Improving Young Indigenous Malaysian Children's Incidental Vocabulary Acquisition and Oral Narrative Skills through Shared-book Reading

Aini Marina Ma'rof[1], Ma'rof Redzuan[2], Richard C. Anderson[3], Aini Azeqa Ma'rof[4]

[1]Dep. of Foundations of Education, Faculty of Educational Studies, Universiti Putra Malaysia
[1, 3]Center for the Study of Reading, University of Illinois at Urbana-Champaign, USA
[2, 4]Dep. of Social and Development Science, Faculty of Human Ecology, Universiti Putra Malaysia
Email: ainimarina@putra.upm.edu.my

Abstract: This paper is based on a quasi-experimental study which investigated the impact of Shared-book Reading (SBR) on the development of vocabulary and oral narrative skills of young Indigenous Malaysian children learning Malay as a second language. Sixty three (63) Orang Asli children from two first-grade classrooms participated in the study. One of the classes was randomly assigned to implement SBR sessions while the other served as wait-listed control. Prior to the intervention, all students were assessed on a grade-appropriate literacy screening test (LINUS I), a Rapid-automatized naming task (RAN), and a Children's Nonword Repetition Test (CNRep). After a five-week intervention, all students were assessed on vocabulary and storytelling. Results showed that experiences of SBR accelerated Orang Asli children's oral Malay language production and increased their level of word-meaning knowledge. Specifically, the SBR group performed significantly better than the control group on the word-defining task. They also produced more coherent, higher quality narratives in a wordless picture story-telling task. They told the stories with greater verbal rate which contained significantly greater vocabulary diversity. These results altogether yield significant implications for the literacy instruction practices of Orang Asli children.
[Aini Marina Ma'rof, Ma'rof Redzuan, Richard C. Anderson, Aini Azeqa Ma'rof. **Improving Young Indigenous Malaysian Children's Incidental Vocabulary Acquisition and Oral Narrative Skills through Shared-book Reading.** *Life Sci J* 2012;9(4):841-848] (ISSN:1097-8135). http://www.lifesciencesite.com. 131

Keywords: Indigenous peoples, achievement gap, emerging literacy, second language learning, shared-book reading, incidental vocabulary acquisition, oral narrative skills

1. Introduction

The purpose of this paper is to report findings of a study which investigated the effects of an approach to teaching reading in the classroom, Shared-book Reading (SBR), on the oral and vocabulary development of young Indigenous Malaysian (Orang Asli) children learning to read Malay as a second language. The Orang Asli children who typically come from low-income backgrounds rarely attain the same levels of achievement in literacy as their non-indigenous counterparts. Despite the importance of oral Malay proficiency for Malay language learners (MLLs), literacy instruction practices for MLLs too often feature individual seatwork and teacher-directed whole class instruction, depriving MLLs of rich experience in oral Malay Language. It is not surprising that having few chances for extended use of the language Orang Asli children show low academic engagement and lag behind in reading achievement.

In Malaysian public schools, language is treated as one of the core subjects with great emphasis on the attainment of phonics, vocabulary and grammar. Little opportunity is provided for interactive language that is comprehensible, interesting, and relevant to the students. Language teachers typically rely on simple tasks that require little opportunities for the students to respond using language that is authentic and purposeful. Round-robin reading is extensively practiced in language classrooms using graded readers to try to improve Malay Language pronunciation and oral reading accuracy instead of opting for proactive literature circles where children can connect their background experiences with the information-rich texts they read.

The current language lessons are usually fast-paced and cognitively low-level. The question-answer routine between teacher and student limits students' opportunities to think and talk about the text, let alone to formulate and express their extended ideas to the class. The emphasis on phonics, spelling, accurate oral reading, proper Malay language pronunciation, vocabulary lists, grammar, and literal comprehension has probably been exacerbated by the perception of schools that these emphases are necessary to prepare students to pass high-stakes examinations (Assaf, 2006). There is a reason to fear that the regimen in today's schools inhibits the language development of Orang Asli children learning to read in Malay and may retard their cognitive development and undermine their motivation for school by taking the meaning and enjoyment out of learning (Gersten, 1996).

To address the inadequacy of conventional literacy instruction for Orang Asli children and some of the limitations of research for this group of MLLs,

Shared-book Reading (SBR), an approach that promotes relaxed, supportive atmosphere of shared reading was employed in the current study aiming to promote Orang Asli children's oral narrative and vocabulary development in the Malay language. Shared book reading can be defined as a practice that occurs between an adult and a child or children when reading or looking at a book. As such, it encompasses a range of methods that vary in complexity (Van Kleeck, Gillam, Hamilton, & McGrath, 1997; What Works Clearinghouse [WWC], 2006). Unlike traditional classroom instruction in which students spend 70% of their time passively watching and listening to the teacher (Simmons et. al, 1995), SBR is intended to allow children to experiment as they develop strategies for predicting and self-correcting (Anderson et. al, 2002).

SBR aligns itself well with the research by the Russian linguist, Lev Vygotsky which has shown that learning is most effective when it is collaborative. Shared reading enables children — especially second language children — to engage in genuine reading at a level beyond which they might not be able to do on their own (Hyland, 2005). While it has been clearly proven that social interactions play a role in shaping a child's development, the trick is to ensure that these contacts will also help to bring about positive effects on their learning.

The success of SBR in achieving that goal first came to light when researchers like Holdaway (1979) and Elley (1989) demonstrated that the intervention was capable of increasing phonological awareness and oral development amongst kindergarten children. Since then, studies have continued to demonstrate the power of SBR as a positive influence on learning to read among children. It has since shown to be a successful educational intervention that provides social opportunities, enabling the young second language learners gain confidence, share knowledge, self-correct and construct meaning cooperatively.

A large amount of research explores positive effects of SBR on the more privileged, language mainstream classrooms (e.g. Blewitt & Rump, 2009; Evans et. al., 2008; Hindman et. al., 2008; Horner, 2004; Pollard-Durodola et. al, 2011; Trivette & Dunst, 2007; and Ukraneitz et. al., 2000). Nonetheless, studies of SBR with the underprivileged groups have also shown similar positive effects of the approach in improving and facilitating literacy skills of emergent young readers. In Davie and Kemp's (2002) study, SBR facilitated more intelligible language of young children with mild to moderate disabilities in speech production. SBR also has shown to accelerate vocabulary development of Head Start (low-income) children in the United States (Hindman, Wasik & Erhart, 2010). In the study carried out by Mason et. al. (1990), SBR increased print concept awareness, letter knowledge, writing and reading abilities of at-risk preschool children. SBR has also improved language-delayed children's expressive vocabulary (Whitehurst, 1994).

However, to date, it seems there have not been any studies conducted on the effects of SBR on Indigenous Malaysian children's second language learning. Although SBR is widely used in middle-class classrooms where teachers are familiar with the approach and teaching materials are widely available, it is probable that the effects of SBR can extend beyond regular mainstream classrooms and have significant implications for indigenous children's learning of the second language. By improving the approach in teaching reading and getting students engaged in the activities, it seems it would follow naturally that the atmosphere in the indigenous classroom would become more inviting and cooperative, lending itself to higher levels of student participation and achievement. The centerpiece of this educational intervention is a series of a simple and engaging reading instruction that entails the use of giant-sized storybooks carefully selected to suit the children's readability level as well as background knowledge where the teacher illustrates "skills in action" by directing attention to letters, word patterns, and conventions of print to the children (Hyland, 2005).

The goal of this quasi-experimental research was to document instructional practices that could give a large boost to children's capabilities of being active recipients of information and promotes them to be full participants in reading through questioning, labeling, elaborating and by joining in the reading as they wish (Hayden, 1986 in Hyland, 2005). The primary objective of the study was to measure the impact of shared-book reading in promoting emerging literacy skills of young Indigenous Malaysian children. The study was organized around the following research questions:

1. What differences in vocabulary and oral Malay language proficiency, if any, were there among students assigned to the treatment and control groups prior to the implementation of Shared-book Reading sessions?
2. What differences in vocabulary and oral Malay language proficiency, if any, were there among students that were engaged and those not engaged in Shared-book reading sessions and activities?

For the purpose of analysis, the research questions were posed as null hypotheses.

Ho1: There was no difference in vocabulary and oral Malay language proficiency of students assigned to treatment group and control group prior to the implementation of Shared-book Reading sessions.

Ho2: There was no difference in vocabulary and oral Malay language proficiency of students who were engaged in Shared-book Reading activities and those who did not participate in Shared-book Reading activities.

2.0 Methods

2.1 Research Design

This study employed the nonequivalent control group design where the the level of significance (alpha) was set at 0.05. Pretests were administered to all participants prior to the treatment. The pretests were helpful in assessing students' literacy level prior to the intervention and also in testing initial comparability among groups. Posttests were administered to measure treatment effects. The total treatment lasted for 600 minutes over a span of 5 weeks. In order to avoid the problem of the students becoming "test- wise", the pretest and posttest were not parallel forms of the same test.

2.2 Participants

Two Malay Language teachers and their first grade classrooms with predominant enrollment of Orang Asli children (N=63) in Kuala Langat (southwest district of the state of Selangor) participated in the study. Of all 63 students, 57 (90.48%) were Orang Asli, 2 (3.17%) were Malays and 4 (6.35%) were Indians. Because this study specifically targeted Orang Asli children learning Malay as a second language (MLLs), only the 57 Orang Asli children were included for data analysis. There were 27 MLLs in the SBR group and 30 MLLs in the control group. There were 49.10% boys (SBR: 17.54%, Control: 31.56%) and 50.90% girls (SBR: 29.84%, Control: 21.06%). The mean age of the MLL sample was 6.7 years old. All students come from a household with per capita monthly household income of MYR 84.66 (USD 29.19).

2.3 Instruments

A national standardized literacy screening test (LINUS 1) was used to obtain all students' baseline literacy level prior to the intervention. Two other pretests, Children's Nonword Repetition Task (CNRep; Baddely & Gathercole 1996) and the Rapid Automatized Naming task (RAN; Snodgrass &Vanderwart, 1980) were administered to assess each student's working memory retrieval, lexical access and phonological encoding which are crucial components for successful language learning.

Ten (10) giant-sized storybooks were selected from an established reading series with a wide range of themes (e.g. animals, vehicles, sports, celebrations, culture, and fiction). The books were also carefully organized to have different ranges of age-appropriate readability level, where the stories become slightly challenging in terms of text structures, vocabulary, syntax and length as the intervention progresses across time.

All students were assessed with two posttests by the end of the intervention. The oral vocabulary test (developed by the researchers) primarily aimed at assessing students' content-word transfer knowledge in which 40 words were cautiously selected from the 10 storybooks used in the intervention. The storytelling task using Mayer's (1965) well-established "*Frog Where Are You?"* story sought to elicit students' oral narrative skills.

2.4 Procedure

To determine the impact of SBR on promoting students' emerging literacy skills in L2, a non-equivalent control group quasi-experimental design was selected for this study. The quasi-experimental design (Campbell, Shadish, & Cook 2002) allows the authors to use intact groups with no random assignment to the treatment or the control.

The two identified MLL teachers received a one-day training of SBR to familiarize them with the approach and the materials. The two sample classes were then randomly assigned to either treatment or a waitlisted control after the training to guard against selection bias. To ensure fidelity of implementation to ensure the intervention was implemented as designed, the researchers were present in the treatment classrooms during each session from beginning until the end.

Except for LINUS 1 (which was administered by the schools), pretests were carried out for one week at both sites prior to the intervention where students were individually administered the CNRep (Badeley & Gathercole, 1996) and RAN (Snodgrass &Vanderwart, 1980) tasks. Students' responses were all audio-recorded.

After pretest data have been gathered, 10 SBR sessions were carried out one-hour per session, twice a week for five consecutive weeks, embedded within the Malay Language instruction period in the treatment classroom. Over the course of the treatment, the children were engaged in age-appropriate stories read by their Malay language teacher and involved in post-reading activities both in whole-class and small-group modes. Treatment students played a more active role in class participation by role-playing and retelling the stories. The waitlisted control group continued to receive regular Malay Language instruction during the period of data collection.

Posttests were administered after the 10 SBR sessions have been delivered. The posttests consisted of assessing students from both sites on their 1) oral vocabulary to test their knowledge transfer of content words from the storybooks read in SBR sessions, and 2) oral narrative skills based on a wordless picture story book. All students in both assigned conditions were administered and audio-recorded individually. The

waitlisted control group and their language teacher later received the teaching packet and materials after completion of data collection.

2.5 Analysis

A mixed method approach was employed in this study. Quantitative data gathered were organized, entered, and ultimately analyzed using the SPSS statistical analysis software. The study employed both descriptive and inferential statistical analyses. Multiple analyses of covariance (Mancova) were primarily employed in the quantitative analysis of this study. It was deemed appropriate for the study as it measures covariance between the pretests (as covariates) and posttests (as dependent variables) between the control and treatment classes. Alpha level of .05 was set as a priori in all related tests. Hierarchical regression analyses were also employed to determine the impact of SBR on students of differing levels of initial Malay Language proficiency.

Qualitative data gathered (storytelling) were transcribed in verbatim and later coded using the Systematic Analysis of Language Transcripts (SALT, 2010) conventions. Based on the generated coding, the qualitative data were later analyzed quantitatively using the same language software (SALT, 2010) to be included in the overall statistical analysis to seek for causal inferences.

The storytelling transcripts were also graded qualitatively. Two native Malay Language speakers blind reviewed the transcripts and employed holistic scoring using the Narrative Scoring Scheme (NSS), an assessment tool that provides an index to student's ability to produce a coherent story. The inter-rater reliability between the reviewers was 0.878. The NSS scores were also ultimately included as one of the dependent variables in the hierarchical regression analysis of this study.

3.0 Results and Discussion

3.1 Initial Malay Language Proficiency

Table 1 summarizes the descriptive statistics of children's performance on the three Malay Language proficiency pretests: LINUS 1, Rapid Automatized Naming (RAN, 1980) test and Children's Nonword Repetition (CNRep, 1996) as well as Cronbach's alpha reliability coefficients. Using the three pretest scores as dependent variables, a one-way MANOVA analysis found no significant main effect of the intervention condition, F (3, 53) = .386 p = .764, η_p^2 = .021, suggesting the initial Malay Language proficiency of the SBR and the control group was comparable. See figures 1 and 2 for a comparison of results for both waitlisted control and treatment groups on the RAN and CNRep.

Table 1. Means (SDs) of Performance on Pretests

Pretests	Cronbach's α	SBR	Control
LINUS 1	NA	1.85 (.77)	1.67 (.66)
RAN	.943	40.39 (9.08)	41.35 (10.15)
CNRep	.794	29.70 (4.79)	28.47 (5.86)

3.2 Intervention Effects on Vocabulary

Table 2 displays students' performance on the Vocabulary test. The analysis of the score were divided into three components: 1) Vocabulary – Decoding, the proportion of words each student was able to decode correctly regardless of accuracy of meaning, 2) Vocabulary – Meaning, the proportion of words each student was able to define correctly regardless of ability to decode the words correctly, and 3) Vocabulary - Decoding + Meaning, the proportion of words each student was able to decode and define correctly. Using the pretest scores as covariates, a MANCOVA analysis was performed to seek for intervention effects on Vocabulary. Significant difference was found between the SBR and the control group on overall Vocabulary, F (3, 50) = 12.74, p = .00; Wilk's Lambda = .57, η_p^2 = .43. Out of the three pretests, only the LINUS 1 covariate was significantly related to the combined Vocabulary outcome measures, F (3, 50) = 33.26, p = .00; Wilk's Lambda .33; η_p^2 = .67.

Table 2. Means (SDs) of Performance on Vocabulary Decoding, Meaning, and Decoding+Meaning.

Measures	SBR	Control
Vocabulary – Decoding	26.37(20.35)	19.37(17.41)
Vocabulary – Meaning	40.52(9.529)	27.23(13.15)
Vocabulary – Decoding + Meaning	25.81(19.89)	18.50(16.56)

Further analysis of each individual dependent variable, using a Bonferroni adjusted alpha level of .017, showed that there was no contribution toward Vocabulary – Decoding, F (1, 52) = 1.33, p = .255, η_p^2 =.025 and Vocabulary Decoding + Meaning, F (1, 52) = 1.827, p = .182, η_p^2 = 034. There was treatment effect on Vocabulary – Meaning, F (1, 52) = 32.396, p = .00, η_p^2 =.384. The results suggest that SBR sessions have an impact on students' learning of word-meaning but did not help improve students' decoding skills.

Findings of this study adds to the previous research that engaging children in shared-book reading sessions improves students overall vocabulary with significant results in learning of word meanings. The

conversation and extra-textual questions that accompanies the shared-book reading sessions have facilitated the young children learning of unfamiliar words (Blewitt et al., 2009). Children with lower initial Malay proficiency seemed to benefit more from SBR in learning new word meanings than those with higher initial Malay proficiency. See *Figure 4*.

This result is unique in experimentally demonstrating children's vocabulary growth based on their language proficiency. Typically, children with higher initial language proficiency tend to learn more than children with lower initial language proficiency. This striking effect may be due to the fact that shared-book reading sessions call for the teacher to ask scaffolding questions facilitated children's deeper understanding of word meanings.

While there was a trend for the SBR students to read more new words, the difference was not significant, most probably because of the duration of the intervention was not long enough to obtain such results. However, the evidence that children's word-meaning knowledge increased over the course of treatment corroborates previous research demonstrations that young children learn vocabulary successfully from SBR (Ard & Beverly, 2004; Blewitt, Rump, & Coom, 2009; Biemiller & Boote, 2006; Elley, 1989; Ewers & Brownson, 1999; Hargrave & Senechal, 2000; Justice, 2002; Justice, Meier, & Walpole, 2005; Penno, Wilkinson, & Moore, 2002; Reese & Cox, 1999; Robbins & Ehri, 1994; Se´ne´chal, 1997; Se´ne´chal & Cornell, 1993; Se´ne´chal, Thomas, & Monker, 1995).

3.4 Intervention Effects on Storytelling

Table 3 displays the descriptive statistics of the language measures from the students' storytelling in five categories: story length (number of words), vocabulary diversity (number of different words), verbal rate (time length; words per minute), story quality rating (NSS) and mazes (percent of mazes over total words) [1]. MANCOVA analysis using pretest scores as covariates found a significant overall intervention effect, F (6, 47) = 10.843, p = .00; Wilk's Lambda = .42, η_p^2 = .58. However, out of the three pretests, only the LINUS 1 covariate was significantly related to the combined storytelling outcome measures, F (6, 47) = 3.38, p = .01; Wilk's Lambda = .70, η_p^2 = .30.

Further ANCOVA analyses using a Bonferroni adjusted alpha level of .01 found significant differences between the SBR and the control group on the story length, vocabulary diversity, verbal rate, and story quality rating, *ps*< .01. Compared to the control group, the SBR group took longer time to tell the stories, used more different words, produced more words per minute, and told better stories. Results for the total time of the storytelling and mazes produced were non-significant indicating that students' performance did not significantly differ by treatment condition. SBR sessions helped improve young indigenous children's Malay speaking skills in terms of the production of higher quality of story structure in oral narratives. The narratives produced by the SBR group were more coherent in terms of hierarchical thematic structuring and global plot organization. Narratives produced by the SBR students contained more detailed descriptions of setting, character development, conflicts, and resolution essential for advancing the plot in a logical order. SBR students regardless of overall NSS scores also expressed more mental states of characters (e.g. the boy got angry) and used more clear referents. SBR students' ability to produce more coherent stories than their counterparts in the control classroom is no doubt because of active experience with the set of stories in SBR enabled them to obtain a better understanding of narrative structure.

Table 3. Means (SDs) of Language Measures of Storytelling

Measures	SBR	Control
Number of Words	199.07 (88.64)	81.20 (27.43)
Number of different words	70.78 (16.14)	48.80 (17.65)
Time length	2.66 (.39)	2.46 (.49)
Words per minute	74.16 (28.07)	34.34 (13.50)
NSS	16.26 (3.17)	12.97 (2.83)
Percent of mazes over total words	7.07 (3.43)	8.63 (2.25)

Shared-book reading sessions may also have promoted young Indigenous Malaysian children's oral narrative skills because the acquisition in narrative competence is achieved through the combination of advancing language skills developed through sharing personal experiences, stories, and other text-level materials (Miller et al., 2006). In addition to the wide and deep reading experience, students have more opportunities to practice speaking in the Malay language in the shared-book reading sessions by sharing their understanding of the stories in the post-reading activities (e.g. role-playing, group work, and making personal connections) which should improve their skill at expressing oral narratives.

Shared-book reading not only improved children's performance at a global narrative structure level but also at lexical and syntactical level. Although students

in both conditions took considerably the same amount of time to tell the story, the number of words produced by the SBR students almost doubled up that produced by the control group. Vocabulary diversity also doubled up in the SBR classroom indicating that exposure to a wide variety of stories made students more comfortable and confident to use different types of words in their narratives.

3.5 Differentiated Treatment Effects with Varying Initial Language Proficiency

To investigate if SBR influences learning of word-meaning and oral narrative skills differently for children with varying levels of initial Malay Language proficiency, hierarchical regression analyses were conducted using the Vocabulary – Meaning and oral narrative scores (story length, vocabulary diversity, verbal rate, and mazes), as dependent variables, respectively. In each analysis, the LINUS 1 pretest score was entered first, followed by condition contrast: SBR vs. Control, and their interaction was entered last.

For the Vocabulary – Meaning, a significant trend toward an interaction between initial Malay Language Proficiency and the SBR vs. Control contrast was found, p = .01. Students with lower levels of initial Malay Language Proficiency benefitted more from the SBR sessions than did the students with higher levels of initial Malay Language Proficiency, β = -.55. See Figure 1.

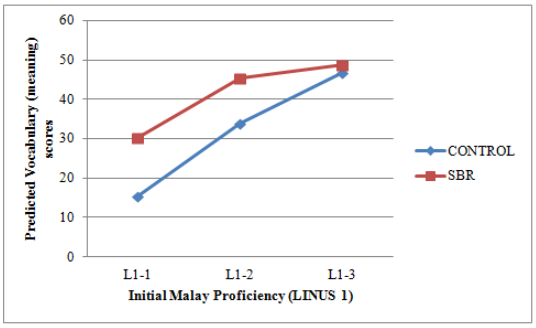

Figure 1. Vocabulary – Meaning as a function of initial Malay language proficiency.

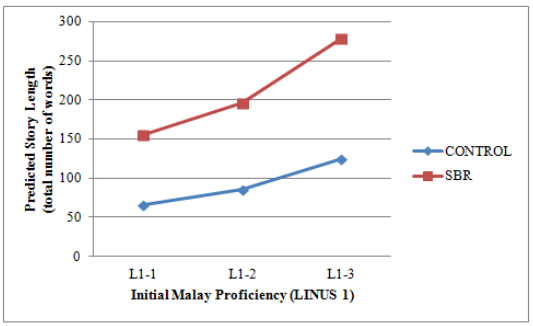

Figure 2. Story length as a function of initial Malay language proficiency.

For the oral narrative skills, result for the story length (total number of words) was consistent with the ANCOVA analysis where SBR vs. control contrast was significant, p = .00, but no significant interaction between initial Malay language proficiency and the SBR vs. Control contrast was found, p = .11. Figure 2 shows that students in the treatment condition produced stories that were longer suggesting significant SBR effects on story length.

In terms of vocabulary diversity (number of different words), consistent with the previous ANCOVA analysis, SBR vs. Control contrast was significant, p = .01. However, no significant interaction between initial Malay language proficiency and the SBR vs. Control contrast was found, p = .30. Figure 3 show that students in the treatment condition outperform students in the control group regardless of initial Malay proficiency.

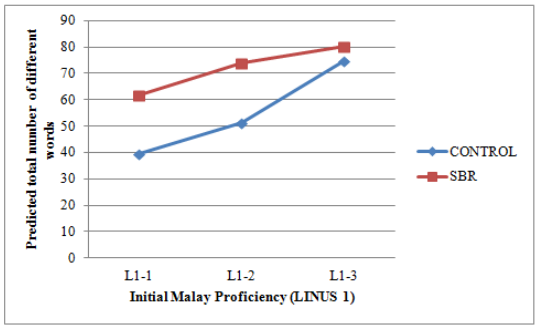

Figure 3. Vocabulary diversity as a function of initial Malay language proficiency.

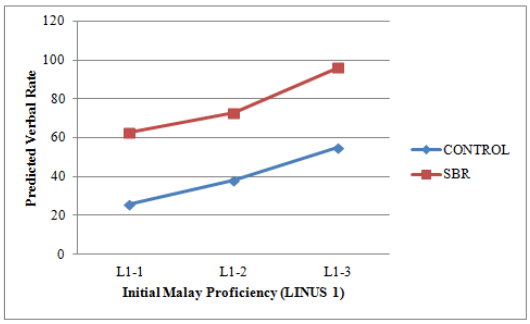

Figure 4. Verbal rate as a function of initial Malay language proficiency.

For the verbal rate (number of words per minute), consistent with the previous ANCOVA analysis, SBR vs. control contrast was significant, p = .00 but no significant interaction between initial Malay language proficiency and the SBR vs. Control contrast was found, p = .76. Figure 4 shows that students with varying initial Malay language proficiency gained almost equally from SBR sessions.

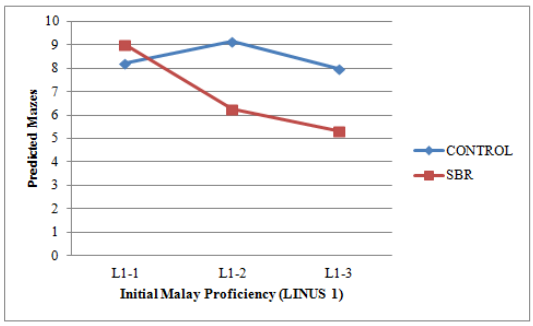

Figure 9. Mazes as a function of initial Malay language proficiency.

Result for the mazes (percent of mazes over total of words) was consistent with the ANCOVA analysis where the SBR vs. control contrast was non-significant, p = .07 but the interaction between initial Malay language proficiency and the SBR vs. Control contrast was significant, p = .04. Figure 5 shows that students with lower initial Malay language proficiency (L1-1 and L1-2) produced more mazes than students with higher Malay language proficiency regardless of treatment condition, β = -.80.

In brief, SBR can effectively increase Orang Asli first graders' oral narrative skills and receptive vocabulary attainment.

4.0 Conclusion

The current study has implications for effective literacy instruction for young Indigenous Malaysians learning a second language. The results offer evidence that providing extensive oral language development opportunities by engaging students in free-flowing reading sessions accelerates L2 learners' receptive and expressive language. The goal of listening, speaking, reading, and writing for authentic communication and self-expression is met in Shared-book Reading sessions.

Despite the short duration of the project, lasting only about 10 hours in total over one month and a half, engaging in close-knitted, reading aloud sessions significantly impacted Indigenous Malaysian L2 learners' oral language and vocabulary development. SBR filled a gap in the Indigenous Malaysian children's needs for opportunities to develop early literacy skills at par with their mainstream, non-Indigenous peers.

Note:

Mazes refer to revisions or repetitions in spoken language. Children typically produce more mazes in contexts that are linguistically demanding such as the production of oral narratives (as opposed to conversational speech).

Corresponding Author:

Aini Marina Ma'rof

Department of Foundations of Education
Faculty of Educational Studies
Universiti Putra Malaysia
43400, UPM Serdang,
Selangor Malaysia.
Email: ainimarina@gmail.com

Reference

1. Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.
2. Allington, R. L. (1991). Children who find learning to read difficult: School response to diversity. In E. H. Hiebert (Ed.) *Literacy for a diverse society.* (pp. 237-252) New York: Teachers College Press.
3. Anderson, R. C., Chinn, C., Waggoner, M., & Nguyen, K. (1998). Intellectually stimulating story discussions. In J. Osborn and F. Lehr, (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 170-186). New York: Guilford Publications.
4. Anderson, R. C., Gaffney, J. S., Wu, X., Wang, C., Li, W., Shu, H., Nagy W. E., & Ming, X. (2002). Shared-book reading in China. In Li W., Gaffney, J. S., & Packard J. L. (Eds.), *Chinese children's reading acquisition: Theoretical issues and pedagogical issues.* (pp. 131-156). Norwell, MA: Kluwer Academic Publishers
5. Ard, L. M., & Beverly, B. L. (2004). Preschool word learning during joint book reading: Effect of adult questions and comments. *Communication Disorders Quarterly, 26,* 17–28.
6. Assaf, L. (2006). One reading specialist's response to high-stakes testing pressures. *The Reading Teacher, 60(2),* 158-167.
7. Bandura, A. (1977). *Social Learning* Theory. New York: General Learning Press.
8. Blewitt, P., & Rump, K. M. (2009), Shared-book reading: When and how questions affect young children's word-learning. *Journal of Educational Psychology, 101(2),* 294, 304.
9. Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*, 44-62.
10. Campbell, D. T., & Shadish, W. R., & Cook T. D. (2002). *Experimental and Quasi-Experimental Designs for Research.* Boston: Houghton Mifflin.
11. Dörnyei, Z. (1997). Psychological processes in cooperative language learning: Group dynamics and motivation. *Modern Language Journal, 81,* 482-493.
12. Elley, W. B. (1989). Vocabulary acquisition from listening to stories read aloud. *Reading Research Quarterly, 24,* 174-187.

13. Eldredge, J. L., Reutzel D. R., & Hollingsworth, P. M. (1996), Comparing the effectiveness of two oral reading practices: Round-robin reading and shared book experience. *Journal of Literacy research, 28(2),* 201-225.
14. Evans, M. A., Williamson, K., & Pursoo, T. (2008), Preschooler's attention to print during shared-book reading. *Scientific Studies of Reading, 12(1),* 106-129.
15. Ewers, C. A., & Brownson, S. M. (1999). Kindergartners' vocabulary acquisition as a function of active vs. passive storybook reading, prior vocabulary, and working memory. *Reading Psychology, 20*(1), 11-20.
16. Gersten, R. (1996). Literacy instruction for language-minority students: Transition years. *The Elementary School Journal, 96(3),* 227-244.
17. Hargrave, A. C., & Senechal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly, 15*(1), 75-90.
18. Hindman, A. H., Connor, C. M., Jewkes, A. M. & Morrison, F. J. (2008). Untangling the effects of shared book reading: Multiple factors and their associations with preschool literacy outcomes. *Early Childhood Research Quarterly, 23,* 330-350.
19. Holdaway, D. (1979). *The foundations of literacy.* Auckland: Ashton Scholastic.
20. Horner, S. L. (2004), Observational learning during shared-book reading: Efefcts on preschoolers' attention to print and letter knowledge. *Reading Psychology, (25)* 167-188.
21. Hyland, F. (11.12.2005). *Shared-reading: The concept of shared-reading.* Retrieved from http://www.interactinclass.com/wp-content/uploads/2009/10/051112_shared_reading.pdf
22. Justice, L. M. (2002). Word exposure conditions and preschoolers' novel word learning during shared storybook reading. *Reading Psychology, 23,* 87–106.
23. Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergartners. *American Speech-Language-Hearing Association,36*(1),17-32.
24. Mayer, M. (1969). *Frog, where are you?* New York, NY: Penguin Putnam, Inc.
25. Penno, J. F., Wilkinson, I. A. G., & Moore, D. W. (2002). Vocabulary acquisition from teacher explanation and repeated listening to stories: Do they overcome the Mathew effect? *Journal of Educational Psychology, 94,* 23–33.
26. Pollard-Durdola, S. D., Gonzalez, J. E., Simmons, D. C., Kwok, O., Taylor A. B., Davis, M. J., Kim, M., & Simmons, L. (2011), The effects of an intensive shared-book reading for preschool children at risk for vocabulary delay. *Exceptional Children, 77(2)* 161-183.
27. Reese, E., & Cox, A. (1999). Quality of adult book reading affects children's emergent literacy. *Developmental Psychology, 35,* 20–28.
28. Robbins, C., & Ehri, L. C. (1994). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology, 86,* 54–64.
29. Sénéchal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of Child Language, 24*(1), 123-138.
30. Sénéchal, M., & Cornell, E. (1993). Vocabulary acquisition through shared reading experiences.
31. *Reading Research Quarterly, 28*(4), 360-374.
32. Simmons, D. C., Fuchs, L. S., Fuchs, D., Mathes, P., & Hodge, J. P. (1995). Effects of explicit teaching and peer tutoring on the reading achievement of learning-disabled and low-performing students in regular classrooms. *Elementary School Journal, 95,* 387-408.
33. Snodgrass J. G., Vanderwart M. (1980), A standardized set of 260 pictures: norms for name agreement, image agreement, familiarity and visual complexity. *Journal of Experimental Psychology, Learning Memory & Cognition, 6,* 174–215.
34. Trivette, C. M., & Dunst, C. J. (2007), Relative effectiveness of dialogic, interactive, and shared-book reading interventions. *CELLreview, 1(2),* 1-12.
35. Urkraneitz, T. A., Cooney, M. H., Dyer, S. K., Kysar, A. J., & Harris, T. J., (2000), *Early Childhood Research Quarterly, 15(3,)* 331-355.
36. Vygotsky, L. S. (1962). *Thought and language.* London and NY: Massachusetts Institute of Technology.
37. Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

9/9/2012