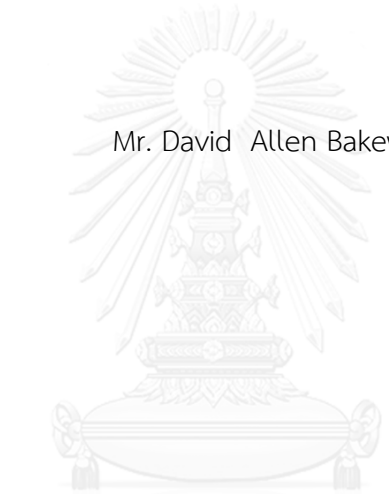
EFFECTS OF SHARED READING ON ATTITUDE, ENGAGEMENT AND ENGLISH LANGUAGE PROFICIENCY OF YOUNG THAI LEARNERS WITH LOW ENGLISH PROFICIENCY

Mr. David Allen Bakewell



A Thesis Submitted in Partial Fulfillment of the Requirements
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ผลของการแลกเปลี่ยนเรียนรู้ในการอ่านที่มีต่อเจตคติ ความยึดมั่นผูกพัน และความสามารถด้านภาษาอังกฤษของผู้เรียนไทยวัยเด็กที่มีระดับความสามารถด้านภาษาอังกฤษต่ำ

นายเดวิด อัลเล็น เบคเวล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน
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Thesis Title	EFFECTS OF SHARED READING ON ATTITUDE, ENGAGEMENT AND ENGLISH LANGUAGE PROFICIENCY OF YOUNG THAI LEARNERS WITH LOW ENGLISH PROFICIENCY
By	Mr. David Allen Bakewell
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เดวิด อัลเล็น เบคเวล : ผลของการแลกเปลี่ยนเรียนรู้ในการอ่านที่มีต่อเจตคติ ความยึดมั่นผูกพัน และความสามารถด้านภาษาอังกฤษของผู้เรียนไทยวัยเด็กที่มีระดับความสามารถด้านภาษาอังกฤษต่ำ (EFFECTS OF SHARED READING ON ATTITUDE, ENGAGEMENT AND ENGLISH LANGUAGE PROFICIENCY OF YOUNG THAI LEARNERS WITH LOW ENGLISH PROFICIENCY) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. สุมาลี ชิโนกุล, 162 หน้า.

การศึกษาวิจัยนี้ใช้วิธีการวิจัยเชิงผสมผสานเพื่อศึกษาผลของการแลกเปลี่ยนเรียนรู้ในการอ่าน ซึ่งเป็นเทคนิคการจัดการเรียนรู้ที่ใช้ในโปรแกรมการช่วยเหลือเด็กแต่เริ่มแรกทั้งหมด 10 สัปดาห์ 20 ครั้ง โดยมีวัตถุประสงค์เพื่อศึกษาและดูการเปลี่ยนแปลงทัศนคติ การมีส่วนร่วม และระดับความสามารถทางภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาปีที่ 2 ที่มีความสามารถทางภาษาอังกฤษต่ำ

ผลจากการศึกษาการมีส่วนร่วมโดยใช้การวัดทั้งเชิงคุณภาพและเชิงปริมาณ ในการวัดการมีส่วนร่วมโต้ตอบและการใช้ภาษา การเปลี่ยนแปลงทัศนคติ วัดโดยใช้วิธีสำรวจและสัมภาษณ์ก่อนและหลังการทดลอง และการพัฒนาความสามารถทางภาษาทั้ง 4 ทักษะวัดจากการทดสอบความสามารถทางภาษาแบบมาตรฐาน

ผลการวิจัยพบว่ามีการเปลี่ยนแปลงอย่างมากโดยเฉพาะในกลุ่มนักเรียนที่มีความเสี่ยงที่ถูกจัดอยู่ในกลุ่มนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนต่ำและเป็นผู้เรียนภาษาอังกฤษ ผลการวิจัยแสดงให้เห็นว่าการแลกเปลี่ยนเรียนรู้ในการอ่านมีผลในเชิงบวกอย่างมีนัยสำคัญต่อกลุ่มผู้เรียนเด็กเล็กกลุ่มนี้ทั้งสามด้านได้แก่ ทัศนคติ การมีส่วนร่วม และความสามารถในการใช้ภาษาอังกฤษ

ภาควิชา หลักสูตรและการสอน ลายมือชื่อนิสิต .....

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

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DAVID ALLEN BAKEWELL: EFFECTS OF SHARED READING ON ATTITUDE, ENGAGEMENT AND ENGLISH LANGUAGE PROFICIENCY OF YOUNG THAI LEARNERS WITH LOW ENGLISH PROFICIENCY. ADVISOR: ASSOC. PROF. SUMALEE CHINOKUL, Ph.D., 162 pp.

This was a quasi-experimental research study that examined the effects of “Shared Reading”, an instructional technique, as a ten week/20 session early intervention program. Our objectives were to examine and look for changes in the attitude, engagement, and English language proficiency levels of low English proficiency, grade 2 Thai students.

The results looked at engagement measured qualitatively and quantitatively as interactive participation and language output, attitude changes measured by pre and post intervention surveys and interviews, and gains in 4-skill language proficiency measured by standardized proficiency tests.

The findings were surprising in the magnitude of change exhibited by this particular group of at-risk students who were specifically chosen for their previous poor performance academically and as English learners. The findings demonstrated that Shared Reading can have a significant, positive impact on this group of young learners in all three aspects that were examined: attitude, engagement, and English language proficiency.

Department:	Curriculum and Instruction	Student's Signature .....
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CONTENTS

Page

Page

Page

Page

LIST OF TABLES

LIST OF FIGURES

Chapter 1: Introduction

Background

In foreign Language learning context, there are various factors that influence the learning process. Some of these include attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (R. C. Gardner & Lysynchuk, 1990; W. E. Lambert, Hodgson, Gardner, & Fillenbaum, 1960). Kara (2009) stated that attitudes towards learning have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess more positive attitudes towards language learning generally have improved cognitive achievement and learning outcomes. Conversely, negative attitudes may lead to class anxiety, low cognitive achievement, and poor performance (Victori & Lockhart, 1995).

The concern regarding learners' attitudes towards the target language was emphasized by Gardner (1985). He stated that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language.

While there are very few studies that examine the relationship between attitude and English language (L2) proficiency in young children there are multiple studies that directly link attitudes and learning in older EFL/ESL learners and we commonly see statements like, “In conclusion, if learners have negative feelings about learning English, teaching will be a difficult task. Consequently, positive attitude is important in entering into the new environment of learning a new language” (Dehbozorgi, 2012).

However, it must also be noted that in the same study there was no direct link between attitude and proficiency; “Correlation results did not prove to be significant between attitude towards language learning and language proficiency ($p>0.05$)” .

There are very large gaps and a scarcity of studies on younger children in this context in this region. The majority of research in second language acquisition has been conducted with much older children or adult learners. An extended search on Google Scholar comes up with fewer than 321 articles and the majority of those are comparisons between Thailand and other countries. Little concern has been given to younger Thai children’s second language acquisition or language learning. In particular, none have had an interest in the strategies for L2 learners’ L2 literacy.

That said there are studies that look at motivation, rather than attitude, although they were carried out with older, post pubescent learners rather than younger children. Those studies found that while older learners have a positive extrinsic motivation to learn English the intrinsic motivations tend to drop off due to poor practices in the classroom and the studies do not look at attitudes specifically (Loima & Vibulphol, 2014).

In her paper, Vibulphol (2016)says:

> Overall, the findings suggest that Thai students at any level have a relatively high level of motivation, but their motivation is mainly extrinsic or instrumental (Chumcharoensuk, 2013; Inngam & Eamoraphan, 2014; Kitjaroonchai, 2012; Wimolmas, 2013). These findings are consistent with

those in other EFL contexts which have shown that EFL learners are aware of the importance of English but mainly driven to learn English by external, instrumental reasons (e.g. Cho, 2012; Fan & Feng, 2012; Moskovsky et al., 2013; Shams, 2008).

The objective here then, with the gap in research about young learners, is to determine what attitudes do exist regarding English learning and can a positive shift be made to improve the general attitude toward learning English, the levels of engagement as measured by participation and the quantity/quality of language output, and English language proficiency/proficiency gains as measured through the use of internationally recognized proficiency tests among those low achieving students.

Gains in language proficiency within general student populations and the benefits of storytelling in children's development of literacy and language have long been recognized (Brand & Donato, 2001; Cooper, Collins, & Saxby, 1992; Glazer & Burke, 1994; Jennings, 1991; Mallan, 1991; Meyers, Hilliiard, & Kappa, 2001; Trousdale, 1990). It has also been observed that children expand their language in regular storytelling experiences because of the broad range of vocabulary they encounter in stories and the ways that vocabulary is presented (Cooper et al., 1992; Elley, 1989).

Further to that discussion, those gains in proficiency due to literacy enhancement or intervention programs within general student populations are backed up by other studies that have been tried and researched over the last 32 years ranging from the

Fiji Book Flood (Elley & Mangubhai, 1983) to the more recent Learning Words During Shared Book Reading (Blewitt & Langan, 2016; Cartford, Kittok, & Lichtman, 2015; Vibulphol, 2016). If these types of programs have been in the past and continue now to be successful (Huang., 2006; Le**Ś**niewska & Pichette 2014; Ray & Seely, 2008) then the use of a similar shared reading program as an intervention method for low performing, low achievement learners might be effective in mitigating the effects of indeterminate other issues on students' attitude, engagement and L2 proficiency.

Of the three domains of learning: cognitive (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956), affective (Krathwohl, Bloom, & Masia, 1973) and psychomotor (Harrow, 1972). Shared Reading strongly focuses on the cognitive aspects of learning through the use of various scaffolding techniques such as frequent pop-up-grammar and ask/answer comprehension check questions building on what has gone before (Ray & Seely, 2008). The affective domain, the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes is largely engaged and measured through the levels of interaction and student participation in what is usually considered to be a "fun activity," listening to stories, story reading and storytelling (Wajnryb, 1986).

When considering the three domains of learning Bland (2013) argues the case for using picture books that are engaging. She says that we should use books that facilitate language acquisition; the cognitive aspect of learning. This is added to when the teacher uses pop-up grammar and comprehension checks while working through the story. Books which promote visual literacy help scaffold new knowledge onto

old, link the story to the child emotionally and is demonstrated through interaction and participation i.e. engagement. Throughout the first part of her book, Bland provides numerous examples of potentially engaging younger learner ‘texts.' For each one of the examples, she demonstrates imaginative ways of exploiting them to facilitate language acquisition and to develop literacies, i.e., looking at ways to contribute to the cognitive development of the learners.

English reading is an indispensable part of English learning. The Input Hypothesis, which was put forward by Krashen in the late 1970s, states that comprehensible input is the real key to acquiring a language. Krashen and Terrell (1983)suggest that “reading may also be a source of comprehensible input in a second language” (pp131). Therefore, a large amount of comprehensible reading is a good way to acquire a language.

Reading materials provide opportunities to study language: vocabulary, grammar, punctuation and the way native speakers construct sentences and texts. Moreover, reading can introduce interesting topics, stimulate discussion, illicit imaginative responses and be the springboard for well-rounded, fascinating lessons (Harmer, 1998). Through reading, sufficient language input can be ensured and the goal of language competence will be reached accordingly.

One thing to bear in mind, however, is that this study is not focused on “teaching reading” in spite of the name of the intervention (Shared Reading) although

improvements in literacy and reading skills are common outcomes in the general student population.

It is about using a shared reading methodology, as a tool, to effect positive changes in attitudes, engagement, and overall language proficiency within a specific context and group of students. The primary goal is to look at the efficacy of the treatment on English language learning within the context of an identified low achieving, low proficiency group of students.

As we have briefly seen in a quick look at shared reading in the case of general, young, child populations I intend to explore the efficacy of the use of Shared Reading, in a specialized case; as an early intervention program to explore the extent of the effect that shared reading has on the attitude, engagement, and English language proficiency levels of low English proficiency, low achieving, underperforming, lower primary level Thai students.

Research Questions

1. To what extent does ‘Shared Reading’ affect the attitudes of young Thai learners with low English proficiency students?
2. To what extent does ‘Shared Reading’ affect the engagement in learning of young Thai learners with low English proficiency students?
3. To what extent does ‘Shared Reading’ affect the English language proficiency of young Thai learners with low English proficiency students?

Research Objectives

1) The first objective is to investigate the effects of Shared Reading on students' attitudes toward learning English over a ten week period.
2) The second objective is to investigate the effects of Shared reading on the levels and types of engagement observed as participation, language quantity output as measured by frequency of utterances per session, and language quality output as measured by the appropriateness of utterances by students during the shared reading time.
3) The third objective is to investigate the effects of Shared Reading on the English language proficiency of the students.

Definitions of Terms

Certain terminology used in this proposal may have various meanings to different individuals. To facilitate and provide a common and operational understanding among readers, for this study, the relevant terms are defined as follows:

Shared reading. For the purpose of this study Shared Reading is a teaching method adapted from Teaching Proficiency through Reading and Storytelling (TPRS) whereby the teacher selects a book or other material then reads to the students in a "story time" setting; the students sit around the teacher, where they can see and follow along in the book. Students are permitted to ask questions or make comments during the reading. The teacher also elicits responses from the students during the reading as a means to gauge comprehension, look at predictive factors

and general language use. The reading is followed by a short, teacher-moderated discussion of the story.

The method in this study is a program designed to serve lower primary level, grade 2 students, who are at risk of not reaching or maintaining academic grade level proficiency. It is a program to help them obtain the necessary academic skills to reach grade-level performance in the shortest possible time.

Attitude. The students way of thinking or feeling about English; i.e. “I don’t like learning English,” or “I like learning English.” Attitude was measured using Likert-style surveys done by face to face interviews (see Appendix C) to examine pre and post treatment thinking or feeling and compare for any resultant changes that may occur.

Engagement. Engagement refers to the degree of participation (attention, curiosity, and interest) that students show when they are learning or being taught. It will be measured by observations made from video recordings of the class periods and then record the levels of their participation as measured by individual interactions per session, quality of language as measured by comprehensibility of linguistic output, and quantity of language as measured by number of utterances per session on a record sheet (see Appendix (G).

English language proficiency level. English language proficiency level refers to a student's ability to use the language as measured on a referenced framework. Proficiency includes the understanding, fluency, and accuracy of use of the language as measured components of the 4-skill language tests. For this study, we are using the reference scores in the 4-skills provided by Cambridge ESOL for their YLE suite of tests Proficiency will be measured pre and post treatment and comparisons made to gauge any changes or improvements in language proficiency.

Young Thai learners with low English proficiency. This refers to students who are enrolled in a primary/elementary school program. They would be between the ages of seven and nine years old. In Thailand, they would be referred to as Prathom 1, 2, and 3 students. In the case of this study we are specifically looking at the special case of those students enrolled in grade 2, in a bilingual English/Thai program, and whose English language proficiency as measured on a 4-skill, language proficiency test is so low as to be virtually immeasurable above a "0" state. They were the lowest academically performing students in their grade level at the school.

Research Process

The research process for this study has three phases. In the initial, pretest state we had a group of students, and they had some attitude and level of English language proficiency that we measured using a survey regarding attitudes toward English and an English language proficiency test to provide the baseline for this study.

In the second phase, the students underwent the Shared Reading instructional treatment. During that treatment, there were some changes in engagement observed and measured as student interaction (language output) and participation level. We also expected that changes would occur in their attitude and language proficiency simultaneously.

On completion of the Shared Reading treatment, the third phase, the students also had some attitudes and level of language proficiency. Again, this was measured using the same attitude survey that was used in phase one and a parallel posttest for English proficiency.

It is hoped that the changes in all three variables (increases in engagement and improvements in proficiency) will continue beyond the treatment period due to the positive changes created in attitude caused by the intervention treatment.

Scope of the Study

This study looked at using 'Shared Reading' as an early intervention treatment and was tested on fifteen (15), 'below average level' students within a population of approximately two hundred (200) grade 2 Thai students.

The educational context is an EFL environment, at a private, bilingual, basic education school in Suphanburi, Thailand. The test subjects were selected from among the lowest performing students within their grade level based on overall

testing, previous academic performance, and GPA. They were the lowest 15 students in their grade level in the school.

This study examined the students' attitudes regarding English language learning, engagement during the treatment and changes in English language proficiency that resulted from the treatment.

The study was undertaken with the informed consent of the parents/guardians of the subjects of the study and should any detrimental effect occur or be observed in any student in the test group as a result of this intervention then additional remedial teaching or assistance will be undertaken to correct that effect.

Chapter 2: Review of the Literature

This chapter reviews the literature that focuses on the following main areas: What is shared reading theoretically, what some of the confounding influences in theory are and the theoretical framework for this study. That will be followed by an examination of the historical development of shared reading and what the major characteristics of the method are. It will then go on to examine other studies to see what are the benefits and drawbacks of Shared Reading in relation to attitude, engagement and proficiency? IT will end by having a look at some other related studies.

Theoretical Background

Prior research indicates that the learner's personal and institutional biographies are central to language acquisition and use (Hopper, 1998). There is much evidence to indicate that classroom interaction fundamentally shapes the nature of learning tasks and that interaction stimulates not only the linguistic but also the cognitive and social development of the learners (Brooks & Donato, 1994; Donato, 2000; J. K. Hall, 1995; J. K. Hall, 1997; Platt & Brooks, 2002; Wells, 1999).

While in earlier research the focus relied heavily on the cognitive aspects of literacy the emphasis in current research is more on sociocultural theory and places the learner as an active participant in the learning process—a participant who, in fact,

can determine the outcome of the process; see, for example, (Bloome, Carter, Christian, Otto, & Shuart-Faris, 2005; Gee, 2015; J. K. Hall, Hendricks, & Orr, 2004).

The influence of this change in theory on research and the subsequent application of this research to classroom practice illustrates the move over the last century from what Salmani-Nodoushan (2006) describes as, "language-centered methods, those based exclusively on theories of language, to more learner-centered methods that take into consideration the learning process."

Further to that discussion, the benefits of storytelling in children's development of literacy and language have long been recognized (Brand & Donato, 2001; Cooper et al., 1992; Glazer & Burke, 1994; Jennings, 1991; Mallan, 1991; Meyers et al., 2001; Trousdale, 1990). It is also found that children expand their vocabulary in regular story listening experiences because of a broad range of words they encounter in stories and the ways the vocabulary is presented (Bland, 2013; Cooper et al., 1992; Elley, 1989; Hamilton, 2014). While many of those references are quite old, some more than 25 years, when the timeframe is considered, 1989-2014, it provides longitudinal evidence over a span of 25 years to support language development through storytelling in both the L1 and L2 contexts.

In the learning process, learners will construct knowledge of the target language on their own while being engaged in meaningful activities. Biter and Legacy (Biter & Legacy, 2006) tell us that engaged learning is tied closely to constructivist principles

because it is believed that, “Learners learn best when they are active participants in the learning process.”

For children, word knowledge means understanding and using words of different form classes—including nouns, verbs, adjectives, and adverbs and having a word repertoire for precisely representing thoughts, needs, interests, and ideas.

Children learn most words without explicit instruction in nonostensive contexts, including overhearing, and through social interactions with others. Because the language children experience in the world around them contributes greatly to the amount and type of word learning, considerable variation exists in children’s word knowledge (Ballantyne, Sanderman, & McLaughlin, 2008; Hart & Risley, 1995; Hoff & Naigles, 2002)

Van Lier (1996, p. 196; 2004) has formulated six principles of pedagogical scaffolding specific to schooling in general and language learning in particular. These principles include:

1. Contextual support - a safe but challenging environment: errors are expected and accepted as part of the learning process.
2. Continuity - repeated occurrences over time of a complex of actions, keeping a balance between routine and variation.
3. Intersubjectivity - mutual engagement and support: two minds thinking as one in a shared community of practice.

4. Contingency - the scaffolded assistance depends on learners' reactions: elements can be added, changed, deleted, repeated, etc.
5. Handover/Takeover - the ZPD closes when the learner is ready to undertake similar tasks without help.
6. Flow - communication between participants is not forced, but flow in a natural way.

First, metalinguistic discussions about words when they occur in texts enable children's learning of words, and this learning is further supported when children have the opportunities to use words in drama or other book-related activities that supplement hearing the word in the text. In short, although being exposed to a novel word in a single storybook reading is useful for developing children, educators can accelerate children's word learning by allowing them to hear new words many times in varying circumstances. This contextual support provides a safe but challenging environment where errors are expected and accepted as part of the learning process and the mutual engagement and support: two minds thinking as one in a shared community of practice extend the learning process (van Lier, 1996).

Second, the more often children hear a word in the text, the more likely they are to learn it. Children learn words more readily when they occur several times in a single book and when they hear a word in repeated readings of the same book. Only hearing a word once or twice is not always sufficient for acquisition (S. D. Krashen, 1981) This is an example of the continuity that was suggested in Van Lier's (1996) six principles; there are repeated occurrences over time of complex actions (language), keeping a balance between routine and variation.

Third, children's acquisition of a new word moves from a broad, shallow understanding to greater specificity and deepened understanding over time with ongoing exposures to that word in different contexts. The "Handover/Takeover" occurs and the ZPD closes when the learner is ready to undertake similar tasks without help (van Lier, 1996).

Storybook reading interactions provide valuable opportunities for children to be exposed to and learn new words. The language contained within storybook readings is exceptionally rich and provides words and grammar that do not often occur in the conversations that happen at home and in classrooms. When adults talk to children during book reading, intersubjectivity; mutual engagement and support: two minds thinking as one in a shared community of practice occurs (van Lier, 1996) and adults themselves use a more diverse array of syntax and vocabulary and a higher level of abstraction than in other language contexts, such as playing with toys (Sorsby & Martlew, 1991).

Shared reading goes beyond the traditional routine in which the adult reads the text while the child listens. During shared reading, both the child and adult are active participants in the construction of dialogue surrounding the storybook providing a flow, communication between participants is not forced, but flows in a natural way (van Lier, 1996). This dialogue might focus on the story line, such as characters, events, or settings; experiences the child has had that are similar to those contained in the book; or specific words or concepts that are novel to the child.

A key feature of interactive reading is the intentionality of the adult reader, who carefully structures the interactive reading experience to purposefully "challenge, extend, and scaffold children's skills" to propel children forward on their path of learning (Pianta & La Paro, 2003) p. 28). Drawing upon developmental concepts first articulated by the Soviet psychologist Lev Vygotsky (1930/1978, 1934/1986), the intentional adult utilizes the interactive reading experience to create dialogues with children that capitalize upon what children already know to veer them toward what they do not yet know. This is the contingency that Van Lier (1996) was referencing in his six principles; scaffolded assistance depends on learners' reactions: elements can be added, changed, deleted, repeated, etc.

In short, from a brief overview of the literature, it can be seen that the umbrella group of teaching methods known broadly as "shared reading" generally have a positive effect on language learning and language proficiency. Shared reading, as an intervention or as an instruction method, has generally been successful in first language applications and settings both in general populations and in low proficiency populations. It has been found to be successful in ESL and EFL settings in general populations in the USA and Spain. The various methods of instruction known as shared reading tend to create a largely positive attitude and show positive engagement when measured as participation and attempted language output.

In an attempt to address some of the learning issues that are systemic problems in Thai schools I have opted to try to use "Shared Reading" as an early intervention program to try to engage some low-performing students in the learning process, to

specifically attempt to change their attitudes toward learning English and perhaps have a general positive effect on their learning overall. The specific purpose of this particular research is to examine, measure, and quantify the efficacy of 'Shared Reading' as an early intervention methodology tool for changing attitudes toward English language learning, engaging students in their learning and overall language development in low-level young learners within the "Thai school learning environment".

'Shared Reading' as a method of early intervention should, therefore, provide an opportunity to create a positive change in the students attitudes toward reading and the English language, allow low achievement level Thai students to build their vocabulary and promote English language use, sustain language acquisition as well as language learning and proficiency, and increase engagement to levels above what has consistently been their norm as well as creating a positive learning experience to improve their desire to learn and use English.

Confounding Influences in Theory

While a cursory glance at literature may give the impression that vocabulary and second language acquisition (SLA) in young learners is well-researched, this is not the case. A closer inspection done by Pichette (2012) reveals that of some 2200 papers on SLA published over 25 years, less than one percent (1%) involve children who do not know yet how to read and write. He goes on to add that among these scarce studies, only a handful measure vocabulary acquisition from tasks. Thus, preliterate

or just literate children acquiring a second language in educational settings appear to be an understudied population in the field of second language acquisition. This paucity of studies cannot be compensated for by using data from other learners, for reasons outlined below.

Firstly, recommendations and conclusions from studies with older children may not always apply to younger children. Further, any search for empirical data concerning vocabulary acquisition in younger children is often hampered by the general use of the umbrella term 'young learner.' This term is often applied to children of practically any age until the beginning of adolescence and is too often applied to learners up to the undergraduate level i.e. 19 years old. It is often observed that second language acquisition in younger children usually develops differently from that in older children and adults both quantitatively and qualitatively, due to factors related to cognitive development (Demagny & Paprocka-Piotrowska, 2004; Pearson, 2000).

Secondly, researchers argue that child second language acquisition is fundamentally different from first language acquisition (Sarkar, 2001; Unsworth, 2009). Even though studies regarding first-language development may be of relevance to child second language acquisition, they do not provide complete information on how the second language will be acquired. There are important differences in the sheer amount of exposure to language and the characteristics of the input. There is also is no doubt that the dynamics of language acquisition is bound to be different when there is another language system already functioning (even if still not fully developed).

So if these considerations are taken into account then when looking at much younger learners, such as lower primary aged students, researchers can largely discount previous discussions in regards to older learners and look at the circumstances of the problem within the context of younger; ages 6-9, low achievement, low proficiency children.

Theoretical Framework

This research, even though it is looking at three different variables, and can be encompassed within several more different theories it is largely based on the context of two ideas. The first is what was originally known as Krashen's Input Hypothesis (S. D. Krashen & Terrell, 1983) and is based on the naturalistic approach to language learning. Language input is abundantly available when students are learning their first language. Children learning their native language are constantly flooded with oral as well as written language input. This is often not the case in second language learning or foreign language learning. In second language learning, the quantity of input is often severely limited and the quality of input is rarely exemplary. In point of fact, in many schools in Thailand, as publicly decried by the Thai Deputy Minister of Education in his plenary address at the Thai TESOL conference in 2016, English classes are often taught by teachers who have little proficiency in the language. While we cannot create an L2 environment that resembles an L1 learning context, we can immerse our students in the language they are learning by making available a large supply of books and other print materials in the classroom. In a shared reading program, the students choose books that they are interested in and with the help of

the teacher reading and making the content understandable they can begin to understand on their own and talk about what they have read.

The concept behind shared reading is a simple one; we learn language by understanding messages, that is when we understand what people say to us and when we comprehend what is read (S. D. Krashen, 1985; S. D. Krashen & Terrell, 1983) . It is that comprehension of what is read and what we hear that is fundamental in shared reading. This position is supported by a number of theorists including but not limited to: Warwick Elley (1989, 1991, 1996, 2001), Kenneth Goodman (1967, 1986, 2005), James Asher (1967, 1969, 1972, 1995), Harris Winitz, Richard Day (1992, 1993, 1997, 2002), and Frank Smith (1971, 1973, 1985, 2012) but it was Stephen Krashen who formalized this position into a theory known as the 'input hypothesis'(S. D. Krashen, 1985), which he later called the 'comprehension hypothesis' (S. Krashen, 2004). The comprehension hypothesis states that the following conditions are needed for acquisition to take place: that the input is abundantly available, that the input is comprehensible, and that the input is slightly above students' current level of competence.

When these three conditions are met and when, as Elley tells us, [the student] "repeatedly focuses on the meaning of a large number of interesting messages, he or she incidentally and gradually acquires the forms in which they are couched" (2001). Some theorists, however, claim that comprehensible input alone is not sufficient and must be supplemented (Merrill Swain, 1993). It is believed that learners need to be pushed to produce output that is meaningful and syntactically appropriate.

Other theorists, notably Krashen (1998) maintain that output is not necessary for acquisition to take place. Renandya tells us on page 136 of his paper,

> Whether or not output is essential, and to what extent it contributes to language learning, is an empirical issue and is not likely to be resolved in the near future. From a more pragmatic and pedagogical perspective, however, there is no harm in making provision for students to try out the language forms they have picked up from regular exposure to meaningful messages. (2007)

Krashen's ideas also provide some insight into issues of attitude and affective filters, and the other theorists remind us that children bring particular personal characteristics to their learning process.

The concept of Engagement Theory was also looked at and those concepts were considered when applied to the Shared Reading in a classroom environment. Engagement theory, in general, has eight key components. Essential points of the concept of engagement theory include:

1. Self-determination: one chooses to engage; assignment invalidates the process.
2. Direct participation is essential: observation does not suffice.
3. Activity is assumed (it is not the goal), as is some measure of interest or pleasure.
4. A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
5. An open-ended situation is key; collaborative problem-solving is ideal.

6. Routine work is not engaging.
7. Persistence is characteristic.
8. Coercion destroys engagement while communication regarding intent and purpose is fundamental (Marcum, 2014).

When we look at each point individually and place our shared reading program into that framework we see that the roll of the teacher as a facilitator in critical but the teacher as a teacher is not. For example, item number 1, Self-determination: one chooses to engage; assignment invalidates the process. The environment must be condusive to the students participating without primary intervention one to one by the teacher. The teacher can ask questions in general but the students answer of their own volition, not by being singled out by the teacher.

For points 2 and 3: Direct participation is essential: observation does not suffice; Activity is assumed (it is not the goal), as is some measure of interest or pleasure. Again, the teacher is responsible for making the environment condusive to participation but the students must participate. Just sitting there and watching / listening is not being engaged (Finn & Zimmer, 2012).

Points 4, 5 and 6 are also closely linked: a delicate balance between sufficient competence and expertise to engage with components of the challenge is important; an open-ended situation is key; collaborative problem-solving is ideal and routine work is not engaging. (Marcum, 2014). The students must be able to work with the material presented to them, the answers are not a one-size-fits-all or yes/no. Autonomy-supportive climates are associated with teacher behaviors which facilitate

student's learning and mostly related to participation, higher academic achievement, and classroom engagement. (Dincer, Yesilyurt, & Takkac, 2012). They are open ended and allow the students to bring their own previous experiences to bear. Working together as to find answers to open ended questions allows for extended output as well as bringing problem solving and predictive analysis to the material presented (Fujii, Ziegler, & Mackey, 2016). It is not routine as is commonly found in rote learning enviroments. Each session can be as individual as the students participating in each session.

Persistence is characteristic. This is on the part of the teacher as well as the students. Just as there is no one-size-fits-all response there will be days when students are less likely to participate or respond. Persistance to see it through rather than just quickly moving on is necessary. Coercion destroys engagement while communication regarding intent and purpose is fundamental. It is the teacher’s roll as a facilitator to work to encourage participation but not to force participation on any individual. If they are participating because they “have to: then it is not because they “want to”. While there is little data for students on our particular population set there is information in other age and population ranges.

Data from the National Survey of Student Engagement show that this similarity extends to engagement outcomes (Ohland et al., 2008). Equally important, engagement had compensatory effects for historically underserved students in that they benefited more from participating in educationally purposeful activities in terms

of earning higher grades and being more likely to persist. (G. D. Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008).

This is the theoretical backdrop that this study is based on.

Historical Development

In his plenary address at the KOTESOL conference in Seoul Korea in 2011, Krashen put forth the observation that "The more people read, the better they speak, the better they write and the better they understand. People who read extensively never speak badly and never write badly. They do not know how." In a paper fifteen years earlier Elley (1996) said,

> In thousands of schools around the world, pupils are required to learn in a language different from that of their homes. In other words, they are expected to learn to read and write in a second or third language. For such children, the usual problems of lack of resources and lack of competent teachers are compounded by a lack of exposure to the target language.

He then goes on to ask and answer, "How can they learn to decode and understand the vocabulary and syntax of a language they are exposed to for only two or three hours per week? Many surveys of schools' literacy show that they rarely do (Elley, 1991; Haddad, Carnoy, Rinaldi, & Regel, 1990).

In the early 1990s, Blaine Ray, a high school Spanish teacher from California who was frustrated by the mediocre progress of his students, began to experiment with Total Physical Response techniques to supplement his textbook-based and grammar-heavy lessons. To his surprise, his unmotivated students suddenly became enthusiastic, and their achievement levels rose. Eventually, however, his students grew weary of responding to endless series of commands, so; Ray continued to experiment with variations of the basic TPR idea.

> TPR worked great for the first month of the school year, but then it just ends. He (Ray) wanted to figure out how to move kids from hearing the language and responding to having the students speak in the language, generating their own sentences. He noticed that students learned the vocab [sic] much quicker and internalized it more through TPR than through vocab lists and exercises in the book. (Baird, 1997)

Eventually, Ray hit upon the idea of using shared reading and storytelling as the basis for introducing new language structures in context (Ray & Seely, 2008), and it is this approach that continues to be polished and perfected by his many followers in conferences, publications, and Internet discussions. www.readingrockets.org (2015) tells us that Shared Reading has evolved into an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books, often referred to as big books, with enlarged print and illustrations.

As recently as 2004, Curtain & Dahlberg tell us, “These teacher candidates also articulated an appreciation that reading, as a tool within a familiar and meaning-based context is essential in L2 learning” (Curtain & Dahlberg, 2004). In their paper, Colville-Hall and O’Connor wrote,

> “For the last several years, teacher candidates developed “big book” units after studying current literacy theory and practice. The task of designing and implementing a big book and teaching unit afforded them experience that had pedagogical benefits. As they gained knowledge of techniques for learners’ acquisition of interpretive skills, candidates expressed the value of their learning experiences and opportunities. (Colville-Hall & O’Connor, 2006).

Shared reading has been with us for a long time. In her 1983 paper, Judith Slaughter told us that Aukerman in a 1971 paper was discussing shared reading (Slaughter, 1983).

Major Characteristics of Shared Reading

Shared reading, as a teaching method, utilizes several different teaching techniques and theories in one methodology and is very learner-centered. From the outset of the class with the teacher examining the book cover, sharing ideas and eliciting comments from the students the stage is set for the students to receive high levels of comprehensible input (Krashen & Terrell, 1983). This is enhanced by and through the use of visual aids in the form of graphics and illustrations in the book as well as gestures from the teacher (Bland, 2013; Ray & Seely, 2008).

As the teacher begins to read the teacher can use the opportunity to use gestures, pictures, recasting and TPR action-activities to introduce and explain vocabulary during the reading. The teacher's interpretation of a story through gestures, graphics and pictures, and supplemental explanation is essential. In shared reading, the teacher uses a great many nonverbal cues to perceptualize the story and this is especially important for young learners who may strongly rely on these contextual clues to comprehend the story (Cary, 1998). Read-alouds that include explanations of targeted vocabulary can support word learning (Brabham & Lynch-Brown, 2002), as can dramatic play organized around a carefully chosen theme (Barone & Xu, 2008; Tabors, 2008).

Shared Reading strongly focuses on the cognitive aspects of learning through the teacher's use of various scaffolding techniques based on Vygotsky's perspective for teaching young learners and integrated as frequent pop-up-grammar and ask/answer lexica and comprehension check questions building on what has gone before (Ray & Seely, 2008). Children require multiple exposures to words to develop a rich understanding of their meaning and use. Teachers should make a point of introducing interesting new words for children to learn into each classroom activity (Tabors, 2008). Presenting vocabulary thematically helps children make associations between words and scaffolds students' learning (McGee & Richgels, 2003).

Exposure to rich language, whether through shared book reading or teacher talk, has been shown to enhance children's oral language development (Aukrust, 2007; McGee & Richgels, 2003). One effective strategy is for the teacher to provide an ongoing

commentary on activities that are taking place to expose children to language associated with the immediate context (Bunce & Watkins, 1995; Tabors, 2008). Frequent interactions and the use of multiple forms of student inputs, outputs, and learning: visual, logical, aural, interpersonal, etc. follows in line with the concepts of Multiple Intelligences (H. Gardner, 2000). Wajnryb (1986) reminds us that stories appeal to the affective domain due to their authentic communicative nature.

English language learners need lots of opportunities to engage in social interactions with other children, but they also need support from adults as they develop the language skills they need to negotiate those interactions (Ballantyne et al., 2008). The following activities in the method foster social interaction: encourage child talk by providing prompts when children need help in expressing themselves (e.g., "Tell Bobby, 'May I have the red crayon now?'") and use open questions, or questions that can have multiple answers, to help ELLs expand their own utterances (e.g., "Why do you like this doll best?" instead of "What is this doll's name?").

Shared reading supports many early literacy skills as well. These include such skills as alphabet knowledge - the recognition and naming of upper and lower case letters, phonological awareness - the ability to manipulate the sounds that make up language, and phonics - students beginning to associate letters with the sounds they make. Preliterate students benefit from: learning to recognize rhyming words, listening for syllables within words, learning to recognize beginning sounds in words and matching those sounds to letters. Another benefit derived from the method is Print Awareness or an understanding of the features of books and print.

Children should be taught and be able to recognize the parts of a book such as the front and back covers, learn that a book has a title, was written by an author, and has illustrations that were drawn by an illustrator. They should learn that printed letters and words run from left to right and from top to bottom.

What are the Benefits and Drawbacks of Shared Reading?

Changing attitudes Cohen (1979) says, "Attitude theory is not particularly well developed." He goes on to say, "Attitude was conceived to be a mental and neural state of readiness to respond, organized through experience and exerting a directive and/or dynamic influence on behavior." Bagozzi and Burnkrant (1979) proposed that attitude is a two component construct made up of affective and cognitive dimensions. They proposed a theoretical system in which these two aspects directly impact on behavioral predispositions which, in turn, lead to overt behavior. Cho and Teo (2014) suggest that from Gardner and Lalonde (1985) attitude is simply one of five sub-constructs of motivation. Gardner and Masgoret (2003) say that attitudes toward the learning situation are about how the language learners evaluate their English course and teachers. Wang and Ho (2013) say that "while a lot of research has been done on attitudes toward English most attitudinal studies are about preferred varieties and models for learning. Matsuda (2000) tells us that the study of language attitude has a history. He goes on to say,

> Since Lambert (1960) investigated the language attitudes of Canadian students at English-French bilingual schools, numerous researchers have studied language attitudes in various linguistic and social contexts but the

> construct is either not clearly defined, or when it is, its scope is not appropriate. (A. Matsuda, 2000)

There is very little in the way of research or literature in regards to young children's attitudes in relation to learning English or shared reading and even less in the way of discussion regarding changing attitudes. The majority of the literature within the last 20 years or so either dealt with much older students or attitudes in regards to various other subjects i.e. eating vegetables after shared reading about eating vegetables.

One study within the ASEAN region was done in 2014 in Malaysia. In her research Sui found that 94 % of the respondents in the post treatment questionnaire indicated that they enjoyed shared reading with big books, an attitude shift from the pretreatment phase and that they further expected the teacher to be their role model during reading lessons. She goes on to further add,

> This research has highlighted the important role of shared reading in improving struggling readers' fluency. A majority of the subjects stated that they would prefer to read with teacher supervision and that they enjoyed shared reading big books with the teacher and their friends (Sui, 2014).

It is for this reason that operationally, within the context of this study, attitude is defined as the simple construct of being a settled way of thinking or feeling; it is the students' way of thinking or feeling about English and learning English.

Improved proficiency. There is no shortage of research articles around the globe that speak to the benefits and gains in various types of language proficiency. In a master's thesis in 2014 Sui implies that the role played by the reading teacher in providing scaffolding in the reading process is vital in improving the proficiency of the students. Her research has highlighted the fact that Vygotsky's theory of Social Constructivism and his concepts of the zone of proximal development and cognitive development in social interactions have direct applications in assisting the students (Sui, 2014).

In a 2013 study, the researchers examined the longitudinal relations between frequency and features of shared reading experiences to children's language and literacy outcomes in the first grade.

> Results showed that the frequency of classroom shared reading was positively and significantly related to children's receptive vocabulary growth, as was the inclusion of extra-textual conversations around the text. There was no evidence of differential influences of these experiences for children; that is, the relationship between frequency or features and children's language and literacy development was not moderated by children's initial skill level. Longitudinally, extra-textual talk during shared reading remained associated with children's vocabulary skills with trends toward significance extending to 1st grade literacy skills. (Zucker, Cabell, Justice, Pentimonti, & Kaderavek, 2013).

Indeed there are journals such at the International Journal of Foreign Language Teaching that have a strong focus on articles that focus on the proficiency gains due to programs like Shared Reading.

Books can be a rich source of learning for children and adults alike. In a study published in 2008, the contribution of shared reading to a variety of child outcomes was tested. Child outcomes included measures of expressive vocabulary, morphological and syntax comprehension, and narrative ability (story grammar, cohesion, and language complexity) for book stories as well as personal stories. As predicted, shared reading accounted for unique variance in children's expressive vocabulary and morphological knowledge although shared reading predicted syntax comprehension (Sénéchala, Pagana, Levera, & Ouelletteb, 2008).

In her 1994 paper, Mooney provides suggestions for elementary school teachers to use shared reading experiences with their students. She notes that having teacher and students read together encourages classroom discussion, models appropriate reading behavior and pronunciation, and encourages children to think about the book or story (Mooney, 1994).

Engagement. In a 2014 study, the researchers found two findings, in particular, yielded relevant educational and theoretical implications. First, time spent after reading was significantly related to expressive vocabulary. Second, the duration of teacher association questioning was significantly related to receptive vocabulary outcomes while both frequency and duration of teacher vocabulary-related

association-level questioning were related to expressive vocabulary. For receptive vocabulary, both vocabulary- and comprehension-related association-level questioning mattered (Gonzalez et al., 2014b).

Skinner and Belmont (Skinner & Belmont, 1993) differentiate learners who are engaged and not engaged in learning activities as follows:

> [Learners] who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate actions when given the opportunity and exert intense effort and concentration in the implementation of learning tasks; they show positive emotions during the ongoing action, including enthusiasm, optimism, curiosity, and interest. The opposite of engagement is disaffection. Disaffected learners are passive, do not try hard, and give up easily in the face of challenges...[They] can be bored, depressed, anxious or even angry about their presence in the classroom; they can be withdrawn from learning opportunities, or even rebellious toward teachers and classmates. (Skinner and Belmont, 1993; 572 cited in (Chapman, 2003).

Behavioral engagement is an observable behavior, that is, the teacher can easily see if the students are engaged in terms of their effort, persistence, and help-seeking. This is enhanced in activities like shared reading. The children work hard at the task and are less. The children persist at the task as they encounter difficulties. Students seek help when it is needed.

Linnenbrink and Pintrich (2003) tell us, “When students are persistent and/or seek help from teachers or peers in order to learn and understand the material we consider that an important indicator of behavioral engagement.”

We began to see how shared reading works well by allowing the teacher to use multimodality modes of text and techniques so it is easier for the teacher to adjust their teaching techniques to suit these essential points of the concepts of engagement theory. Also, a causal relationship was found by Klincumhom (Klincumhom, 2013) in her study looking at how the teacher's instructional strategies affect the students' engagement and their achievement.

Related Studies

In a related study, the effects of 2 shared-reading interventions were evaluated. Language skills of the children were below age-level as measured by standardized tests. Following the 6-week intervention, children were post tested on measures of oral language, listening comprehension, and phonological sensitivity. Both interventions produced positive effects. (Lonigan, Anthony, Bloomfield, Dyer, & Samwel, 1999).

In Thai schools, there are some factors that affect both engagement and English language acquisition. These range from a general apathy amongst administrators (Hallinger, Taraseina, Kantamara, Chompoowong, & Chuwattanakul, 2001) to poorly trained teachers, “The training of staff at all levels is often not adequate. Where

there is training it often tends to be fragmented, uncoordinated and inadequate," (UNESCO, 2012). It is suggested in her study that English language teaching staff often lack specific education and training in second/foreign language teaching (Chandee, 2000).

While there is no stated policy or general use of the methodology in regards to 'Shared Reading" programs in the The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) there are some linkages that we will see when we review the method later in Chapter 3. In the general case or in the special case that this study is intended to examine there is, however, some research on the subject of shared reading as an umbrella term to broadly describe the general methodology both in the field of EFL/ESL and surprisingly in medical journals not directly related to EFL/ESL but related to literacy interventions and language learning in a more general context in the United States.

Examples of some of these medical studies were: The Impact of Clinic-Based Literacy Intervention on Language Development (Mendelsohn et al., 2001), Impact of Early Literacy on Language Skill (Theriot et al., 2003), and Exposure to "Reach out and Read" and vocabulary outcomes in inner city preschoolers (Sharif, Rieber, & Ozuah, 2002).

Evidence for the value of shared reading and other literacy and literacy intervention programs continues to accumulate. In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better

development in reading, writing, grammar and vocabulary. In his paper presented at the RELC conference in Singapore in 2004, Krashen claimed that these results held for first and second language acquisition, and for children and adults. This was again born out in a study that looked at Elementary students taught with Content - Based Storytelling that showed significant gains in fluency in L2 Spanish (Cartford et al., 2015). Studies in second language acquisition report a positive relationship between the amount of reading done and various aspects of second and foreign language competence when the amount of formal instruction students had is statistically controlled (Constantino, Lee, Cho, & Krashen, 1997; Lee, Krashen, & Gribbons, 1996; Stokes, Krashen, & Kartchner, 1998).

Not only do we see triangulation among different sources of evidence, all supporting the effectiveness of Shared Reading we also see that the Reading Hypothesis; the hypothesis basically states that the more we read in a second language, the greater our vocabulary will be, is also consistent with the more general Comprehension Hypothesis, the hypothesis that we acquire language by understanding it.

Chapman (2003) proposes the following to assess learning engagement levels – cognitive, behavioral and affective criteria. Behavioral criteria, which index the extent to which students are making active responses to the learning tasks presented is the criteria includes active student responding to instructional process such as asking and answering questions, contributing to group discussions and participating in class. Affective criteria which index the level of students' investment in, and their emotional reactions to, the learning tasks includes the criteria include levels of

interest, anxiety, and feeling toward success in language use. Cognitive criteria, which index the extent to which students are attending to and expending mental effort in the learning tasks encountered, including efforts to integrate new materials with previous knowledge and to language through the use of cognitive and metacognitive strategies.

Chapter 3: Research Methodology

Research Design

This study was of a quasi-experimental design. The study made use of a pretest of English proficiency, a pre-program interview-survey of the subjects' thoughts and opinions about English as a subject and learning in general followed by the Shared Reading program.

During the Shared Reading program, we looked for changes in engagement as measured by levels of participation through student interactions as well as both the quantity and quality of language production during each class period. These were recorded on individual student record sheets after each class through observation of video recordings made during the classes in weeks one (1), three (3), seven (7), and ten (10) and scored as per the rubric and record cards found in Appendix F.

At the conclusion of the treatment, the proficiency test and attitude interview-survey were repeated to allow for a pre-post comparison over the length of the treatment.

The research took place over a period of 10 weeks and consisted of 20 periods of 30 minutes each and there was one group of fifteen (15) mixed gender, grade 2 students.

Population and Participants

Participants were the fifteen (15) lower primary school (grade 2) students. The criteria for their selection was that they were the fifteen lowest achieving (lowest academic grades) and lowest English proficiency students selected for their academic underperformance at Sahavith Primary school based on their academic record from the previous year. They were selected from a student body of approximately 200 mixed gender grade 2 students. Their parents were asked to allow them to participate. All fifteen accepted the invitation on a voluntary basis and joined the study. Informed consent of the parents or guardians of the participating students was required before commencement of the study.

This group was selected from grade two (2) primarily due to younger students (grade 1) having no GPA or other broad assessments to use as a reference point for selection and the criteria for selection was “low achieving low English proficiency students selected for their academic underperformance”.

Instructional Instrument

There was one instructional instrument used in this study; the activity plan.

Mechanics of the method of Shared Reading. This would best be described as the "How-to" of the method. This is a learning activity whereby the teacher selects a book or other age and level appropriate material then reads to the students in a "story time" setting where the students sit around the teacher so they can see and follow along in the book. The teacher will hold the book in a way that students can see the book and pictures.

The criteria for the selection of books for the classroom was based on the books being age and language appropriate (as determined by the publisher), culturally neutral (e.g Green Eggs and Ham) or culturally localized (e.g. The Little Blue Tuk Tuk) with extended vocabulary, and high color, vibrant and interesting illustrations. For each session the books were chosen based on students' interests from the selection of books in the classroom. Examples of titles included: The Cat in the Hat by Dr, Seuess, The Little Blue Tuk Tuk by Janice Santikarn, Green Eggs and Ham by Dr, Seuess, Sheep on a Beach by P.Crumble, Cars and Trucks and Things That Go by Richard Scarry, I Stink by Kate McMullen and Me and My Dragon by David Biedrzycki.

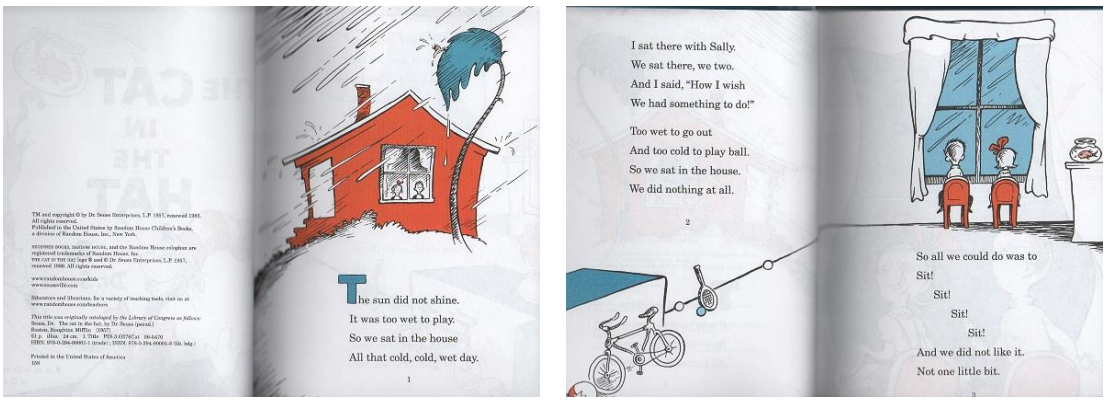

Figure 3. 1: The Cat in the Hat – Imagery and Illustration example

The Cat in the Hat is an example of a culturally neutral book with an interesting use of imagery and illustrations to contextualize the vocabulary. The other books that were available to choose from also contain similar examples of imagery, illustrations and vocabulary.

There are four moves in each program period. For the first move, the teacher begins the shared reading session with a quick song to get the children focused for the class. The same activity is used each time. This brings the students attention away from other extraneous or previous activates i.e. PE, math class, football, etc. from earlier classes and cues them for “reading time”.

For the second move the teacher introduces the story by examining the book cover with the class. The teacher then elicits responses from the students based on the book cover and asks the students to predict the contents based on the cover illustration and title. This elicitation from the students should activate any

background knowledge that the students may have, prepare them for working in English as well as creating additional interest in the story itself.

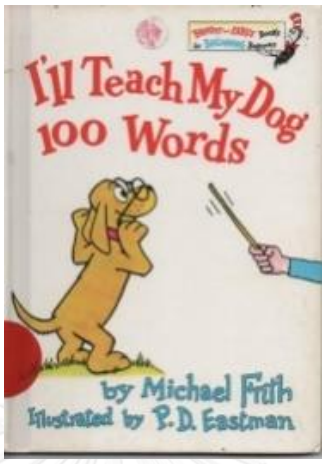

Figure 3.2: I'll Teach My Dog 100 Words - cover

For the third move, reading time, the teacher will then open the book and begin to read. The teacher can use the opportunity to use gestures, pictures and recasting to introduce and explain vocabulary during the reading. The teacher's interpretation of a story through gestures, graphics and pictures, and supplemental explanation is essential. This will allow for extended vocabulary learning in context by making the student inputs comprehensible and scaffolding information and language as the students acquire lexicon.

Where teacher initiated questions and commands place obligatory demands on the student, comments made by the teacher are non-obligatory; they require no response. Commenting frequently occurs in conversation and has a higher chance of obtaining a non-obligatory response as in the example in the previous paragraph.

Commenting also allows for more variation in how a response is formed and the nature of the response and the students often imitated the styles of the teacher.

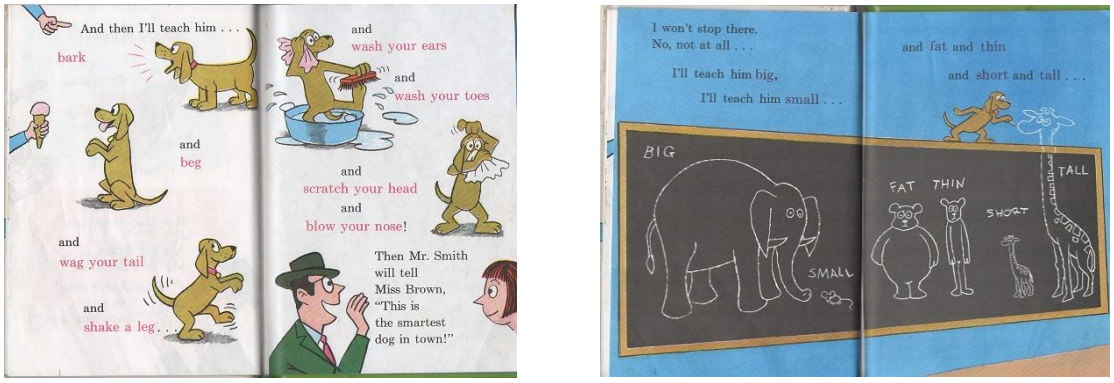

Figure 3.3: I'll Teach My Dog 100 Words - content

Students are permitted to ask questions or make comments during the reading of the story. Activity, self-determination (one chooses to engage; assignment invalidates the process) and direct participation are essential components of engagement and should be encouraged.

The teacher also elicits general responses from the students, as a group, during the reading of the page as a means to gauge comprehension, looks at predictive factors, and looks for signs of language acquisition through general language use and increases in at attempted language output. The teacher will continue reading in this manner for about 15 minutes or so. The teacher will then conclude the reading period.

The teacher will then begin the fourth move, the post reading phase of the class time. The post reading phase is of a short duration – perhaps 5 minutes or so to conclude the class period. In the post reading phase of the class the reading is followed by a short, teacher moderated discussion of the story and conducting additional 'after-reading activities' such as:

- Allowing time and space for spontaneous reaction and comments.
- Asking about parts the children enjoyed most or least.
- Asking questions about the story line (e.g. why certain events took place)
- Asking questions relating the story to the children (e.g. have they experienced something similar or how would they do things differently?)
- Asking the children to recast / retell the story in their own words to further confirm comprehension as well as appropriate language production.

This phase of the reading time allows for further participation by the students and to continue creating an atmosphere conducive to making positive changes in attitude as well as further opportunity for engagement and language production by the students. If appropriate, the teacher can focus on repetitive elements such as a phrases, rhymes, chants or chorus. Ask children to repeat or join in.

Linkage to the Thai curriculum. The linkage to the Thai National Core Curriculum, more properly known as, "The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) are based on what is found on page 252 of the core curriculum:

> The learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use

foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society.

It goes on to state, on pages 253-254:

The main contents include:

- Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately
- Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application
- Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views
- Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society (p.254).

As discussed in the literature review, and demonstrated in the description above and the activity plan shown in Appendix B we see that shared reading promotes language for communication, language through interactions within the classroom, its relationship with other learning areas through the use of broadly contextualized and illustrated books, and the use of language within their classroom or broader community.

Within the narrower context of the curriculum, the study subjects are just entering grade 2 and as such should be able to meet the requirements of having completed grade 1 and entering grade 2. In that context the requirements, under the Core Curriculum B.E.2553, to meet Strand 1, Standard F1.1, students should be able to

> Act in compliance with simple orders heard, specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading. Choose the pictures corresponding to the meanings of words and groups of words heard. Answer questions from listening to matters around them.

To meet the requirements of Strand 1, Standard F1.2 the requirements include

> [Students should be able to] Speak in an exchange with short and simple words in interpersonal communication by following the models heard [and] use simple orders by following the models heard. [They should be able to] Express their own simple needs by following the models heard [and] speak to ask for and give simple data about themselves by following the models heard.

For Strand 1, Standard F1.3 it only says, “Speak to give data about themselves and matters around them.”

The requirements to meet Strand 2, Standard 2.1 include three components. These are to

Speak and make accompanying gestures in accordance with the culture of native speakers.

Tell the names and vocabulary of native speakers’ important festivals.

Participate in language and cultural activities appropriate to their age levels.

The requirement to meet Strand 2, Standard 2.2 has only one component to wit: Specify the alphabet and sounds of the alphabet of foreign languages and Thai language. For Strand 3, “Language and Relationship with Other Learning Areas” we see the following singular standard, F3.1, “Tell the terms related to other learning areas,” and in strand 4 we see only two standards to be met. The first, F4.1, is to be able to “Listen/speak in simple situations in the classroom, and F4.2 is to “Use foreign languages to collect relevant terms around them”

As we can see from Table 3.1 below linking the activities in the Shared Reading session to the theory we can also see the linkage between the teacher’s actions in the activity plan (Appendix A) and the core curriculum. Listen and respond, choose pictures, and ask and answer activities are covered in Strand 1. While strand 2 is not

well covered in this particular case due to the choice of culture neutral books by changing the nature of the books that could be selected strand 2 would be introduced and the requirements of strand 2 met. Strands 3 and 4 are met through the use of various content areas being included in the books that are used.

The teacher undertakes a number of actions and activities during the shared reading session. In the table below you will see these moves linked to the actions that can be undertaken during that move, Krashen's input theory and components of Marcus's Essential points of the concept of engagement.

Table 3. 1: Linking of the classroom activities and learning principles / theory.

Move	Actions	Input Theory	Engagement Theory
One	Sing a song.		Get students focused.
Two - Discuss the book cover.	Show and discuss the book cover's title and illustration. Use descriptive words. Invite predictions about the story.	Using the cover title and illustration along with other descriptive words provides comprehensible input and allows understanding of the vocabulary.	Activity is assumed (it is not the goal), as is some measure of interest or pleasure.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

	The teacher should be dramatic, showing obvious delight in both the storyline and the language.	Being dramatic ties in with engagement theory by making the material interesting as well as comprehensible.	Routine work is not engaging.
Two - Discuss the book cover.	Use gestures and pictures to reinforce vocabulary and understanding.	Using gestures and pictures to reinforce vocabulary and understanding provides for comprehensible input at the vocabulary as well as understanding of the story (context).	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Two - Discuss the book cover	Recast as needed to improve comprehension.	Rich language and recasting to provide comprehensible input.	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
.	Recast as needed to improve comprehension.	Rich language and recasting to provide comprehensible input.	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Two - Discuss the book cover.	Use TPR actions to reinforce vocabulary	Putting language in context for further comprehension.	Direct participation is essential: observation does not suffice.
	Use listen/repeat drills to focus on phonological features of the language.		Persistence is characteristic.
.	If appropriate and convenient, pause and invite predictions.		Activity is assumed (it is not the goal), as is some measure of interest or pleasure.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Two - Discuss the book cover.		A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
		An open-ended situation is key; collaborative problem-solving is ideal.
Ask BRIEF questions to measure comprehension and spur curiosity.	Confirmation of comprehensible input through output.	Routine work is not engaging.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)	Show and discuss the book cover's title and illustration. Use descriptive words. Invite predictions about the story.	Using the cover title and illustration along with other descriptive words provides comprehensible input and allows understanding of the vocabulary.	Activity is assumed (it is not the goal), as is some measure of interest or pleasure.
	The teacher should be dramatic, showing obvious delight in both the storyline and the language.	Being dramatic ties in with engagement theory by making the material interesting as well as comprehensible.	Routine work is not engaging.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)	Use gestures and pictures to reinforce vocabulary and understanding.	Using gestures and pictures to reinforce vocabulary and understanding provides for comprehensible input at the vocabulary as well as under-standing of the story (context).	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
	Recast as needed to improve comprehension.	Rich language and recasting to provide comprehensible input.	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)	Use TPR actions to reinforce vocabulary	Putting language in context for further comprehension.	Direct participation is essential: observation does not suffice.
	Use listen/repeat drills to focus on phonological features of the language.		Persistence is characteristic.
	If appropriate and convenient, pause and invite predictions.		Activity is assumed (it is not the goal), as is some measure of interest or pleasure.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)		A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
		An open-ended situation is key; collaborative problem-solving is ideal.
Point to the words in the text to demonstrate the conventions of print.	Putting language in context for further comprehension.	

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)	Ask general (to the group) questions about the story line (e.g. why certain events took place)	Confirmation of comprehensible input through output.	Self-determination: one chooses to engage; assignment invalidates the process.
			Direct participation is essential: observation does not suffice.
		Activity is assumed (it is not the goal), as is some measure of interest or pleasure.	
			An open-ended situation is key; collaborative problem-solving is ideal.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Three (reading time)			Persistence is characteristic.
Four (post reading)	Use gestures and pictures to reinforce vocabulary and understanding.	Using gestures and pictures to reinforce vocabulary and understanding provides for comprehensible input at the vocabulary as well as understanding of the story (context).	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

	Recast as needed to improve comprehension.	Rich language and recasting to provide comprehensible input.	A delicate balance between sufficient competence and expertise to engage with components of challenge is important.
Four (post reading)	Use TPR actions to reinforce vocabulary	Putting language in context for further comprehension.	Direct participation is essential: observation does not suffice.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Use listen/repeat drills to focus on phonological features of the language.		Persistence is characteristic.
Ask BRIEF questions to measure comprehension and spur curiosity.	Confirmation of comprehensible input through output.	Routine work is not engaging.

Table 3.1: Linking of the classroom activities and learning principles / theory - continued.

Four (post reading)	Ask general (to the group) questions about the story line (e.g. why certain events took place)	Confirmation of comprehensible input through output.	Self-determination: one chooses to engage; assignment invalidates the process. Direct participation is essential: observation does not suffice.
		Activity is assumed (it is not the goal), as is some measure of interest or pleasure.	
			An open-ended situation is key; collaborative problem-solving is ideal.
			Persistence is characteristic.

As discussed in the “Output participation rubric, record sheet pilot (pp.65) and activity plan pilot” the activity plan and Shared Reading method (above) were piloted with results being consistent between similar groups and deemed suitable for use with a group consistent with the study group.

Research Instruments

We used several types of instruments to gather data during the course of this study. These consisted of parallel, Cambridge YLE, 4-skill English language proficiency tests for pre and post program comparasons, an externally developed attitude survey from Psychological Assessment Resources (USA) Inc. (PAR) to look at changes in attitude, and our own rubrics and observation notes for the reporting of data during the Shared Reading sessions.

Attitude survey. Our first objective was to investigate the effects of Shared Reading on students’ attitudes toward learning English over a ten week period and to what extent the program changes students’ attitudes. We also needed to verify our initial assumption that there was an issue with poor attitudes within this target group of students. In order to accomplish this, we decided to make use of a commercially available product used to measure attitudes. Since we were only considering examining simple changes in attitude rather than a deeper analysis a sixteen question, Likert-style survey of students’ attitudes based on their likes and preferences toward their need for English language learning was used to gauge their self-perception of the need for English language learning. This survey was done in

both the pretreatment and post-treatment phases of this study. A copy of this survey can be found in Appendix D. Because the students are at a functionally preliterate stage the survey was conducted orally in their native language, Thai.

Since a positive change in students' attitudes was one of the desired outcomes of the program this survey was determined to be an efficient way to examine the level of attitude, negative to positive, and measure those attitude changes as indicated by changes in their thoughts and opinions between the pretreatment and post-treatment phases of the study.

The Psychological Assessment Resources (USA) Inc. (PAR) survey is a commercially developed and available survey, part of a larger, motivational assessment of learning package developed to measure attitudes involving enjoyment of school learning characterized by a "master orientation; persistence; and the learning of challenging, difficult, and novel tasks," (PAR, n.d.). This research instrument is a purchased, selected sub portion of the full survey, and yielded scores on 2 subscales: learning English (English as a subject) and learning in English (learning generally) as well as a total score.

Items 1, 3, 4, 11, 16 reference learning in general.

Items 2,5,6,7,8,9,10,12,13,14,15 reference learning English as a subject.

The validity for use with young children is indicated by two factors: (1) the items response format and administrative procedures were clear and appropriate for young children. (2) The items were developed to reduce response acquiescence wherein reverse scoring items were included. This instrument has a reliability coefficient alpha of 084 ($p<.001$) (PAR's statement). No normed data are available for this instrument. Total subscale scores are used for data analysis with higher scores corresponding to better attitudes.

Four items on this instrument (items 2, 5, 9 and 14) were reversed items. Those items were given appropriate score values as reversed from the other items. This meant that students' positive responses to the statements in the four reversed items gave them a lower score instead of a higher score. The students' scores obtained from the scale provided the quantitative data to research question one (1) in this study.

Since the survey needed to be done orally in Thai due to the low English proficiency level of the learners we contracted from Psychological Assessment Resources (USA) Inc. to use a pre-existing English language survey that they offer commercially for use to measure similar aged English speaking students' attitudes towards learning the subject matter. The company, PAR, was concerned that they could not provide support for a Thai language version. We consulted with them in regards to this matter and after consultation, they determined that it would probably be acceptable to have it translated into to Thai.

PAR's requirements for agreement for use included that the translation was confirmed by independent back translations. The process whereby we met the criteria of acceptability to PAR was to have one of our bilingual Thai staff translate the original English version of the survey to Thai. Then that Thai version was then translated from Thai back to English by four (4) fluently bilingual Thai-English speakers. The list of experts is found in Appendix F.

Some examples of this would be like question (1) where "I like learning new things in English," was translated to from English to Thai "ฉันชอบเรียนรู้สิ่งใหม่ ๆ เป็นภาษาอังกฤษ" by one of the bilingual Thai-English speaking staff at the school. Then that Thai translation was independently translated from Thai back to English by four highly English proficient Thai speakers. There was some variation in the translations e.g. (original) "I like learning new things in English", (a) "I like learning new things that are English", (b) "I like learning new things in English", (c) "I like learning new things in English", (d) "I like to learn new things in English".

Question 14 was not properly translated as clearly shown by the "0" lack of agreement with the original. Suggested alternatives were: ฉันไม่ต้องการที่จะเรียนรู้ภาษาอังกฤษเพิ่มเติม and ฉันไม่ต้องการเรียนรู้ภาษาอังกฤษมากขึ้น. We chose the first option for the survey. Question number 6 as the positive of #14 needed to be changed to: ฉันต้องการที่จะเรียนรู้ภาษาอังกฤษเพิ่มเติม due to only having an interrater score of 2/4 for semantic agreement with the original. Number 11 also had issues with only one out of four back-translations being in semantic agreement with the original and had to be redone.

The issue of ‘Conceptual Equivalence’ (whether the meaning associated with a similar stimuli was the same across different cultures, ie English-Thai) in regards to validity was addressed by way of consultation with high English proficiency, Thai native speaking teachers. The questions in the survey were confirmed to have the same contextual meanings in English and in Thai at an age appropriate level at both the translation level (back translation and semantic comparison with the original) and at the semantic understanding level of the children.

The opinion of the teachers was confirmed by asking a group of eight similar aged grade 2 students to listen to the questions and tell what they thought the question was and to orally recast the question into their own words. Then a comparison was made between that recast version and the Thai translation and then to the English original to confirm conceptual equivalence.

‘Decentering’; changing words in the questions to match the conceptual ideas that were intended - in this case it was found that there was sufficient semantic agreement between the original and the translation and further ‘Decentering’, was not needed to ensure conceptual validity.

These back translations were then looked at by two, independent, English native speaking teachers who compared the translated answers (a), (b), (c), and (d) to the (original) version. They were then asked to confirm that the translations were in fact semantically similar or the same as the original. These interraters were in agreement in 14 out of 16 cases. In the other 2 cases they disagreed that there was semantic

similarity in 1 out of the 4 back translations to the question. The Thai questions were accepted and used “as is” if the semantic agreement was at least 3 out of 4 from each interrater. Questions were re-translated and checked again if the agreement was less than 3 out of 4.

Numerical score valuation of the answers was provided by PAR for purposes of the study allowing for some descriptive statistical analysis. The numerical valuations of the question items 1,3,4,6,7,8,10,11,12,13,15,16 would score 3 points for an answer of Very True, 2 points for an answer of A Little True and 1 point for an answer of Not True. The other, reversed questions, items: 2,5,9,14 would score 1 point for Very True, 2 points for A Little True, and 3 points for Not True.

The survey itself asks the same questions in a positive sense and a negative sense to see if the children will answer with the same conceptual idea e.g. questions 2. English is not interesting – ภาษาอังกฤษไม่น่าสนใจ and 15. I think English is interesting – ฉันคิดว่าภาษาอังกฤษน่าสนใจ from Appendix D.

It also uses questions that focus on learning “in English” with English as the medium of use such as question 1, 11 and 16 as compared to learning English as a subject as in questions 6, 7 and 9, also from Appendix D. In addition to this scoring PAR provided a brief summary of their opinion based on the results gained from the survey.

Survey pilot. The survey was then pilot tested with 2 student groups. The first test group (group A) was a class of 15, regular, grade 3 students selected by random draw from the school student population. The results were consistent with expectations. The general attitude shown by the students was consistent with findings in similar groups elsewhere (Im & Bakewell, 2008; Bakewell 2015) and generally showed a positive attitude toward 'learning English' and 'English as a subject'. This is also consistent with studies of older students showing a positive trend *toward learning English* (*Loima & Vibulphol, 2014).*

The second test group (group B) consisted of low achieving, low English proficiency students similar in nature to the study group. The results from this pilot study showed a definitive skew toward the negative with a pronounced negative attitude toward 'learning English' and 'English as a subject' being demonstrated in the answers to the survey.

The interviewer, Tanapon Insawang, indicated after the pilot test that there was no apparent difficulty from the students during the oral survey. The interviewer is a fluently bilingual, Thai educated, Thai national, Thai-English speaking (8.5 IELTS) teacher.

Proficiency test. The Cambridge YLE Starter Test is a 4-skill, English language proficiency test developed and commercially available through the University of Cambridge Local Examinations Syndicate (UCLES) was utilized to allow for quantitative measurement of any changes in language proficiency that occurred as a

result of the Shared Reading program. These tests are composed of 3 separate sections that test reading, writing, listening and speaking. The speaking tests are done face to face, one to one with Cambridge certified speaking examiners. The reading and writing tests are done under the guidelines set out by Cambridge ESOL and UCLES and invigilated by Cambridge qualified invigilators. The tests are carried out independently from the school or the study with the results being forwarded back to us through the Cambridge Exam Center, TH054.

These tests were used as both the pretest and post-test English proficiency data collection instruments. The justifications for use of this group of tests rather than the creation of independently created tests were for practical and utilitarian reasons. In our specific case the YLE Starter tests are already internationally accepted as being valid test instruments and internationally accepted as a standardized test of English proficiency in young learners. They are part of the same family of tests as the KET, PET. FCE exams for older students and the IELTS exam for adults.

Cambridge also offers parallel tests to eliminate the possibility of test memory rather than proficiency causing bias in the results between the pretest and posttest states. Using these tests also allows for further, future testing in other areas, regions and countries to be compared with this study or to allow this study to be easily replicated by others since the tests are offered globally under similar test conditions. The Cambridge YLE Starters tests are also accepted by the parents of the test subjects as valid and acceptable tests.

Finally, Cambridge tests, using the Cambridge scale, offer graduated levels of proficiency that are more finely detailed than the Common European Framework of Reference for Languages (CEFR) scale but can easily be mapped onto the CEFR reference scale. As can be seen in table 3.1 below they are mapped to measure proficiency from below the CEFR A1 level so will allow for the proficiency measurement of very low proficiency students.

Table 3.2: Cambridge Scale mapped to CEFR scale

Common European Framework of Reference (CEFR)	New Cambridge English Scale	Cambridge English Young Learners
	140	
A2	130	
	120	Flyers
A1	110	
	100	Movers
Below A1	90	
	80	Starters

Courtesy of Cambridge ESOL Exam Center TH054 (2016).

Shared Reading Session Videos and Pilot of Activity Plan

Output participation rubric pilot, record sheet pilot, and activity plan pilot. The same two groups of students from the survey pilot (A & B) were then given two (2) sessions of shared reading for each group to allow for checking of the video recording and pilot testing of the activity plan (Appendix B), English output / participation rubric (Appendix H), and record sheet (Appendix I). On the record sheet, there is, within each scale, a scoring range of zero to three (0-3) and the total score being from zero to nine (0-9)

In the case of group "A" (regular students as described on page 51) the rubric itself was insufficient to accurately record the output types, output levels and participation of the students in the class. Most of the students consistently performed at the upper level of the scales with scores in the range of seven to nine (7-9) and the mode being 8. Many scores could have been higher than a 9 if such a score would have been attainable. A more detailed and/or broader rubric with more room on the data sheet to record specific examples of output would be necessary if this record would be used with regular students.

In the case of group "B" however, comprised of grade 3 low achieving, low performance, low English proficiency students, those closely resembling the intended study group, the rubric scales and record sheet were adequate to record the full range of output levels, output types and participation levels within the group during the two pilot sessions. Scores tended to the low end of the scale with the

overall range being from zero to four (0-4) overall and a mode of 2 out of a possible 9. On closer examination the scores within each field were low with scores ranging from 0-2 out of 3 with the majority of scores being 0 out of 3 or 1 out of 3. Further division or description beyond the comment line on the record sheet would not show any marked difference. It is hard to further delineate a no response beyond a "0" or notation of no response.

In the actual Shared Reading program the sessions were video recorded for later analysis. These video recordings were then observed after the end of the session and a record for each student was maintained on a Record sheet of Student Participation as seen in Appendix I using the Scoring Rubric for Output Record also found in Appendix H. The videos were watched by two observers at different times and dates with each making independent scores for each student providing for interrater reliability. Reliability was confirmed using a Cohen's Kappa test to measure and confirm inter-rater agreement.

The individual videos were watched by the observers between one and seven times each rather than once per student. The reasoning was twofold. First is that we could make use of rewind-replay when needed to make specific and individual observations for any particular student when and as needed. The second reason is so that we could ensure that each student was observed fully during each session to ensure that nothing was missed.

Numerically reported data included the quantity of language output as the number of utterances per session. The quality of language output was a combination of intelligibility of utterances and number of words per utterance. Participation measured responses during each session. Participation scores of one (1) could be achieved with non-verbal responses such as a gesture or other similar positive reaction in response to a direct question from the teacher. If there was no response or negative or disruptive behaviors exhibited as a response then the recorded score for that occurrence would be zero (0).

Additional notations of student output and participation were also reported on the Record Sheet of Student Participation found in Appendix I. In the comments section of the record sheet there was the opportunity for the observers to make notes about specific output, examples, behaviors or other observations.

Data Collection Procedures

Initial data was collected using a pre-intervention survey and a pre intervention proficiency test in early January of 2016. The date for the proficiency test, January 6, 2016, was according to the schedule of test dates available from the Cambridge test center, TH054 (Sahavith School). The tests were conducted according to Cambridge criteria for testing and were done at the authorized testing and assessment center by Cambridge ESOL qualified examiners.

The survey was also conducted in January of 2016. The survey was conducted individually, one on one with each student and the survey taker. The survey data collection took place over a full day. Students who had completed the survey were isolated from those who had not yet done the survey and they were not permitted to discuss the survey with each other.

On-going data during the 10 week program period was collected by means of observations made from the video recordings made of each session. Video recordings were made using two cameras with audio capability to allow for full views of all of the children and clear audio recordings of all of the children during each session. Unlike data collection in real time the video recordings also allowed for additional observations, reexamination and confirmation of sessional data as needed to ensure accurate scoring for each student in the study.

The video recordings for analysis were made during week one-session one (1-1), week four-session seven (4-7), week seven-session fourteen (7-14), and week ten-session twenty (10-20). These four particular sessions were selected as being approximately equidistant from each other starting at the beginning of the study and continuing through to the end of the study to allow for the examination of students' changes over time.

Data from these sessions was gathered and compiled as a collection of individual student record sheets made by the observers after each of the four (4) thirty minute (30 minute) treatment periods. A scoring record sheet, as seen in appendix I, was

used to keep track of each individual student's participation, English language production-quantity, and English language production-quality for each session. Individual student scores were determined, using the rubric also seen in Appendix H, for each category as well as notations of examples of language outputs and participation.

The final data collection occurred at the conclusion of the treatment period in April of 2016 and was done in a manner similar to that used for the pre-test stage of the study. Testing was done using a parallel Cambridge YLE language proficiency test (posttest) and re-surveying the students using the initial survey form and procedure.

Data Analysis

As part of the commercially purchased (from PAR) psychological survey package, an analysis of the data and interpretation of the results were provided. This gave "snapshots" of the pretest and posttest state and a brief analysis report of the changes. A scoring table for the numerical valuation of the data was also provided to allow for some simple statistical analysis of the data making use of descriptive statistics. We also used a Sign Test to look for statistically significant changes between the pre-survey and post survey state. This is a non-parametic test is used to determine whether there is a median difference between paired or matched observations and can be considered as an alternative to the paired-samples t-test or Wilcoxon signed-rank test when the required assumptions for the t-Test or Wilcoxon signed-rank test are violated.

In our particular case the third assumption for the Wilcoxon signed-rank test, that the **distribution of the differences between the two related groups** needs to be **symmetrical in shape, was violated.**

When your data fails this assumption, there are 2 possible solutions to overcome this, such as transforming your data to achieve a symmetrically-shaped distribution of differences (not a preferred option) or running a Sign Test instead of the Wilcoxon signed-rank test (Laerd Statistics, n.d.).

For this reason we chose the Sign Test as our non-parametric test rather than the Wilcoxon signed-rank test.

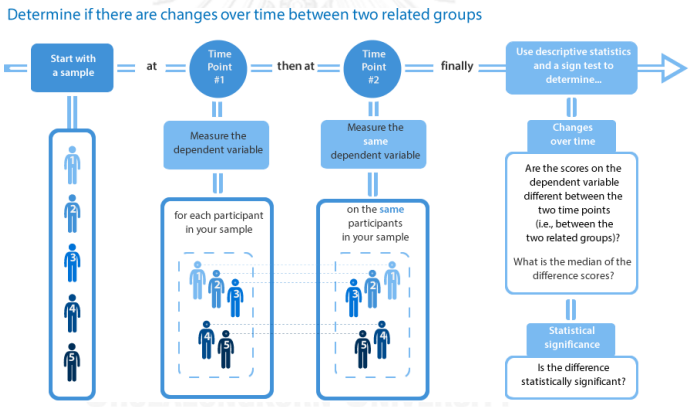

Figure 3. 4: process of determination of changes over time

A further, deeper analysis of the survey beyond the brief written analysis was not provided as part of the commercial package from PAR due to price constraints on our part and uncertainty by PAR over the usage of a Thai language version of the survey being sufficiently “The same as the one used in the USA,” in terms of validity and reliability for psychological assessment.

The individual student record data collected from sessions 1, 7, 14 and 20 was analyzed for changes in the frequency of participation, changes in language quality and changes in language quantity produced by the students. Individual records were charted to look for evidence of engagement as measured by changes in participation scores and changes in language output scores. Descriptive statics were utilized to show any changes over time. Descriptive statistics and a Sign Test were again used for statistical analysis. Broader, qualitative observations, descriptions and examples of participation and language output as noted on the Record Sheet of Student Participation were also examined for individual changes and are discussed in chapter five (5).

> In research designs where you have two or more raters (also known as "judges" or "observers") who are responsible for measuring a variable it is important to determine whether such raters agree. Cohen's kappa (**K**) is such a measure of inter-rater agreement for categorical (subjective judgment) scales when there are two raters (Laerd Statistics, n.d.).

There are several assumptions that must be met in order to use a Cohens Kappa.

> **Assumption #1:** The response (e.g., judgment) that is made by your two raters is measured on a **categorical** scale (i.e., either an **ordinal** or **nominal** variable) and the categories need to be **mutually exclusive**.
>
> **Assumption #2:** The response data are **paired observations** of the same phenomenon, meaning that both raters assess the same observations.

Assumption #3: Each response variable must have the **same number of categories** and the **cross-tabulation must be symmetric.**

Assumption #4: The two raters are **independent.**

Assumption #5: The two raters are **fixed**, meaning that they are **specifically selected** to take part in the study (not random).

All of these assumptions were met so the Cohen's Kappa was an appropriate choice to confirm interrater reliability.

Table 3. 3: Classification of Cohen's kappa (**K**).

Value of **K**	Strength of agreement
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good
0.81-1.00	Very good

In order to provide better reliability two observers were utilized independently of each other to ensure interrater reliability. Observer 1 did the observations in April of 2016 and Observer 2 did her observations in July of 2016. Both observers had the same training and set of instructions in regards to using the rubric and scoring the

results. Observations were made from the same video recordings in the same fashion. A Cohens Kappa was done to confirm the interrater reliability. Cohen's kappa (**K**) tests for the agreement between two raters (or ratings) over and above chance agreement. The null hypothesis is that the agreement between raters is no different than chance agreement. This can be expressed as: H_0: **K** = 0. The alternative hypothesis is that the kappa (**K**) coefficient is different from zero (i.e., agreement is different from chance agreement). This can be expressed as follows: H_A: **K** ≠ 0.

Cohen's **K** was run to determine if there was agreement between the two observers in regards to scoring according to the rubric found in Appendix H. There was very good agreement between the two observers' judgements, **K** = .839, $p < .0005$.

Table 3. 4: Symmetric Measures - Cohen's **K**

		Value	Asymp. Std. Error[a]	Approx. T[b]
Measure of Agreement	Kappa	0.839	0.073	10.625
N of Valid Cases		120		

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

A summary of research instruments, expected data, data analysis for each research question is presented as follows:

Table 3. 5: A summary of research instruments

Research question	**Research instruments**	**Collected data**	**Data analysis**
To what extent does 'Shared Reading' affect the attitudes of young Thai learners with low English proficiency students?	Thai translated version of the attitude survey.	Survey answers submitted to PAR for analysis.	A Sign Test was used to determine the statistical significance of any change of the attitude shifts from pre to post-treatment phases.
	Survey instructions to the teacher.	Numerical evaluations of answers based on the legend provided by PAR to allow for quantitative data analysis.	Descriptive analysis was used to explain central tendency and the changes.
	Survey Score sheet with numerical evaluation legend.		

Table 3. 6: A summary of research instruments

To what extent does 'Shared Reading' affect the engagement in learning of young Thai learners with low English proficiency students?	Video recordings made from sessions 1,7,14 & 20.	Measurements of participation and language use were made on a 4-point scale for each of 3 criteria: (participation, language quantity, and language quality).	Numerical data from the students' record sheets was compiled and examined using descriptive statistics and a Sign Test to check for statistical significance.
	Each student's individual Record Sheet of Student Participation.		Individual records were also tracked in absolute terms for change at the personal level.
		Additional observational data in the form of qualitative observations also recorded on the students sheets.	

Table 3.7: A summary of research instruments

	Scoring Rubric for Output Record.		Qualitative observations were noted and examples of changes in output over time individually and by the group as a whole are presented and discussed.
To what extent does 'Shared Reading' affect the English language proficiency of young Thai learners with low English proficiency students?	YLE Cambridge Starters Test	Scores of the pre and posttest 4-skills of language proficiency (listening, reading, speaking, and writing) tests.	Quantitative analysis of the group results we done by way of descriptive statistics and a Sign Test to look for statistical significance. Individual changes in proficiency were also tracked.

Chapter 4: Research Findings

The current study is exploring three research questions. Since there are three questions this chapter will be divided into three parts. The nature of the data in each part varies with parts one and three being primarily quantitative in nature and part two being quantitative as well as qualitative and more descriptive in nature.

Research Question 1

The first research question was, "To what extent does 'Shared Reading' affect the attitudes of young Thai learners with low English proficiency students?" In order to answer that question we needed to look at the pre-intervention attitude state and the post-intervention attitude state to gain a better understanding of the changes.

During the pre-intervention state a survey was performed to examine the attitudes of the students toward learning English and learning in English. Psychological Assessment Resources (USA) Inc. was engaged to provide an English version of a sutable survey, guidance and evaluation the survey. They returned numerical, score, data to allow for a basic statistical analysis in addition to a basic written evaluation of the change.

The possible range of test scores from the survey was from a minimum low score of 16 (highly negative) to a maximum score of 48 (highly positive). The ranges are from 16-26 (low or negative), 27-37 (neutral), and 38-48 (high or positive). The findings,

based on the descriptive statistics from the pre-program survey, as seen in Table 4.1, were that the range was only 2 with the lowest (minimum) score being 16 and highest (maximum) score achieved being 18. According to PAR this is a highly negative result. The results showed a definite positive skew (toward the left) in the distribution in general with a clear negative attitude toward 'learning in English' and learning English or 'English as a subject' indicated in the answers to the survey. As we can see in Table 4.1 for the pre-program survey, with *N*=15 the mean of the test scores was 17.13 (median of 17) with a standard deviation of 0.74 and the skewedness was reported as -0.226.

Table 4. 1: Descriptive Statistics of the attitude pre-survey data and post-survey data

Pre-program survey		**Post program survey**	
Mean	17.1333333	Mean	25.5333333
Median	17	Median	25
Standard Deviation	0.74322335	Standard Deviation	3.66190167
Skewness	-0.2266277	Skewness	0.23053242
Range	2	Range	12
Minimum	16	Minimum	20
Maximum	18	Maximum	32
Count	15	Count	15
Confidence Level(95.0%)	0.41158337	Confidence Level(95.0%)	2.02789355

The group numerical data comes from the total score values provided on the survey report sheet as seen in Appendix E.

At the post-intervention stage, again, we used the translated survey from and evaluated by Psychological Assessment Resources (USA) Inc. (Appendix D) and the reporting form that the scores are taken from and evaluations were made from was the original reporting form (Appendix E).

As we can also see in Table 4.1 (above) for the post-program survey, with *N*=15 the mean of the test scores was 25.53 (median of 25) with a standard deviation of 3.66 and the skewedness was reported as 0.231. When looking at results of the scores at the post intervention state when compared to the pre-intervention state they showed a definite shift in the students' opinions with distinctly positive changes in students' attitudes, increases in the mean and a strong shift to the right in the skewedness overall. The end result was still just into the negative end of the scale but bordering on neutral.

When we look at the survey results as a whole however we see that while some students showed very little change from pre to post (students 1, 2, 3, &4) there were some students (11, 12, 13, 14) who showed a marked improvement and actually changed from highly negative scores of 17-18 to scores in the neutral (27-37) range.

Table 4. 2: Individual survey score results

ID	pretest	posttest	Diff

1	16	20	4
2	16	21	5
3	17	21	4
4	17	22	5
5	18	25	7
6	17	25	8
7	17	26	9
8	18	25	7
9	17	26	9
10	18	25	12
11	17	30	13
12	18	28	10
13	17	30	8
14	18	32	14
15	16	24	8

There is no significance to the higher ID numbers appearing to have higher scores. This occurrence was simply co-incidental. The students sat randomly around the teacher during the sessions and observations of students by the observers were independent from each other.

For a more complete statistical analysis of the group as a whole we used a Sign Test. The Sign Test is used to determine whether the median difference between the two time points is statistically significantly different to zero. For a Sign Test, the null

hypothesis is tested in terms of the median difference between the paired values, not the difference between the medians of the two trials themselves.

If our research question is, “To what extent does ‘Shared Reading’ affect the attitudes of young Thai learners with low English proficiency,” then our null hypothesis is that there is no difference in attitudes of young Thai learners with low English proficiency after being in the Shared Reading program. The alternative hypothesis is that there is a difference in attitudes of young Thai learners with low English proficiency after being in the Shared Reading program.

Table 4. 3: Survey median data

Pre-Survey	Post-Survey	difference
17	25	8

Fifteen students participated in a shared reading program to determine what extent shared reading has on the attitudes of young Thai learners with low English proficiency. Data are medians unless otherwise stated. Students had higher attitude scores in the post program survey (25.000) than the pre-program survey (17.00); a median difference of 8.00

Of the 15 students who participated in the Shared Reading program all of them showed an improvement in attitudes (Figure 4.1) when compared to the pre-program

survey with no negative differences being recorded in the post survey minus the pre survey.

Table 4. 4: Hypothesis test summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Post-Survey and Pre-Survey equals 0.	Related-Samples Sign Test	6.10E-51	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

1. Exact significance is displayed for this test.

Fifteen students participated in a shared reading program to understand to what extent shared reading would affect their attitudes toward English as measured by examining pre and post program surveys that reflect their attitudes toward English. An exact sign test was used to compare the differences in attitude between pre and post program states. The post program stage showed a statistically significant median improvement in attitude with a difference of 8.00 compared to the pre-program state, *z*= 3.615, p= .000.

To sum it up, an exact sign test was used to compare the differences in pre and post program survey results. Of the 15 participants in the program, all of them showed an improvement in attitude. Overall, students in the post program survey showed better results (Median= 25.00) than the pre-program survey (Median = 17.00), a statistically significant increase in the median of the differences of 8.00, p = .000.

A sign test with continuity correction was used to compare the differences in attitude scores in the two surveys. The post program survey elicited a statistically significant median increase with a score (8.00) compared to the pre-program survey, z = 2.753, p = .006.

These statistics were regarding attitudes towards “Learning in English” and English as a subject. The differences in the change of attitude in “Learning in English” as compared to “English as a subject” were determined through question differentiation on the survey and were reported by PAR as being insignificant.

Other interesting observations (see raw data results in Appendix G) saw score increases in question 2, “English is not interesting” with initial results at the pre-survey being all scores of 1 to the post survey where they were all 2 or 3. Question 12, “I enjoy doing English,” was another case of universal improvement in the scores with changes from the initial 1 scores to fourteen out of fifteen students recording scores of 2 at the post survey. Question 4, “I like doing as much work as I can in English,” question 5, “I don’t like to practice new English work,” question 9, “I don’t

like to figure out new English sentences," question 10, "I like to do hard English work," question 11, "I like to find answers to questions in English," and question 13, "I don't give up until I understand my English work," were the six questions that showed no change from pre to post program. The why was not determined but it can be surmised that there is an effort factor involved.

Research Question 2

Our second question, "To what extent does 'Shared Reading' effect a change in the engagement in learning of young Thai learners with low English proficiency students," was looking to examine the extent of change in engagement during the shared reading program.

This required ongoing examination, scoring, and a description of what was occurring during the shared reading sessions over the ten-week time frame. Observations were recorded in weeks 1,4,7 and 10; sessions numbered 1,7,14 and 20. The reason for that particular spacing was that the sessions were approximately equidistant from each other in time.

Two types of data were collected by the observers. The first type that we will look at is the numerical and statistical data. This data was collected by the observers watching the pre-recorded video of the sessions and allocating numerical scores

according to the scoring rubric in Appendix H on score sheets also found in Appendix I.

The second type of data gathered is more qualitative and descriptive in nature looking at behaviors, participation types, quantity and quality of interactions, and verbal outputs. This will be discussed later in chapter 5.

At the beginning, session 1, of the shared reading program the students' individual scores (see table 4.4), as per the scoring rubric in Appendix H were very low. On closer examination the scores within any particular field ranged from zeros, no attempt at output or no attempt at participation to one out of three, utterances being incomprehensible with fewer than 5 utterances per session with utterances only occurring when prompted by the teacher, with the majority of scores being zero out of three (Appendix G). Further division or description beyond the comment line on the record sheet did not show any marked difference. It is hard to delineate further a no response beyond a "0" or notation of no response. As seen in table 4.5 the majority of scores in week one, out of a possible score of "9", were "0"s and "1"s.

Table 4.5: The observation session individual total scores from weeks 1, 4, 7 and 10.

student	week1	week4	week7	week10

ID	score	score	score	score
1	0	3	5	6
2	1	4	6	6
3	2	5	6	6
4	0	2	4	5
5	0	2	4	5
6	1	4	6	6
7	0	3	6	6
8	0	3	6	7
9	3	3	5	7
10	1	4	5	7
11	1	4	5	7
12	0	3	5	6
13	1	4	7	8
14	2	5	6	7
15	1	3	5	6

Other observations included no participation by some of the students with negative/disruptive behaviors and acting out commonly being shown by many of the students. These behaviors typically took the form of anti-social acts against other students i.e. hitting or taking other student's personal belongings, talking in Thai, getting up and running around, crawling under the tables, playing with pencils and other similar actions.

By week four there were definite changes being exhibited by the students. While scores were still low in terms of language production and quality, there were definite signs of change and participation. While the range had remained the same (3) the scores had gone from minimums of 0 and maximums of 3 in week 1 to minimums of 2 and maximums of 5 by week 4. The mode of the scores had risen from 0 at the beginning of the study to (see Table 4.6). This would indicate, based on the descriptors from the rubric that participation had raised from non-participation to a more positive participation with as many as 5 utterances per session. Further examples will be found later in this chapter within the section on qualitative data. Negative behaviors as described previously were far less common or did not occur and signs of positive behaviors in the form of being more settled, listening, student attempts to answer with minimal prompting, book related comments or attempts at predicting future story events.

Table 4. 6: Descriptive statistics comparison of observational rubric scores for weeks 1 and 4

week1 scores		week4 scores	
Mode	0	Mode	3
Range	3	Range	3
Minimum	0	Minimum	2
Maximum	3	Maximum	5
Count (n)	15	Count (n)	15

Within the group the scores went from the initial "0's" and exhibiting negative behaviors to a large number of "1" scores in terms of: language quality (utterances were decipherable), and quantity (numbers went from 0 to 1's) and participation (numbers went from 0 to 1's and 2's).

By week 10 many students were trying to use phrases or short sentences. Their utterances i.e. "We go beach Sunday," were usually in context i.e. during a story about going to the beach or appropriate e.g. "Car red" while looking at an image of a red car even though they were usually not grammatically correct. Responses of this nature are indicatative of the students accessing a greater number of different words when they responded or initiated thus, an increase in both the quantity and variety/quality of language was evident and observed by week ten.

The observations during this study also show that the use of specific comments often facilitated interactions between the students and the teacher such as a general question or statement from the teacher about fast cars when looking at a picture of

a “fast car” even though the car was not mentioned in the story and a response being about a fast car.

Students’ interactions changed when the teachers commented in ways that related to the book such as the teacher describing something in the story. An example of this was demonstrated by student 13 in week 7 during the reading of *Green Eggs and Ham* by Dr. Suess. The teacher commented, “I don’t like green eggs” and the student’s response being “I don’t green eggs,” or related book content to the student’s personal experiences e.g. during the reading of Sheep On A Beach in week 10 the teacher commented “I like to go to the beach,” and a response being, “My family go beach,” (student 13, week 10).

By week 10 they would often parrot, repeating phrases that the teacher had used in previous sessions, in an appropriate fashion, various words and phrases. Examples of this would be a commonly used phrase by the teacher, “That is not good,” being parroted in later sessions when children would describe a situation in the book using the same phrase, “That is not good” without being prompted by the teacher. Improvements and changes of this type continued to be observed over the full ten weeks. Final scoring for this group (Table 4.7) had a: Mode of 6 up from a mode of 0 in week 1 with minimum scores at 5 and maximum scores of 8. In real terms this meant that most students were using single words or short phrases and although sometimes utterances may be out of context or inappropriate more often they were usually in context or appropriate. The number of utterances by each child was usually in the range of 5-10 per session with some children going well over 10

utterances per session. Students at the lower end of the score range would usually only respond when prompted but more than half of the students were active participants and would attempts to take part in question / answer responses without prompting or would attempt to ask questions or make comments frequently (more than 10 times in 20 minutes).

Table 4. 7: Descriptive statistics comparison of observational rubric scores for weeks 7 and 10

week7		week10	
Mode	5	Mode	6
Range	3	Range	3
Minimum	4	Minimum	5
Maximum	7	Maximum	8
Count	15	Count	15

More importantly, in terms of participation and engagement, results from this study also showed that the students displayed significantly more productive language use as well as a greater number of word types by post intervention with scores of 2 or 3 for quantity and quality being recorded by some students.

When we looked at the types of engagement during the analysis of the video from the four sample sessions it showed continuous increases in engagement and output. Furthermore, there were changes and increases in the numbers of word types from incomprehensible utterances and gibberish i.e. non lexical sounds in the first week to nouns or verbs with utterances like “Boy”, “Sheep,” and “Run,” in the fourth week

to noun-verb phrases like “Car go,” and “Boy run,” by the seventh seek and longer phrases such as “Fish in water,” and “I don’t like,” by the end of week ten.

Many of them were also taking more turns and interacting more often by the post-intervention stage as reflected in the scores in Table 4.8 using the rubric from Appendix H. These interactions were also lengthier as measured in the number of words per turn as measured by language output scores increasing from no attempts at utterances in weeks one and two and increasing to more than ten utterances per session by week 10 with students trying to use phrases or short sentences instead of single words and gestures.

Table 4. 8: Example of output data from Scoring Rubric for week 1 and week 10 by observer 1

Student ID #	Language quality	Language quantity	Participation	Week one (1) total	Language quality	Language quantity	participation	Week ten (10) total
1	0	0	0	0	2	2	2	6
2	0	0	1*	1	2	2	2	6
3	0	1	1	2	2	2	2	6
4	0	0	0	0	2	2	1	5
5	0	0	0	0	2	2	1	5
6	0	0	1*	1	2	2	2	6
7	0	0	0	0	2	2	2	6
8	0	0	0	0	2	3	2	7
9	1	1	1	3	2	3	2	7
10	0	0	1*	1	2	3	2	7
11	0	0	1*	1	2	3	2	7
12	0	0	0	0	2	2	2	6
13	0	0	0	1	2	3	3	8
14	0	1	1	2	2	3	2	7
15	0	0	0	1	2	2	2	6
Week 1 rubric scores					Week 10 rubric scores			

*participation scores of “1” with language output scores of “0” could be obtained by a student for a non-verbal positive response to a direct question or comment from the teacher.

Research Question 3

The third question in the study was, “To what extent does ‘Shared Reading’ affect the English language proficiency of young Thai learners with low English proficiency students?” In order to finish answering the last question regarding proficiency we had to have another round of tests to compare the posttest state with the pretest state to examine whether there was in fact a statistically significant difference within the ground as well as individual differences within the group. Again, we used Cambridge YLE “Starter” tests to test the students language proficiency and provide the data to answer this question.

Table 4. 9: Cambridge YLE Starters Test 4-skill pretest –post test scores

Student	Cambridge Pretest Scores				Cambridge posttest scores			
	Speaking (9)	Listening (20)	Reading and Writing (25)	Total (54)	Speaking (9)	Listening (20)	Reading and Writing (25)	Total (54)
1	1	6	4	11	4	10	7	21
2	3	7	3	13	5	12	6	23
3	4	6	4	14	7	11	6	24
4	3	7	6	16	3	13	12	28
5	3	7	4	14	5	12	7	24
6	1	5	3	9	3	11	5	19
7	3	5	4	12	5	7	10	22
8	4	14	8	26	7	17	11	35
9	2	5	4	11	6	8	7	21
10	3	12	2	17	6	17	4	27
11	2	13	5	20	4	18	9	31
12	2	10	4	16	6	14	7	27
13	1	2	4	7	3	6	7	16
14	1	3	3	7	3	7	7	17
15	3	11	7	21	6	14	11	31

When the raw data in table 4.9 is examined we can indeed see individual gains, especially in the listening portion of the test. We also see individual gains from all students with no negative differences in the scores among the other 3 skills as well. It is worth pointing out here that in absolute terms the overall gains by some students is quite impressive. The case of student 4, while his speaking score did not improve significantly his listening and reading scores virtually doubled with listening changing from 7/20 to 13/20 and writing going from 6/25 to 12/25 and an overall gain of 12/54 or a gain of 22% over the ten weeks. This was not a singular instance. Again, looking at the raw data we see that other students had gains that were typically in the range of 9/54 – 12/54 with total scores increasing on average about 10/54 or gains on the order of about 20% overall.

For a more complete analysis we again used a Sign Test. The reason for using the Sign Test was the lack of symmetry in the data disallowing the use of the Wilcoxon rank test and the small sample size ruling out the use of the more common t-Test. The sign test is used to determine whether the median difference between the two time points is statistically significantly different to zero. For a sign test, the null hypothesis is tested in terms of the median difference between the paired values, not the difference between the medians of the two trials themselves.

If our research question is, “To what extent does ‘Shared Reading’ affect the English language proficiency of young Thai learners with low English proficiency,” then our null hypothesis is that there is no difference in attitudes of young Thai learners with low English proficiency after being in the Shared Reading program. The alternative

hypothesis is that there is a difference in attitudes of young Thai learners with low English proficiency after being in the Shared Reading program.

H_0: the median difference between the paired values is equal to zero.

H_A: the median difference between the paired values is not equal to zero.

Table 4. 10: Difference in median from pretest to posttest

Cambridge pretest	Cambridge posttest	difference
14	24	10

Fifteen students participated in a shared reading program to determine what extent shared reading has on the English language proficiency of young Thai learners with low English proficiency. Data are medians unless otherwise stated. Students had higher proficiency scores in the post program Cambridge test (24.000) than the pre-program Cambridge test (14.00); a median difference of 10.00

Of the 15 students who participated in the Shared Reading program all of them showed an improvement in English language proficiency (Figure 4.2) when compared to the pre-program English language proficiency test with no negative differences being recorded in the post survey minus the pre survey.

Fifteen students participated in a shared reading program to understand to what extent shared reading would affect their English language proficiency as measured by examining pre and post program English language proficiency tests that reflect their English language proficiency. An exact sign test was used to compare the differences in English language proficiency between pre and post program states. The post program stage showed a statistically significant median improvement (table 4.8) in attitude with a difference of 10.00 compared to the pre-program state, *z*= 3.615, p= .000.

Table 4. 11: Hypothesis test summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Post-Survey and Pre-Survey equals 0.	Related-Samples Sign Test	6.10E-51	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

1. Exact significance is displayed for this test.

Based on the results of this test we reject the null hypothesis and accept the alternative hypothesis that there is a statistically significant difference in attitudes of young Thai learners with low English proficiency after being in the Shared Reading program.

Support for that also comes from the qualitative analysis provided by Cambridge on the certificates that were awarded to the students. The evaluation, based on the certificates from Cambridge ESOL at the pretest state indicated that

> At this level the students were able to understand only some of the instructions and questions and they required a lot of support in the form of slowing down, repeating, or using backup questions and gestures. Most utterances from the students were inappropriate or unarticulated. Their speech was often difficult to understand. There was no ability to read or write answers to questions in the reading/writing portion of the test.

As seen in Table 4.8 Pretest Scores the result of the pre-test was as anticipated based on English grades from the students' previous academic year. Test scores tended to the low end of the scale with the overall mean score of 14.46 / 54 or on the Cambridge scale placing the students well below the CEFR A1 level

> Level A1 is the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organized repertoire of situation-specific phrases. (Vibulphol, 2016)

At the post-intervention state we also used Cambridge YLE "Starter" tests as our proficiency test. We chose to use parallel tests provided by Cambridge ESOL rather

than using the same pre-test. We did this in order to reduce the likelihood of increases in proficiency based on remembering from the previous test.

Regarding language proficiency, based on the results of the post test, it was observed based on the evaluation certificates from Cambridge ESOL that

> Students understood most of the instructions and questions while still needing frequent support. Many utterances were appropriate and while still minimal often were more than one word in length. The speech was easier to understand. There were still large gaps and shortcomings in their general reading and writing and most students remained at the preliterate or early literate stage with a basic understanding of letters, sight words and format for reading and writing i.e. the letters and words go from left to right and top to bottom.

Table 4. 12: Comparison of descriptive statistics for the YLE pretest and posttest results

	Pretest	Posttest
Mean	14.45833333	25
Median	14.5	24.5
Mode	11	21
Standard Deviation	5.038798741	5.816019855

Numerically, as shown in Table 4.9 (page 78) Posttest Scores, the tests were much better. When the results were examined, (Table 4.12) we saw a ten point change in

the mean, the median, and the mode with 25, 24.5 and 21 being recorded respectively; up from 14.5, 14.5 and 11. With a standard deviation of 5.8 points at the post test it would be safe to say as a secondary validation of the sign test that a 10 point increase in the scores with a 1.7 standard deviation shift in the curve, from the pre-test to the post test state would be significant.

This improvement in proficiency moved the majority of the students from well below A1 or unmeasurable levels of proficiency to just below A1 levels. In a few cases, like student 13, a low A1 level of proficiency was actually demonstrated on the post test. Cambridge scores are graduated to 20 points per CEFR level so we were actually able to measure from the equivalence of one full level below A1 to low A1 with the starters test.

The specific descriptors of the subdivisions within each of those levels are proprietary to Cambridge ESOL / UCLES and are not available to me for use in this paper other than the numerical scores and general descriptors of the overall level as indicated earlier in this paper.

While these gains were significant we do need to mention that the sample was very specific in nature and the sample size was very small, n=15. We would not be able to state that the effect would be true for the general population nor could we even extrapolate the results to other similar groups.

At the post-intervention state we also used parallel Cambridge YLE “Starter” tests rather than use the identical pretest as our proficiency test. We did this in order to reduce the likelihood of increases in proficiency based on remembering from the previous test.

Regarding language proficiency based on the results of the post test it was observed based on the evaluation certificates from Cambridge ESOL that most students understood most of the instructions and questions while still needing frequent support. Many utterances were appropriate and while still minimal often were more than one word in length. The speech was easier to understand. There were still large gaps and shortcomings in their general reading and writing and most students remained preliterate.

When we look at all 3 sets of scores, attitude change, increases in participation, and changes in proficiency we do find some anomalies. For example, student ID #1 had sessional scores (participation) that went from 0/9 to 6/9, a significant improvement showing very active participation, proficiency scores that went from 11/54 to 21/54 (a gain of approximately 20%) but his attitude score only went from 16 (very negative) to 20 (still very negative).

On the other side of that anomaly we find cases like student #4 who had a gain of 12/54 (22%) on his overall proficiency test, the best improvement from the sample, but still showed no gain (3/9 to 3/9) on the speaking portion of his test. He showed a gain of 5 (17 to 22) on the attitude survey (16-26 is negative, 27-37 is neutral) and

scores of 2, 2, 1 up from 0, 0, 0 (quality, quantity, participation) during the participation portion of the program.

Then there are cases like student #13 who showed final participation score of 8/9, up from 0/9 but who also showed one of the lowest improvements in proficiency 9/54 or 16.7%. There was however a significant change in his attitude toward learning English with a score going from 17 (highly negative) to 30 (mid-range neutral). This was the second best improvement in attitude (13 points).

And the last case to look at was student #14 who showed the greatest overall change in attitude (14 points) going from highly negative (17) to mid-range neutral (32) but still showed only marginal improvements in proficiency, a gain of some 18% across all 4 skills.

Chapter 5: Discussion, Conclusions and Recommendations

Summary of the Study

In this study we were examining a test group comprised of the fifteen academically lowest performing, lowest English proficiency students in grade two at the school. The academic context is a primary education school, offering a bilingual program, and located in West-Central Thailand. Our objectives for this study were threefold: to investigate the effects of Shared Reading on students' attitudes toward learning English over a ten week period, to investigate the effects of Shared reading on the levels and types of engagement observed as participation, language quantity output as measured by frequency of utterances per session, and language quality output as measured by the appropriateness of utterances by students during the shared reading time and to investigate the effects of Shared Reading on the English language proficiency of the students.

In brief, to answer the research questions in a succinct manner, to what extent does shared reading effect a change in attitude, engagement and proficiency of young Thai learners with low English proficiency the extent is significant. Changes in attitude, as a group, were significant statistically as well as observationally with positive changes in behaviors evident during the Shared Reading program. Engagement has improved, as a group, significantly with positive changes in behavior as well as increases in participation, language quantity and language quality. Proficiency improvements, at the group level, were significant in absolute terms as well as being statistically significant.

Shared reading seems to provide an excellent linguistic environment for learning. We see multiple hypotheses and theories such as Krashen's Input Hypothesis with comprehensible input and the properties of Engagement Theory in practice. It is for this reason that it seems to facilitate rapid increases in oral language skills on the whole even while there are some individuals, referring back to student #4 whose gains were not necessarily in the oral language skills.

The results of this study demonstrate that shared-reading interventions can have demonstrable positive effects on the emergent language skills of low proficiency Thai children who also otherwise exhibit poor academic performance. These positive effects were obtained with only a limited amount of intervention (about 1 hour per week) beyond the core curriculum's prescribed 1 hour per week of English language instruction. On average, children in the intervention groups received about 10 hours of additional exposure time to shared-reading activities as a result of this study (i.e., 20 sessions at 30 minutes per session). Results also indicated that the effects of shared-reading interventions were more similar than different with this population of children when compared to more general populations (Bakewell, 2015; Im & Bakewell, 2008).

In this particular study, the sample was too narrow to extrapolate the data to the larger population but when coupled with current literature in this topic area from other regions e.g. Baroody and Diamond (2014) the Big Books and other projects undertaken in Singapore by Charlene Tan and others (2005) and past research in other regions by researchers such as Francis Mangubhai and Warwick Elley (1983),

Stephen Krashen - KOTESOL 2011, Learning from Picturebooks: Perspectives from child development and literacy (Vibulphol, 2016), A Shared Reading Intervention (Harmer, 1998) and others it strongly suggests that shared reading may well be an easily adoptable option for younger EFL classes who are just beginning their language learning and are still functionally preliterate.

Key Findings and Discussion

As a study with three separate questions we need to consider each question separately and then consider the combination of the three questions in relation to the study.

Research Question 1

The first objective of this study was to "determine if a positive change from what has been perceived as a negative experience toward learning English can be made in the students' attitudes within a short time span of time by using Shared Reading," and the research question was, "To what extent does 'Shared Reading' affect the attitudes of young Thai learners with low English proficiency students?"

When considering the first question regarding a shift or change in attitudes it appears clear from the findings from the survey analysis that attitudes were changed for the better with students going from "Not interested in learning English" or "Not

interested in learning in English" at the beginning of the study to the opposite state, "Interested in learning English" by the end of the study. As a group, statistically, this is found to be true. Individually the results were more mixed with the majority of students, while showing improvements, still largely remained in the marginally negative attitude range on the survey. There were only four out of 15 students who actually changed from negative (16-26) to the neutral (27-37) range. That said, with the minimum score, strongly negative, being 16-17 six more students went from scores of 16-17 or scores of 25-26 (threshold of neutral) giving us a total of nine students out of 15 making that change in attitude.

The change, as a group, was statistically significant, as seen in the numerical analysis based on scores provided with the survey from PAR and also apparent from observations of participation and positive behaviors during the shared reading session as well. Statistically there was also a clear positive shift in the attitudes with the skew moving from the far left toward the right and a more natural bell curve being indicated from the descriptive statistics.

According to other works cited earlier in this paper by authors like Lilian, 2012, Dehbozorgi, 2012 or the studies done such as The Impact of Clinic-Based Literacy Intervention on Language Development (Mendelsohn et al., 2001), Impact of Early Literacy on Language Skill (Theriot et al., 2003), and Exposure to "Reach out and Read" and vocabulary outcomes in inner city preschoolers (Sharif et al., 2002) there was a good indication that a shared reading intervention program here in Thailand would have a positive effect on attitudes here as it has in other cultures and other

parts of the world. It would appear that this has in fact been born out in this case and this context with the positive shift in attitudes demonstrated in this study.

Research Question 2

When considering the second objective, "investigate the effects of Shared reading on the levels and types of engagement observed as participation, language quantity output as measured by frequency of utterances per session, and language quality output as measured by the appropriateness of utterances by students during the shared reading time," and the related research question, "To what extent does 'Shared Reading' effect a change in the engagement in learning of young Thai learners with low English proficiency students?" We can answer the question and say that shared reading can effect a significant change in the levels and types of engagement.

There were changes and increases in the numbers of word types from incomprehensible utterances and gibberish i.e. non lexical sounds in the first week to nouns or verbs with utterances like "Boy", "Sheep," and "Run," in the fourth week to noun-verb phrases like "Car go," and "Boy run," by the seventh seek and longer phrases such as "Fish in water," and "I don't like," by the end of week ten.

These reflect a wider variety of lexical items; in essence an increased quality of language production by the students (Blewitt & Langan, 2016) with students going from no attempts at utterances in weeks one and two to using single words or short

phrases by week four even though some of those utterances were out of context or inappropriate.

The reciprocal nature of the interactions between the teacher and the students seemed to improve in several ways. As the teacher's use of specific comments increased the quantity and quality of utterances per interaction also increased. Students tended to respond with higher frequency to more specific comments or general questions rather than to more general comments. "I like to play in the sand. Do you play in the sand?" asked generally and responded to by several students or "I like to play in the water,' with follow-up comments by several students, usually to agree, "I like water play," or disagree with the statement "I don't play water."

Observations during the qualitative portion of this study indicated that, like the findings from Skinner and Belmont (1993) , Chapman (2003), Gonzalez et al. (2014a), Kaderavek, Pentimonti and Justice (2013) students tended to increase their interactions and comments when the teacher commented in a way that related the story content to real-life experiences i.e. talking about going to the beach during the reading of "Sheep on the Beach". The students would often attempt to comment on similar occurrences in their own life i.e. other animals on the beach or other experiences i.e. discussing going to the beach when gong to the beach was a topic in the book. Other students would also comment without prompting. The number of students involved in any particular discourse would vary depending on their own personal experiences in relation to the subject at hand. In some instances it would

only be one or two and in other instances it was as high as eight or nine involved in making comments or making a response in relation to another students comment.

In the Kearsley & Schneiderman (1999) framework, they explain that the fundamental idea underlying engagement is that learners must be meaningfully engaged in learning activities through interactions with others. They go on to suggest that, to be truly engaging, learning tasks should occur in a group context and have an outside, authentic focus. The observations from this study seem to substantiate that framework.

It also appeared that these young learners are somewhat sensitive to the various reading styles used by the teacher, perhaps because of observational learning. They tended to modify their comments to match the teacher's style e.g. (Teacher) "They went to the beach to play," and (student 13, week 10) "Me went to beach to play" during the reading of "Sheep on A Beach".

The frequency of children's use of assertive and responsive conversational acts during the first few reading sessions was very low; often zero. As the sessions progressed the use of assertive and responsive acts increased in frequency and duration. By the end of 10 weeks, most of the children's utterances were assertive acts. All of the children responded to specific comments as least as often as they did to more general comments. In many instances, they were asking for more information or attempting to predict the next event trying to tell the teacher what

would happen on the next page i.e., “prince fight dragon”, “red car win”, “blue car break.”

While the average length of the book reading during a session varied somewhat, it is important to note that reading time was not dependent on book length. While most books were between 30 and 60 pages in length, the average reading time ranged from, 12 to 16 minutes with the remainder of the time spent on comments, questions, answers, student predictions, etc. Shorter books sometimes produced longer interactions and vice versa.

Students were very much in tune with the teacher during the reading sessions. As the teachers comments increased the number of student interactions and self-initiated responses also increased. The majority of those responses were of an assertive nature, e.g., “Cat will out”, “Mother will angry”, and nearer the end of the study, “Car will go up”. There were far fewer general comments, e.g., “car blue”, “sister sleep”.

Furthermore, there were changes and increases in the numbers of word types from gibberish to nouns or verbs e.g.: “Boy”, “Sheep,” and “Run,” to noun-verb phrases e.g. “Car go,” to longer phrases e.g. “Fish in water,” and “I don’t like,” reflect a wider variety of lexical items; in essence an increased quality of language production. Students went from no attempts at utterances or incomprehensible utterances and gibberish i.e. non lexical sounds in weeks one and two to using single words or short

phrases by week four even though some of those utterances were out of context or inappropriate.

Participation levels increased from a state of no participation in the first session coupled with negative, disruptive behaviors as suggested would occur in Millen (2004) to a state of active participation by the twentyieth session with no disruptive behaviors being exhibited. The numbers of individual student interactions also increased going from “0” in the beginning to more than 10 interactions per student per session by week 10.

We also noted that as well as the number of interactions (participation) increasing the quantity of language (number of words per interaction) and quality of language (comprehensibility and relevance of student output) also showed marked increases. In the beginning the output was generally minimal – single words or incomrehensible utterances and giberish. By week 10 the output, rather than single word responses or comments was often multiple word groups or phrases and occasionally attempts at sentences. The outputs were usually appropriate to the context of the discourse.

Responding to the objective, to what extent are the changes we can say with some certainty based on the observations above that the shared reading intervention program showed not only high levels of change in participation but also improvements in behaviors, qualtity of language output and quality of languge output.

Research Question 3

We then have to consider the third question, “To what extent does shared reading effect a change in proficiency.” Data analysis pre and post showed both statistically and in absolute terms a significant improvement in proficiency that probably occurred as a result of Shared Reading. While the group results showed progressive improvements between the pre and post program state there was some variance within the group. The students were able to demonstrate through practice during the sessions and in post intervention proficiency tests that gains in proficiency can and do occur.

On the measured proficiency tests the gains varied between students but in the gains were typically about one half of a level on the CEFR scale, with gains ranging from 9-12/54 on the tests over the 10 week period. Not surprisingly the largest gains were in the listening scores with 6 students showing gains of more than 25%. The gains in the speaking portion of the test were comparable in percentages with gains of 2-3 out of 9 (22-30%) being shown by fourteen (14) out of fifteen (15) students with only one (1) showing no measureable improvement. We strongly suspect that this trent in those improvements in proficiency are due to a combination of comprehensible inputs (S. D. Krashen, 1985), engageing activities (Marcum, 2014) and a positive shift in attitudes (Dehbozorgi, 2012).

While shared reading is not widely used in the Asian context the results of the observations, when coupled with the measurements in changes in attitude in this study, and the changes in proficiency are insufficient to provide evidence of correlation between the three variables. They do however stongly suggest possible causation and appear to reconfirm previous literature and studies from other regions of the world linking attitude with engagement (Bland, 2013; Blewitt & Langan, 2016; Block, 2003; Vibulphol, 2016), attitude with proficiency (Blewitt & Langan, 2016; Chapman, 2003; Cole, 1996; Vibulphol, 2016) and engagement with improvements in proficiency (Sharif et al. 2002; Hemmings and Kay 2010; Cartford, Kittok & Lichtman, 2015).

This study specifically focused on shared reading to provide an important environment in which young children can gain valuable early literacy and language skills through engagement. In their paper, Baroody and Diamond (2014) tell us that their findings suggest that both the environment and children's participation are related to their early language and literacy skills. They go on to say that while relatively little work has examined the role of literacy interest and engagement in young children within the young children's classroom setting and that their study also focused on the classroom as an important environment in which young children can gain valuable early literacy and language skills through engagement during shared reading.

Limitations of the Study

This study has some characteristics a number of factors that might limit the generalizability of the results. In this particular study, the sample was very narrow i.e. fifteen students with low academic performance coupled with low English proficiency. It would not be appropriate to extrapolate the data to a larger population or even other populations of similar students.

The participants of this study were all suburban children in west-central Thailand whose socioeconomic status was predominantly middle class. Socioeconomic factors are known to have an impact on learning and they were not taken into consideration for this study.

The "Why" they are in that "Low academic performance coupled with low English proficiency" category was not examined as part of this study. It appears that the "Why." question could have an impact on this or future similar studies. Within this particular test group, there were two students who have been diagnosed with mild to moderate ADHD and two with FAS (Fetal Alcohol Syndrome) and it is likely that there are other developmental issues at play with some of the other students as well as those students who come from broken homes and single parent families. A proper psychological or background analysis rather than a simple interview-survey would probably be appropriate to identify and quantify those issues.

For reasons of practicality the time frame for the study was very short; only 10 weeks for a total of 20, 30-minute sessions. With the observance of the trends exhibited a more longitudinal study would probably yield better results.

Replication of the study to confirm the results would be appropriate.

Pedagogical Implications

While little research exists on shared storybook reading practices within the Asian context the evidence from this study shows positive effects. While differing levels of success were evident, the students showed subsequent increases in the overall quantity of language produced as well as variety. The children's increase in productive language is likewise an intermediary step toward targeting specific reading skills such as vocabulary or comprehension.

Other issues that would need to be dealt with are the extraneous issues that the students bring to school with them: their family issues, behavioral issues, learning disabilities, etc. Many external factors did, at some time during the study, affect the subjects of the study. It may have been raining; they may not have eaten breakfast, they may have had a fight with their parents or their parents may be fighting, they did not get enough sleep, etc. In this particular group, there are many factors that have created the need and special case. That is partially why these students were identified (as noted in the background of the study) and was why we chose this particular intervention.

Typically, unlike better performing or higher proficiency students, this particular group largely does not have access to outside interventions such as language tutorial classes. In most cases these parents are unable or unwilling to spend the money on tutorial classes for children whose performance is so poor. Certainly, in our own case as their school, we have full access to their demographic information and at the end of the study that data was examined post facto (socio-economic factors are commonly associated with these types of problematic learners) but not included as part of this discussion since, without a control group, it did not seem relevant.

As teachers we can control the variables inside the classroom. The factors outside the classroom may affect individual students on any particular day but are unlikely to affect all students on any given day and while a small portion of the pre/post test results may be affected the influence of confounding variables can largely be negated over the length of the study.

While the pre/posttests provide a snapshot of overall change when looked at as a group over time the data is reinforced by the use of the holistic rubric used to take regular snapshots of classroom activity in regards to attitude, positive engagement stemming from improvements in attitude, and triangulation of data streams. While proficiency is not a specific goal of the intervention itself it was an anticipated, positive side effect of the intervention and as such it needed to be measured to confirm or deny the possibility of positive changes.

Further to that, the intent of this particular study was to show that the intervention will work without regard to those outside factors. Despite these side issues, it must be noted that the method did work as anticipated although there was no control group for a direct comparison of gains due to the treatment and the levels of improvement did show some variance. That said, in absolute terms, the results were measurable and when compared to the students past performance is significant in and of itself.

Teachers can use the same facilitative interaction patterns during shared reading that are used in conversation to support language acquisition. As an example, teachers can use semantically contingent utterances that continue topics begun by the student. Scaffolding techniques used during the shared reading sessions also prompts children to use more complex language i.e., multiple words or short phrases instead of single word utterances.

The possibility of increased academic skills through primary language shared reading, such as improved listening comprehension and critical thinking, looks promising for educators and deserves much more investigation. Theories of cross-linguistic transfer suggest that literacy skills learned explicitly or implicitly in a primary language would transfer to a second language and vice versa.

Regardless of the language of the reading and dialogue, the implementation of shared reading strategies has the possibility to enhance children's comprehension, vocabulary, and other reading skills that will aid in their academic skills.

Suggestions for Further Research

While there are a number of studies in relation to motivation and language learning in older students there are a number of questions that arose from this study in regards to attitude and the links between attitude, motivation and language learning in lower primary school children; an area with a dearth of information. Some of those questions included does attitude affect motivation or does motivation affect attitude in regard to language learning. Was it the material, the method or a combination of the two that affected attitudes? What effect would occur if changes were made to either of them?

The survey used in this study was a simple tool to look for a change in attitude from negative to positive. While a more detailed analysis of this "change in attitude phenomena" that we observed is not possible with the data that we collected it would bear further research to look into the "why the changes" more deeply than just occurring as a by-product of engagement or the methodology of shared reading. A co-relational study looking at the relationship between attitudes, shared reading and changes in proficiency are certainly a point of interest. A longitudinal study comparing changes in behaviors and proficiency are also of great interest after seeing the trends from the observations made of the sessional tapes. It might prove useful to repeat the study over a longer period to determine if the trends would continue or simply plateau as interest begins to wane. Another point of interest would be to come back to the students after some period of time to see if the behaviors of those

students would continue or have abated due to external factors. It would also be interesting to see if the gains would be kept or lost during the intervening period.

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APPENDIX

Appendix A- Shared Reading - Description of the Mechanics of the Method

This is a treatment whereby the teacher selects a book or other age and level appropriate material then reads to the students in a “story time” setting where the students sit where they can see and follow along in the book.

The teacher will begin by examining the book cover with the class and elicit responses from the students based on the book cover then ask the students to predict the contents based on the cover illustration and title. This elicitation from the students should activate any background knowledge that the students may have, prepare them for working in English as well as creating additional interest in the story itself.

The teacher will then open the book and begin to read. The teacher can use the opportunity to use gestures, pictures and recasting to introduce and explain vocabulary during the reading. The teacher’s interpretation of a story through gestures, graphics and pictures, and supplemental explanation is essential. This will allow for extended vocabulary learning in context by making the student inputs comprehensible and scaffolding information and language as the students acquire lexicon.

Students are permitted to ask questions or make comments during the reading of the story. Activity, self-determination (one chooses to engage; assignment invalidates the process) and direct participation are essential components of engagement and should be encouraged.

The teacher also elicits responses from the students during the reading of the page as a means to gauge comprehension, look at predictive factors, and look for signs of language acquisition through general language use and increases in at attempted language output.

The teacher will continue reading in this manner for about 10 minutes or so. The teacher will then conclude the reading period.

In the post-reading phase of the class the reading is followed by a short, teacher-moderated discussion of the story and conducting additional 'after-reading activities' such as:

- Allowing time and space for spontaneous reaction and comments.
- Asking about parts the children enjoyed most or least.
- Asking questions about the story line (e.g. why certain events took place)
- Asking questions relating the story to the children (e.g. have they experienced something similar or how would they do things differently?)
- Asking the children to recast / retell the story in their words to further confirm comprehension as well as appropriate language production.

This phase of the reading time allows for further participation by the students to continue to create an atmosphere conducive to making positive changes in attitude as well as a further opportunity for engagement and language production by the students. If appropriate, the teacher can focus on repetitive elements such as phrases, rhymes, chants or chorus. Ask children to repeat or join in.

Appendix B- Shared Reading – Example activity plan

Timing	Teacher's role	Students role
Move 1	Warm-up exercise – reading song. Get ready to read.	
2 min.	• The teacher will lead the song and dance.	• Students will listen, attempt to sing along, and dance.
Move 2	• Introduce the story	
2 min.	• Show and discuss the book cover's title and illustration. Use descriptive words. • Invite predictions about the story.	• Watch and listen. • Tell what you see. • Predict what the story is about.
Move 3	• Read the Story.	
10-15 minutes - Read the Story.	• The teacher should be dramatic, showing obvious delight in both the storyline and the language. • Use gestures and pictures to reinforce vocabulary and understanding. • Recast as needed to improve comprehension. • Use TPR actions to reinforce vocabulary. • Use listen/repeat drills to focus on phonological features of the language. • If appropriate and convenient, pause and	• Listen to the story. • Say what you feel. • Make actions that correspond to the story. • Make comments. • Repeat words. • Answer questions. • Ask wh-questions.

	invite predictions. • Point to the words in the text to demonstrate the conventions of print. • Ask BRIEF questions to measure comprehension and spur curiosity.	
Move 4	• Conclude the Reading Period:	
5-10 minutes	• Ask questions about the story line (e.g. why certain events took place) • Ask questions relating the story to the children (e.g. have they experienced something similar or how would they do things differently?) • Allow time and space for spontaneous reaction and comments. • Ask about parts the children enjoyed most or least. • Conduct Additional After-Reading Activities: • Ask the children to retell parts of the story in their words. • If appropriate, focus on repetitive elements such as a phrase, chant or chorus. Ask children to repeat or join in.	• Answer questions • Ask questions. • Make comments.

Appendix C- Survey Sample Questions (in English and Thai).

Adapted from PAR survey, Psychological Assessment Resources Inc. 16204, North Florida Avenue, Lutz, Florida, 33549. Original survey by Adele Eskeles Gottfried (1988).

Directions to teacher:

คำชี้แจงให้กับครู

Read all directions and items aloud to the child.

อ่านคำชี้แจงและข้อความแต่ละข้อให้เด็กฟัง

Say to the child, I'm interested in finding out what you think about English. The reason I'm interested is so that I can find out more about what you like and what is most interesting to you. There are no right or wrong answers to any of the questions and this is not a test. I only want to find out what you really think and hope that you will answer the best that you can. Please give your very own answers.

บอกกับเด็กว่า ฉันสนใจอยากจะรู้ว่าคุณคิดอย่างไรกับภาษาอังกฤษ เหตุผลที่สนใจคือเพื่อฉันจะได้รู้ว่าคุณชอบอะไรและอะไรที่เพื่อฉันจะได้รู้ว่าคุณชอบอะไรและอะไรที่น่าสนใจที่สุดสำหรับคุณ ไม่มีคำตอบของคำถามที่ถูกและผิดสำหรับและไม่ใช่ข้อสอบ

คำถามที่ถูกและผิดสำหรับและไม่ใช่ข้อสอบ ฉันเพียงต้องการจะหาว่าคุณคิดอะไรจริงๆและหวังว่าคุณจะให้คำตอบที่ดีที่สุดเท่าที่

และหวังว่าคุณจะให้คำตอบที่ดีที่สุดเท่าที่คุณจะทำได้ กรุณาให้คำตอบของคุณเอง

Each question can have a different answer. When I read the question, think about whether it is VERY TRUE for you; A LITTLE TRUE, or NOT TRUE. I will not tell anybody your answers.

ในแต่ละคำถามสามารถตอบได้หลายคำตอบ เมื่อฉันอ่านคำถาม ให้คิดว่าข้อความนั้นเป็น "จริงที่สุด" "ค่อนข้างจริง "หรือ" ไม่จริง "สำหรับคุณ ฉันจะไม่เอาคำตอบคุณไปบอกใคร

Here is an example:

ตัวอย่างเช่น

I like ice cream. Is this VERY TRUE, A LITTLE TRUE or NOT TRUE?

ฉันชอบไอศกรีม "จริงที่สุด" "ค่อนข้างจริง "หรือ" ไม่จริง?"

I like chili. Is this VERY TRUE, A LITTLE TRUE OR NOT TRUE. I will not tell anybody your answers.

ฉันชอบพริก "จริงที่สุด" "ค่อนข้างจริง "หรือ" ไม่จริง?" ฉันจะไม่เอาคำตอบของคุณไปบอกใคร

บอกใคร

If you have any questions, or you don't understand something, please let me know.

หากคุณมีคำถามหรือไม่เข้าใจอะไร กรุณาบอกให้ฉันทราบ

* The teacher doing the interviews is a fully bilingual Thai – English speaker and the directions to the teacher and directions from the teacher to the student were fully understood without translation.

** These translations (instructions to the teacher and instructions from the teacher) are provided merely for convenience should this study be replicated elsewhere or be done by a Thai teacher or interviewer who is not fully bilingual.

Directions: Say to the child: These questions are about English.

คำชี้แจง: จงอ่านให้เด็กฟัง คำถามเหล่านี้เกี่ยวกับภาษาอังกฤษ

Think about English class when you answer.

ให้นึกถึงชั้นเรียนภาษาอังกฤษเมื่อคุณตอบคำถาม

1. I like learning new things in English.

   ฉันชอบเรียนรู้สิ่งใหม่ ๆ เป็นภาษาอังกฤษ

2. English is not interesting.

ภาษาอังกฤษไม่น่าสนใจ

3. I feel good inside when I learn something new in English.

ฉันรู้สึกดีเมื่อฉันได้เรียนรู้อะไรใหม่ๆเป็นภาษาอังกฤษ

4. I like to do as much work as I can in English.

ฉันชอบทำงานให้ได้มากที่สุดเท่าที่จะทำได้ในภาษาอังกฤษ

5. I don’t like to practice new English work.

ฉันไม่ชอบฝึกปฏิบัติงานภาษาอังกฤษใหม่ๆ

6. I would like to learn more about English.

ฉันต้องการที่จะเรียนรู้ภาษาอังกฤษเพิ่มเติม

7. English is my favorite subject.

ภาษาอังกฤษเป็นวิชาที่ฉันชอบ

8. I think doing English is fun.

ฉันคิดว่าทำงานเกี่ยวกับภาษาอังกฤษนั้นสนุก

9. I don’t like to figure out new English sentences.

ฉันไม่ชอบคิดถึงประโยคภาษาอังกฤษใหม่ๆ

10. I like to do hard English work.

ฉันชอบทำงานภาษาอังกฤษที่ยากๆ

11. I like to find answers to questions in English.

ฉันชอบที่จะหาคำตอบให้กับคำถามภาษาอังกฤษ

12. I enjoy doing English.

ฉันสนุกกับการทำงานภาษาอังกฤษ

13. I don’t give up until I understand my English work.

ฉันไม่ยอมแพ้จนกระทั่งฉันเข้าใจงานภาษาอังกฤษของฉัน

14. I would not like to learn more about English.

ฉันไม่ต้องการที่จะเรียนรู้ภาษาอังกฤษเพิ่มเติม

15. I think English is interesting.

ฉันคิดว่าภาษาอังกฤษน่าสนใจ

16. I think working with words is fun.

ฉันคิดว่าการทำงานกับคำศัพท์นั้นสนุก

Appendix D- Survey Score Sheet with Numerical Evaluations Legend Below

Adapted from PAR survey, Psychological Assessment Resources Inc. 16204, North Florida Avenue, Lutz, Florida, 33549. Original survey by Adele Eskeles Gottfried (1988).

Name _____ Gender _____

Age_____ Date of Birth _____/_____/_____

Date / Month / Year

Directions: circle the child's answer.

1	VT	LT	NT
2	VT	LT	NT
3	VT	LT	NT
4	VT	LT	NT
5	VT	LT	NT
6	VT	LT	NT
7	VT	LT	NT
8	VT	LT	NT
9	VT	LT	NT
10	VT	LT	NT
11	VT	LT	NT
12	VT	LT	NT
13	VT	LT	NT
14	VT	LT	NT
15	VT	LT	NT
16	VT	LT	NT
Totals			

Items:1,3,4,6,7,8,10,11,12,13,15,16

Score: Very True =3, A Little True = 2, Not True = 1.

Items: 2,5,9,14 Score: Very True =1, A Little True = 2, Not True = 3.

Appendix E– Back Translation, Conforming Conceptual Equivalence and Linguistic Equivalence (Decentering) Confirmation

Several experts were used during the process of translation from English to Thai, back translating to English and confirmation of the semantic content, conceptual equivalence and linguistic equivalence.

Miss Tannapong Insawong is currently employed as an English EFL teacher. She is a native speaking Thai with high English competency. She was used to do the original translations from English to Thai.

Mr. Kriengkrai Sakulprasertsri is an English language instructor at the Language Institute of Thammasat University in Bangkok, Thailand.

Ms Nipaporn Kamhanpon is the Head of Academic Coordinators of the Intensive English Program at Phraharuthai Donmuang School in Bangkok, Thailand.

Miss Patcharin Kunna is the Head of Foreign Language Department of Srinagarindra the Princess Mother School, Phayao, Thailand.

Paksaran Limsukon is a TOEIC instructor in Bangkok, Thailand.

These four are native Thai speakers with high English proficiency. They were used to provide the back translations from Thai to English.

Mr Adrian Cawley is the Cambridge ESOL examination supervisor with the Cambridge TH054 Language and Assessment center located in Suphanburi, Thailand.

Dr. Ben Isselhardt is a professor emeritus from The University of Iowa, USA. He is currently working as a volunteer with Language Services Thailand in Suphanburi, Thailand.

These two native English Speakers provided the semantic content confirmation between the English original questions and back translated English questions.

Appendix F- Raw Data Scores from the Survey

Individual results															
Pre Program Survey															
ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
question	Results														
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	2	2	3	2	2	3	2	3	2	3	2	3	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

11		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Post program Survey

ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
question	Results														
1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	2
2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	2
3	2	2	2	2	3	3	3	2	3	3	2	3	3	3	3
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	2	2	2	2	2	2	2	2	2	2	2	2	2	3	1

7	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1
8	1	1	1	1	2	2	2	2	2	2	2	2	2	3	2
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
15	2	2	2	2	2	2	2	2	2	2	3	3	3	3	2
16	1	1	1	1	1	1	2	2	2	1	2	2	2	2	1
total	20	21	21	22	25	25	26	25	26	25	27	28	30	32	24

Appendix G- Complete Sessional Scores from Weeks 1 & 10

Sessional scores weeks 1 & 10 - observer 1

Student ID	Week 1 rubric scores			week 1 total	Week 10 rubric scores			week 10 total
	Quality	Quantity	Parti-cipation		Quality	Quantity	Parti-cipation	
1	0	0	0	0	2	2	2	6
2	0	0	1	1	2	2	2	6
3	0	1	1	2	2	2	2	6
4	0	0	0	0	2	2	1	5
5	0	0	0	0	2	2	1	5
6	0	0	1	1	2	2	2	6
7	0	0	0	0	2	2	2	6
8	0	0	0	0	2	3	2	7
9	1	1	1	3	2	3	2	7
10	0	0	1	1	2	3	2	7
11	0	0	1	1	2	3	2	7
12	0	0	0	0	2	2	2	6
13	0	0	0	0	2	3	3	8
14	0	1	1	2	2	3	2	7
15	0	0	0	0	2	2	2	6

Sessional scores weeks 1 & 10 - observer 2

Student ID	Week 1 rubric scores			week 1 total	Week 10 rubric scores			week 10 total
	Quality	Quantity	Parti-cipation		Quality	Quantity	Parti-cipation	
1	0	0	0	0	2	2	2	6
2	0	1	1	2	2	2	2	6
3	0	1	1	2	2	2	2	6
4	0	0	0	0	2	2	1	5
5	0	0	0	0	2	2	1	5
6	0	1	1	2	2	2	2	6
7	0	0	0	0	2	2	2	6
8	0	0	0	0	2	2	2	6
9	1	1	1	3	2	3	2	7
10	0	1	1	2	2	2	2	6
11	0	1	1	2	2	2	2	6
12	0	0	0	0	2	2	2	6
13	0	0	0	0	3	3	3	9
14	0	1	1	2	2	3	2	7
15	0	0	0	0	2	2	2	6

Appendix H– Rubric for Classroom Engagement (Language Output and Participation)

Scoring rubric for output record.			
score	Criteria		
	Language output (quality)	Language output (quantity)	Participation
0	No attempt at utterances.	No attempt at language output.	No Participation. Does not interact with the teacher or fellow students. May exhibit disruptive behaviors.
1	Utterances are incomprehensible or gibberish.	Little or no language output. Fewer than 5 utterances per session.	Little participation. Only answers when asked directly. Does not interact without prompting. Minimal interaction with fellow students.

2	Uses single words or short phrases. Utterances may be out of context or inappropriate.	Minimal language output. Output is between 5-10 utterances per session	Some participation. Offers answers when prompted. Sometimes offers thought or opinions without prompting. Minimal interaction with fellow students.
3	Tries to use phrases or short sentences. Utterances are usually in context or appropriate.	Active attempts at language output. Output is more than 10 utterances per session	Active participation. Attempts to take part in Q&A. Attempts to ask questions or make comments frequently (more than 10 times in 20 minutes).

Appendix I– Record Sheet of Student Participation for Classroom Engagement (Language Output and Participation)

Record sheet of Student participation					
Session number: #		Date:			
Student's ID number / Session number	Language quality output score (0-3)	Language quantity output score (0-3)	Participation score (0-3)	Total of scores (0-9)	Additional thoughts, comments or observations.
1					
7					
14					
20					

VITA

Mr. David Bakewell was born in Edmonton, Alberta, Canada. He graduated from Wainwright High school in 1976. He earned his undergraduate degrees and MBA in Canada. He is a graduate student in the Faculty of Education at Chulalongkorn University and is also the Head of Program with Sahavith Schools. Other research has included: The P.E.N. Program for English education in S. Korea, Explorations into Early Childhood Literacy and L2 4-skill Language Development, and the research, development and implementation of an affordable, bilingual school model for use in Thailand.