies used in shared reading also bring influences to the outcome of shared reading (Barclay, 2014).

Sandvik, Daal and Ader (2014) found that teacher beliefs about shared reading are inextricably linked with their practice. The differences of practicing in shared reading can be attributed to the teachers' educational philosophy and their own perception of the purpose of shared reading (Kindle, 2011) as well as the previous experiences (Davis, 2014). The way a teacher conducting a shared reading is closely related to the outcome of the shared reading and the input to the children (Honchell & Schulz, 2012; Kindle, 2011; Gonzalez, et al., 2014; Zucker, et al., 2013). Teacher-directed and low amount of interaction in the shared reading session causes the children to have a fairly passive role in the reading process whereas the student-directed and high interaction with children, such as asking open-ended questions, response to a child comment and extratextual talk (Gonzalez, et al., 2014) are able to elicit more feedback from children (Kindle, 2011). Furthermore, teachers also have to decide the suitable timing to integrate interactions into the reading prior to or after reading in order to accomplish the goals, either to promote vocabulary acquisition or comprehension of the children (Brabham & Lynch-Brown, 2002). Different strategies used in shared reading produce different outcomes. In a nutshell, the understanding for shared reading, the adult's belief about the shared reading, and the interaction between adult and child in a shared reading session are key elements to facilitate the children's development of emergent literacy and language skill.

1.1.1 Start of Shared reading

In 1979, there was a group of teachers and academics in Auckland, New Zealand, develop the shared book experience, in which they began to take the natural literacy-learning situation very seriously (Holdaway, 1982). Holdaway (1979) was the originator who developed the idea of shared reading as a group instructional strategy that mirrored lap reading when parents read bedtime stories to their children. He suggested that learning-conducive environment must be set in order for shared reading or any teaching to occur. A learning-conducive environment will lead to effective teaching. Holdaway (1979) described three stages of literacy experience using shared reading: (1) discovery (introduce book for enjoyment), (2) exploration (rereading), and (3) independent experience and expression (engagement in role-play, spending time and creating expressions of meanings from the text).

Holdaway (1982) had studied the complex movement of research and development of shared book experience spread over 15 years. A systematic study of preschool literacy activity was suggested to focus some features. First, book-handling activities began at a very early stage to expand the child's exposure to special forms of language and types of language process before the oral language was mastered. Secondly, the literatures for young children often consist of high structured language of repetitive, cumulative or cyclic style. Speech develops in an environment which is immensely richer than the immediate needs of learner whereas the orientation to book language develops in an environment of rich exposure beyond the immediate needs of the learners. Thirdly, children should be involved in book selection so that the book chosen deeply preoccupy them from the earliest stage and subsequently, the children will request to reread the book automatically. This self-selection, rather than adult

direction, characterizes the specific and intensive preoccupations of early literacy orientation. The study of Holdaway (1982) showed that the familiarity to a particular book by developed through the repetitive experience, self-motivated, reading behaviour. It allows children to understand and retrieve sentence unit encoded into an appropriate syntax at the level of their oral language development. The three requirements are required to achieve comparable impact in preschool or home setting, include the selection of book must be the children's favourite, use of enlarged texts and the way of teacher present the material with whole-hearted enjoyment, rather than as a performance.

1.2 Problem statement

Shared reading involves active involvement and considerable interaction between the teachers and students. In the report of Ontario Ministry of Education (2003), shared reading has been reported as a comprehensive reading instruction that provides the teacher with the opportunity to (a) model effective reading and promotes listening comprehension, (b) reinforce concepts, (c) teach vocabulary, print and letter-sound relationship. Shared reading brings positive outcomes to the young children as it helps to promote language and builds up the foundation of literacy skill for the young children.

Whether a particular shared reading activity is a potent teaching and learning experience or an enjoyable pastime is mostly rely on the teacher. Aside from the types of materials and the strategies used in shared reading, the consideration of the children's current levels of knowledge and skills also impact learning outcomes from shared reading (Schickedanz & McGee, 2010). All these factors mentioned were related to the teachers' practices, perceptions and attitudes toward the shared reading. For instances, Sandvik et al (2014) stated that teachers' beliefs influence their practices and

subsequently, their practices will influence the child outcomes. To date, despite the growing literature on shared reading, only few researches (i.e. Kindle, 2011; Molzahn, 2005; Sandvik et al, 2014) have addressed the teachers' experience, perceptions and attitudes toward shared reading. Hence, this study is aimed to explore and understand kindergarten teachers' experience, perception and attitudes toward shared reading. It may be a start to give insight about what is the perception of kindergarten teachers toward the shared reading and what are their practices in the shared reading session.

1.3 Definition

1.3.1 Experience

Experience is one of the most-used terms education, and it is recognized as being related to learning (Roth & Jornet, 2014). Much of our knowledge comes from the generalization drawn from the experience. However, taking experience as a guide is the determination of our beliefs, which may bring to biased manner when searching of information (Medin, Ross, & Markman, 2002). One's own experiences with the teaching-learning process can contribute to the development of a model of teaching (Tan, Parsons, Hinson & Sardo-Brown, 2011). Davis (2014) stated that teacher responses were coded as "experience" when they referred to their general level of experience. In the current study, experience refers to the kindergarten teachers' practical knowledge in shared reading.

1.3.2 Perception

Perception is defined as experiences resulting from stimulation of the senses and it is the gateway to all of the other cognitions such as acquiring knowledge, storing knowledge in memory and retrieving it, problem solving, communication as well as

recognizing people (Goldstein, 2011). Perception is the process of creating meaningful patterns from raw sensory information (Lefton & Brannon, 2008). In the educational psychology, teachers have a set of assumptions or belief about what constitutes effective teaching and what decisions one must make to be an effective teacher (Tan, et al., 2011). In the current study, perception refers to kindergarten teachers' understanding on the shared reading.

1.3.3 Attitudes

The term "attitude" is defined within the framework of social psychology as a subjective or mental preparation for action and it is rooted in experience as well as do not become automatic, routine conduct (Affizal & Rafidah, 2009). Attitudes are pattern of feelings and beliefs about ideas, objects, or other people according to a person's past experiences and they play a role in behaviour change (Lefton & Brannon, 2008). Attitudes have three main components including affective component (how we feel toward an object), behavioural component (how we behave toward an object) and cognitive component (what we believe about an object) (Corner & Gould, 2011). Furthermore, "attitude" means the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events) (Morries & Maisto, 2005). In the current study, attitudes refer to kindergarten teachers' belief in using the shared reading in classroom.

1.3.4 Shared reading

Shared reading is also known as shared book experience (Holdaway, 1982; Parkes, 2000). It is a common form of modeling text processing, has evolved from a focus on Big Books originally developed by Holdaway (1982) as a way for teachers to

model reading to the young students. Shared reading builds on the benefits of the bedtime story to provide a solid foundation for literacy skill and to foster a sense of community as children collaborate to talk, think, listen, and join in the reading. This reading instruction enables teachers to model a form of reading and is a step between reading aloud and children doing their own reading (Parkes, 2000). Shared reading occurs when a teacher shares text and creates an instructional conversation that guides the children to apply their knowledge and strategy to reading situation (Alcantra, 2011; Fisher, Frep & Lapp, 2009). Furthermore, Short, Kane, and Peeling (2000) described shared as allowing the teacher to "model and support the use of cues and self-monitoring reading strategies, which may include the use of pictures to help construct meaning, making predictions, rereading, segmenting and blending, phonemes, and finding familiar word chunks to decode words" (p. 287). In the current study, researcher would like to investigate kindergarten teachers' experience, perception and attitudes toward shared reading.

1.3.5 Kindergarten

The term "kindergarten" or "preschool" is used widely in Malaysia to indicate children early education, which is for four to six years old (Hashim & Lah, 2007). According to the Ministry of Education Malaysia (2012), kindergarten or preschool education is a programme that exposes children aged four to six years old to the learning experience within a year or more before entering year one. It aims to nurture students' potential in all aspects of development, to master basic skills and to develop a positive attitudes as preparation to enter primary school.

1.4 Objective

1.4.1 General objective

To identify and understand kindergarten teachers' experience, perception and attitudes toward the use of shared reading.

1.4.2 Specific objectives

1. To identify the kindergarten teachers' practices in shared reading reading session.

2. To identify the perception of kindergartner teachers toward shared reading.

3. To identify the attitudes of kindergarten teachers toward the use of shared reading.

1.5 Research questions

1. What are the practices of kindergarten teachers in shared reading session?

2. What are the perceptions of kindergarten teachers toward shared reading?

3. What are the attitudes of kindergarten teachers toward shared reading?

1.6 Significance of Study

The current study provides information about the practices, perceptions and attitudes of the kindergarten teachers who teaching kindergartens at Kubang Kerian, Kelantan, regarding to shared reading. At the same time, these findings may contribute to the on-going research on effective reading instruction that could help to improve children literacy and language development.

Years ago educators believed that reading skills developed naturally and that as long as children were immersed in a literature-rich environment, they would eventually learn to read when they were "ready". In a system based on this belief, struggling

readers were often left behind in the reading skill as they were not given extra support until second grade which is seven to eight years old or even third grade which is eight to nine years old (Bursuck & Damer, 2007). This showed that the belief of the educators will influence their practices and also the child's literacy growth. Different teachers will have different perception and attitudes toward the shared reading as well as their practice conducting in shared reading. Hall (2005) showed that teachers' belief and attitude, rather than pedagogical knowledge, drives instructional decisions in the classroom. The teachers with positive attitudes towards the reading instruction would provide their students with at least adequate instruction and vice versa. In the current study, understanding the perception, attitude and practice of the teachers may enlighten future study designs and contribute to more effective reading instruction that help to improve the children's literacy and language skill.

The findings of the study would also give insight into speech-language pathologists (SLPs) about their role to incorporate with the kindergarten teachers to improve the understanding and practice of shared reading as a method to improve children language and literacy skill. In the guideline provided by American Speech-Language-Hearing Association (ASHA) in year 2001, SLPs play an important role in prevention of literacy problems. In many cases, the SLPs' role in prevention is through the consultation and collaboration with childhood educators to develop strategies and seek opportunities to provide emergent literacy experiences with book (ASHA, 2001). Owing to the knowledge in language and literacy facilitation strategies, SLPs can involve in professional development program for the kindergarten teachers. SLPs can play a key role in enhancing the literacy environment by using a service delivery model such as workshop and coaching session (Girolametto, et al., 2012). With the training

and guidance, kindergarten teachers can implement effective strategies that support and improve the language and preliteracy skills of young children (Wasik, 2010). This can help to minimize the number of at-risk children in literacy or language development.

CHAPTER 2

LITERATURE REVIEW

2.1 Shared reading

Short and her colleagues (2000) had conducted a study focusing on methodologies and components of a successful in-class literacy intervention program for struggling third-grade students at a small town in Virginia, United State of America. Approximately 17 000 students, in grade pre-K through 5, were involved. Short and her colleagues defined shared reading as an interactive reading experience enjoyed by the whole class. Shared reading emphasized on three components including rereading familiar texts; shared and guided reading, which incorporated strategy use in decoding unfamiliar words; and shared and guided writing. The teacher can apply both shared reading and guided reading to model and support the use of cues as well as self-monitoring reading strategies such as using pictures to help construct meaning, making predictions, rereading, segmenting and blending phonemes, and finding familiar word chunks to decode words. In addition, Short and her colleagues also claimed that the materials for shared reading is not limited to literacy book, the materials can also be the children's favourite predictable book and novels. During the shared reading session, teachers can highlight and discuss authors' word choices, purpose for writing stories, character development, and character comparisons as well as also help children understand how they could improve their own writing.

In Honolulu, Alcantra (2011) had carried out an action research over a period of six months from the start of school year August 2010 to the end of January 2011. The study involved 15 students aged four to six years old. Alcantra (2011) examined the impact of shared reading lessons focusing on kindergarten students' knowledge about

the concept of print, in which students were not proficient. The study involved designed and implemented lessons that were age-appropriate early literacy experience for the participants. The measurement of participants' print-concept-level was done using pre- and post assessment using a formative assessment, Concept About Print Test designed by Marie Clay and observation. Finding showed that the 15 kindergarten students involved increased in their print concept (range of difference improvement = +5 to +10). Overall, Alcantra (2011) noticed a progression in print concept after the shared reading lesson. She explained that students pick up the print concept when they are modeled by teacher. Modeling how to read, specifically pointing out certain concepts of print, and scaffolding the students with mini-activities can help the students to build the reading vocabulary terms such as letter, words, front cover, and punctuation marks. Alcantra (2011) also suggested that purposeful shared reading lessons that are geared toward students' needs made them more interested and willing to learn. By using a familiar book, especially big books, would also help them to focus more in the print concepts.

A qualitative study had examined the longitudinal relations between frequency and features of reading experiences within the preschool classroom to children's language and literacy outcomes in kindergarten and 1st grade level (Zucker, et al. 2013 & Kaderavek, 2011). Zucker and his colleagues analyzed six videotaped shared reading session of 28 preschool teachers and 178 children in a mid-Atlantic and a Midwestern state. The teachers' reading logs indicated that most teachers carried out one whole group, shared reading sessions each day (M = 5.30 titles per week, SD = 3.8, range = 1.21 – 15.00). The findings showed that the frequency of classroom shared reading was positively and significantly related to preschool children's vocabulary growth (p= 0.15, compared with a p-value of 0.05) and the extratextual conversation used in shared

reading significant related to children's preschool vocabulary development (p = 0.01, compared with a p value of 0.025). For preschooler' literacy scores, extratextual talk (p = 0.03, compared with a p-value of 0.05), but not frequency, was significant associated with children's letter knowledge gains. In other hand, the features of shared reading were significantly associated with children's kindergarten vocabulary outcomes (p = 005, compared with a p-value of 0.0167) and there was a notable trend towards significance for reading comprehension (p = 0.040, compared with a p-value of 0.10167).

2.2 Teachers' perception, experience and attitude toward shared reading

Wu (2012) had conducted a study to explore shared book reading practices with preschoolers among mothers, preschool teachers, and speech-language pathologist (SLP) in Taiwan. Questionnaires about the background information and the way conducting shared reading were completed by 10 mothers, 10 preschool teachers and 10 SLPs and also an observation on the shared reading session was done prior to the questionnaire distribution between these adults with 30 preschoolers (20 preschoolers without language impairment and 10 preschoolers with specific language impairment) aged from 3 years 2 months old to 5 years 5 months old. The adult-child dyad shared reading session was observed and videotaped, then being transcripted to find out the extratextual talk used by the participants. The finding showed that shared reading is a common practice between mothers, teachers, SLPs and preschoolers. The mothers usually spent 5 to 20 minutes for the shared reading whereas the teachers and SLPs usually spent 10 to 20 minutes for the shared reading session and half of the teachers conducted activities during and after shared reading but not prior to shared reading. The most frequent chosen material for the shared reading was picture books and the materials usually chosen by mothers, teachers or SLPs. Repeated reading was shown as a common

practice. Compared to the mothers who asked significant more decontextualized questions (mean = 0.5672) than contextualized questions (mean = 0.432), the teachers demonstrated no significant difference in asking the decontextualized questions (mean = 0.4961) and contextualized questions (mean = 0.5038) during shared reading whereas for SLPs, there was no significant difference in using decontextualized questions (mean = 0.5561) and contextualized questions (mean = 0.4468). In short, different roles (mother, teacher and SLP) showed different type of questioning during shared reading.

Through the observation of 25 teachers while they conducted a shared reading with student and interview of six teachers from random stratified sample, Fisher, Frey and Lapp (2008) investigated about the component of the shared reading, frequency of shared reading, sequence of a shared reading, reaction to four themes (comprehension, vocabulary, test structures and text features). This study, which had conducted at the Western part of United States, revealed the strategies and patterns emerged in the teachers' application of shared reading. The teachers used a class set of books and other materials such as projector and photocopies of specific text so that students could see the text as the teacher read it aloud. The teachers modelled fluent reading and emphasized on modelling thinking instead of asking students comprehension question about the text being read. In the aspect of reading comprehension, the common modelling strategies include activating background, inferencing, summarizing, predicting, clarifying, questioning, visualizing, monitoring, synthesizing, evaluating, and connecting. The teachers also preferred to model multiple ways of thinking about the text instead of just focusing on one strategy because they perceived that shared reading is about consolidation, in which, teacher need to show student how to incorporate the things automatically and not artificially stop or summarize or question.

For the aspect of vocabulary, teachers were not simply telling the students meaning of words but they modelled solving words using context cues, word parts, and resources. In the teacher's perception, their job is to help students develop ways to figure out words as they read. The third component is text structure. By paying attention to the text structures, readers can organize the information into compare/contrast, problem/solution, cause/effect, chronological/sequence/temporal, and descriptive. Last but not least, the theme of text features. Students need to know when to attend to the text features such as heading, caption, illustration, boldface words, graphs, diagrams, glossaries and so on. Aside from getting the information from the text feature, it also helps the students to see the connections between reading and writing. This study also provided the several cautions regarding teacher modelling with shared reading. The cautions include: (a) the teacher modelling through shared reading should be based on an identified purpose; (b) shared reading should not lengthen the amount of time that students spend in whole-class instruction; (c) shared reading should not be used to "curricularize comprehension" in which means that only focuses on one aspect of modelling or comprehension strategy as well as modelling thinking is critical in shared reading although it is difficult.

In the research of Honchell and Schulz (2012), teacher's perception toward shared reading and how they apply the shared reading in classroom were being studied through observation and 45-minutes-interview which were audio-taped. The interview was transcribed and the date was analyzed to explore the themes and unique perspectives from the three teachers involved (one kindergarten teacher, one preschool teacher and one first grade teacher). The location of the research was not reported. The kindergarten teacher in the study conducted shared reading based on the children's ability whereas the preschool teacher commented that children learn rhymes by reread

the book over and over again. During the shared reading session, teachers emphasized on the literacy knowledge by using all the sources of information available in the text, modelling fluent reading, exploring specific text features, and recognizing familiar, high-frequency words. Honchell and Schulz (2012) also highlighted some points to be considered in providing appropriate shared reading experience to children. The points included interest of the children, kind of reading material, how do the illustrations of the text can support the development of the text, how the teachers use the language to encourage reading participation and the entry point the text provides for class discussion.

Gonzalez and his colleagues (2014) had carried out an observational study to analyse the patterns of teacher extratextual talk as it occurs before, during, and after reading books to children as well as the frequency and duration of teacher's questioning types on preschoolers' receptive and expressive vocabulary knowledge. There were 13 teachers and 100 children chosen from the school districts in South Central Texas as the participant in the study. The participants were involved in ninety 20-min small-group session of teacher-guided shared reading instruction in 5-day-instructional cycles over 18 weeks. Peabody Picture Vocabulary Test- II (PPTV) was administered before and after the shared reading intervention. The finding outlined that engaging children in interactive shared reading that can elicit their active participation is related to the meaningful gains in language and literacy growth. Teacher talk placement after reading was significantly related to expressive vocabulary. Duration of teacher association talk was significantly related to receptive vocabulary outcomes while both frequency and duration of teacher vocabulary-related association talk was related to expressive vocabulary outcomes. The duration of teachers' comprehension-association questioning was also a significant positive predictor ($\gamma = 0.339$, $p = 0.046$). Thus, a 1-s increase in

the duration of comprehension-association activities was predictive of a 0.339-point increase in post-test PPVT score.

Kindle (2011) compared the practices of four preschool teachers while reading aloud a common text in Midwestern state. Observation of the teachers' style and children's responses during the shared reading session using the same book was conducted and the data obtained was being analysed. The 45- minute-observation was audio-taped. Teacher plays important role in shared reading as he/she controls the types of books to be read and the way in which they are shared. The quality and quantity of teacher dialogic interaction during shared reading influence the children's language participation outcomes. Kindle (2011) noted that children gave more response when being asked open-ended questions, encouraged to expand on their idea, provided with feedback to their comments and questions as well as student-directed. Through the appropriate style in shared reading, teachers provide opportunities for children to respond to questions, provide models of language, use advanced vocabulary, as well as develop phonological and phonemic awareness. In short, Kindle (2011) concluded that shared reading promotes the development of vocabulary, print concept, concepts/world knowledge and comprehension. The findings of the study also discovered that the different styles of teachers for shared reading can be attributed to the amount of preparation, educational philosophy, own concepts of the purpose of shared reading. This suggested that teachers should approach reading with greater intentionality and purpose in order to derive the maximum benefit from shared reading experiences.

In United State, Molzahn (2005) had studied about the kindergarten teachers' attitude toward using shared reading, guided reading and literacy centers in classroom

before and after attending professional development activities at Literacy Institute. There were 81 kindergarten teachers in northeastern Wisconsin school district were asked to complete a pre-survey and a follow-up survey consisting of 25 questions. Ten statements regarding the attitudes were in the form of Likert scale whereas another fifty questions were checkoff area and short answer questions. The follow-up surveys were mailed after the teachers attended the Literacy Institute after five months. The surveys were mailed to the teachers, yet only 33 teachers returned the post-survey form. The result showed that the beliefs dealing with shared reading: the comfort level (mean = 4.64), sufficient training (mean = 4.7) and the need for using the shared reading strategy (mean = 4.7), scored strongly agree across all levels of teaching experience. Paired Samples Test indicated there were no statistical significant differences between the pre- and follow-up survey found at a 95% confidence level. Overall, Molzahn (2009) suggested that teachers' attitudes and opinions toward implementing a balanced literacy program (i.e. guided reading, shared reading) at the kindergarten level are varied. Yet, educators should be familiar with a variety of strategies that are available and learn how to incorporate the strategies into the curriculum and classroom.

2.3 Theory related to shared reading

Powell and Kalina (2009) suggested that social constructivism is a highly valuable teaching method that all students can benefit from, since collaboration and social interaction are incorporated. Vygotsky (1986), a social constructivist, described the social interaction models by including cognitive development and language development (Brabham & Lynch-Brown, 2002). Vygotsky elaborated that learning is a process of gradual mastery, achieved through social interaction and practice mediated by adults; it is then followed by a second stage in which concepts become internalized

and consolidated (Girolametto, et al., 2012). The shared reading, which involves active adult-child interaction during reading, has been supported by the Vygotsky's theory (Milburn, et al., 2014; Powell & Kalina, 2009; Wu, 2012).

Shared reading is considered as a social activity that can provide opportunities for children to learn language (Wu, 2012) and to acquire the emergent literacy skill (Girolametto, et al., 2012). During the shared reading, teachers not only model the reading, but also assist students with the reading task, mediate the children's language by using prompts such as asking question, and providing feedback to the students. The kindergarten teachers can facilitate the literacy skill by introducing the print concepts, paying attention on the print features, and modeling the correct letter-sound association. At the meanwhile, students are encouraged to be actively engaged in exploring and sharing their ideas about the content of reading materials with the support of an adult. This reflects a close interaction occurs between the teacher and the students in the learning process through shared reading.

One of the important concept in Vygotsky's theory is zone of proximal development (ZPD), which describing a zone in-between the level of performance that child can achieve independently and that which can achieve with assistance (Hastings, 2012). In short, ZPD helps to bridge the gap between what a child known and what a child potentially to know. The ZPD also gives an idea that learning should be matched to the ability of a child in his/her level of development (Wu, 2012). In a shared reading session, the quality of the interaction between adult and child is crucial in order to maximize the child's learning in language and literacy skills. The teacher assists the

students with the reading task by modeling, using prompt such as asking questions, and providing appropriate feedback in the shared reading session (Hasting, 2012).

Scaffolding is a facilitating method of learning process that support ZPD (Powell & Kalina, 2009). Through the shared reading, teachers can scaffold the children by demonstrating how to read and write, providing reading or writing model, asking questions that lead to certain important realizations, correcting on-task errors, and motivating students (Lefrancois, 2000). For instance, the teachers can scaffold a child's language learning via asking questions that elicits an answer within the children's zone of proximal development, or at a level just slightly higher than the child's current ability. This could facilitate child's engagement in the related conversation related to the content in shared reading at a low level of demand that is likely to provoke a correct response, and thus providing an opportunity for the teachers to give positive feedback (Milburn, et al., 2014). The Vygotsky's theory suggests that the teachers play an important role in providing a quality adult-child interaction the in the shared reading session in order to facilitate the children's language and literacy development.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

A survey-based research design was used to construct a quantitative description of kindergarten teachers' experience, perception and attitudes toward the shared reading.

3.2   Participant

3.2.1   Sample Size

In November 2014, a list of 17 active registered kindergartens at area of Kubang Kerian, Kelantan had been obtained from Pejabat Pendidikan Daerah (PPD) Kota Bharu, Kelantan. However, when the researcher had the field test on the study on January 2015, it found that only 15 active registered kindergartens at the area of Kubang Kerian, Kelantan, still operating. The population of kindergarten teachers teaching at these 15 registered kindergartens at Kubang Kerian was 50 persons. Using the Raosoft Program, with 5% margin of error and 95% of confidence level, 45 participants were required in the current study. However, throughout the data collection, only 43 kindergarten teachers fulfilled the inclusive criterion and two of them rejected to participate in the study. Thus, a total of 41 kindergarten teachers were recruited as participants in the current study.

3.2.2 Inclusion and Exclusion Criteria

The participants were chosen based on the following inclusion and exclusion criteria:

Inclusion criteria:

 i. Kindergarten teacher.

ii. Teacher teaches typical developing children aged 5 to 6 years old.

ii. Teacher with shared reading experience.

Exclusion criteria:

i. Teacher without shared reading experience.

ii. Teacher teaches children with any types of disability (i.e. autism, hearing impaired, Down Syndrome).

3.2.3 Sampling method and Recruitment of Participant

Purposive sampling was used. A list of active registered kindergartens at Kubang Kerian, Kelantan was obtained from PPD Kota Bharu, Kelantan. Those teachers who fulfilled the inclusive criterion were identified and being recruited in the study.

3.3 Research Instrument

Two set of questionnaire were used as research instrument in the current study. The first part (Part A) of the instrument was demographic information, which consisted of seven questions to obtain information regarding to age, gender, race, education level, current job posting and year of teaching experience as kindergarten teacher. The information will be served as a record for the research as well as to aid in the interpretation and evaluation of result.

Part B was the first set of questionnaire which was adapted from the instrument of Reeves (2011) "Teacher perceptions of Guided Reading". There were 14 questions in this questionnaire which aimed to understand the experience and perception of kindergarten teachers toward shared reading. Questions 1 to 3 were to understand the perception of teachers toward shared reading. Questions 4 to 14 were to identify the experience of teachers in conducting the shared reading. Some questions required the participants to tick only one answer while some questions require the participants to tick more than one answer according to the instruction given. The questions were adapted. For example, *"What is guided reading?"* is modified into *"What is shared reading?"*

Part C consisted of another set of questionnaire, which was adapted from the instrument of Molzahn (2005) "Teachers' Attitude toward Shared Reading, Guided Reading and Learning Centers". This questionnaire was used to obtain the attitudes of teachers toward shared reading. From the original questionnaire, five questions related to shared reading are used while two questions are adapted. The questions being adapted were, (a) *"Guided reading is appropriate to use in kindergarten"* was adapted into *"Shared reading is appropriate to use in kindergarten"*; (b) *"Guided reading can be accommodated to use with any class size"* was adapted into *"Shared reading can be accommodated to use with any group size"*. These questions were designed in a 5 point Likert-scale: 1 = strongly agree, 2 = agree, 3 = indefinite, 4 = disagree, 5 = strongly disagree. The score of each question were not summated.

Since both of the questionnaires were in English version, the questionnaires were translated into Malay version as the main language used by the targeted population was Malay.