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Abstract

This study examines the potential benefits of shared reading in supporting a child's language development from one class in two different schools. Shared reading refers to the interactive experience between an adult and child where they share reading of the chosen book. Convenience sampling will be used to gather data from a diverse sample of children between the ages of 4 and 5 years in a reception class. There will be no more than 10 children used in this research from each school. Ethnographic research will be used within the project using a range of mixed methods to gather data that can be analysed in further detail after the study is completed. The research will be 10 weeks of observing the children during shared reading sessions. An assessment will be taken before the research begins and again after the 10 weeks. Observations will take place during shared reading sessions in the setting where the researcher will be taking notes of the session and following on from that the class teacher will be interviewed. As a result of this research, the data will be evaluated to see whether shared reading helps children increase their vocabulary. All ethical considerations will be taken into account during the planning and execution of the research. Before the research begins all participants will be provided with an information sheet and a clear understanding of why the research is been carried out. They will be assured by the researcher that all gatherings and findings will be kept confidential, and data will be stored in the correct way.

Literature Review

The purpose of this research is to determine the benefits of language development through shared reading in a child's early life. According to Twinkl (no date) shared reading is an interactive activity where children participate and join in whilst reading a book, the child is supported and guided by a parent another caregiver or a teacher. Research suggests Children's development is influenced by the age at which a parent or other adult care giver starts reading to them. Cline and Edwards, (2013) also states that reading studies have demonstrated the benefits of reading time at home supports the child's language development.

Button and Johnson, (1997) suggests that shared reading helps children to develop the skills to become effective, independent readers later in life. Siriboe,

(2018) indicates that shared reading with your child between the age of 0-5 years is a powerful way to bond with your child. Berkule et al, (2008) believes as well as your child developing language skills it helps the child with attachment as well. Baker (2013) agrees that shared reading at an early age will also support a child's attachment and emotional development. Book trust (2019) is a charity that gives free books to every baby born in the United Kingdom it also offers other packs before the child starts school to encourage shared reading with parent and child from a young age. To support Book trust in 2021 Welsh Government invested five million pound to support children to develop a love for reading. Giving books as gifts to families is one of the most popular methods for promoting early reading, and it has been shown to improve language development in young infants and preschoolers (Wade and Moore, 2000; Zuckerman, 2009).

As well as shared reading being an important part of a child's life with parents shared reading is beneficial within an early year setting. Parks, (no date) believes the purpose of shared reading is to provide children with a positive reading experience whilst exposing them to a range of authors, artists and inspiring them to become readers. Twinkl (no date) also believes that the fundamental goal of shared reading is to give children a fun experience that inspires them to love reading. Children are exposed to a variety of authors and text kinds during these sessions in an effort to inspire them to become voracious readers. Young readers who might not be as comfortable reading independently can benefit from our group reading sessions. Within an early years setting shared reading provides readers with extra support and allows each child to gain sight word knowledge and reading fluency. Shahoeian (2018) says that there is strong evidence to suggest that a large portion of children's knowledge of complex words comes from incidental learning which takes place while they are being read to and joining in. through the development of language skills and linguistic proficiency, shared reading can aid children's literacy performance in school. Williams (2015) states that whilst the impact of shared reading on children's literacy performance is well documented, less is known about how it connects to their academic subjects such as Mathematics. Within an early year setting the adult initially may read the text but when the child becomes more familiar with the text being read to them, they will begin to take more control in the reading. Kalyani (2023) points out that there are both advantages and disadvantages to shared reading and advantage is Children who read aloud with a parent or teacher have the benefit of a skilled reader as well. A child engaged in shared reading can have the opportunity to ask an adult any questions and have access to the adult's better knowledge, as opposed to an independent reader who may become irritated when they come across words they don't understand.

A disadvantage to shared reading in a setting could be that children could fall behind if the whole class are reading and the specific child is not keeping up or engaging in the reading activity. Shared reading sessions should be no longer than 15 minutes long. Noble Two essential questions remain unanswered despite the abundance of evidence indicating that interactive shared book reading is advantageous for language development: (a) if interactive shared book reading interventions are equally effective for children from all socioeconomic backgrounds and (b) for a variety of linguistic abilities. All children can benefit from engaging literacy chances everyday thanks to shared reading, regardless of their reading abilities. - Irene C. Fountas, Gay Su Pinnell

Methodological considerations

According to Mukherji and Albon (2015) when doing a research project, it is crucial to have a sample since it is much easier to collect data from a sample or participants than it would be from the entire population. For this research project convenience sampling is being used which is known as the non – probability method. As a means of gathering data, convenience sampling refers to the process of choosing samples from a convenient group of individuals. The simplicity and economic advantages of this sampling technique make it the most popular. Many times, it is simple to get in touch with the responders and invite them to participate in the study. Form plus states that Convenience sampling expedites the research process and helps you cut costs. The research population's replies can be gathered without expending a lot of money. It also enables quick research results. Through convenience sampling, the participants chosen for this research project are children between the age of 4-5 in a reception class within two school that uses shared reading as a strategy to develop reading and language skills. In order to obtain qualitative data from a wider area and make the research more equitable than if it had only been conducted in one school, volunteers for the study were selected from two schools. The sample sizes will be 10 children within each reception class. Cohen, Manion and Morrison (2018) believes that using a sample size that is too large could be overpowering and highlight statistical differences that are not entirely relevant. The sample will also involve the class teacher to give a better understanding as to if they think shared reading has a big impact on vocabulary development through the shared reading sessions. The main aim for targeting this year group is that the children would have developed some vocabulary from

parents and care givers. The Big Six components of reading—oral language, early exposure to print, phonological awareness, phonics, vocabulary, fluency, and comprehension—can all be taught with the use of an approach called shared reading. (Konza, 2016). Before the research took place different methods were looked at and decided why and if they would be used. Observations will be a key method in this research This method is the most typical and straight forward form of data collecting. It doesn't call for a lot of technical expertise. Even though it necessitates some technological expertise on the part of the researcher, scientific controlled observation is still simpler than other approaches. In their daily lives, everyone in this planet witnesses a wide variety of things. A person can become perfect at observing his environment with a little practise. Whilst the researcher is observing they will be following the Welsh government guidelines for language and literacy so they have a better understanding of to the expectations of the children.

Although research suggests observational studies are beneficial there could also be some limitations to them as well. Coe et al (2021), explains a drawback of observations is that there may be items missed or neglected if only one researcher conducts them. Dowling (2014) believes that a child's development depends on feeling secure and comfortable. The researcher will spend time in both reception classes to familiarise themselves with the children as Oswald (2014) explains When a subject changes from their usual behaviour because they are aware that it is being observed or examined, this is known as the Hawthorne effect. During these observations of the reading sessions the researcher will be taking field notes. After the session, the researcher will elaborate on their notes in order to obtain a thorough knowledge of what they have seen. A qualitative strategy frequently employed in ethnographic research is field notes. (Sagasubana, 2011). We now know that thorough qualitative research requires qualitative field notes as a fundamental element. a large majority of qualitative research techniques Instruct researchers to make detailed field notes so that their data will be enhanced and analysis will have a rich context (Creswell, 2013). After making the observations during the reading sessions, the researcher will speak with the teacher in an interview to better understand their perspective and determine whether it coincides with the observations made. A voice recording and noting will be used to collect data. Although pre-planned questions will be made, this approach enables the researcher to acquire open-ended responses, enabling the researcher to base subsequent inquiries on the data already received. (Lambert, 2019). The researcher will be able to learn what the teacher believes about whether shared reading aids in the child's vocabulary development and whether they perceive any advantages from it by employing open-ended questions. As mentioned

earlier in this section, while preparing this research, alternative data-gathering techniques, such as questionnaires, were examined. However, the decision was reached not to employ a questionnaire. While there are numerous benefits to questionnaires, misrepresenting can be a problem. It's possible that respondents don't always answer honestly.

This may take place for a number of reasons, such as social desirability bias and an effort to maintain private. Assuring responders that their privacy is valued, and that personal identification is prevented will stop dishonesty. (Debois, 2022). Depending on the type of questions, questionnaires can be categorised as either quantitative or qualitative methods. Bahandari, (2022) explains in qualitative research, non-numerical data (such as text, video, or audio) are gathered and analysed to better comprehend ideas, beliefs, or experiences. It can be applied to get comprehensive understanding of a situation or to come up with fresh research concepts whereas Quantitative data is Collecting and interpreting numerical data. Patterns and averages can be found, forecasts can be made, causality can be tested, and results can be generalised to larger groups. This research will be carried out using the qualitative data as this focuses on acquiring a thorough grasp of a selected topic through open-ended questioning and contentious discussion that emphasises words and meanings, whereas quantitative research would entail gathering and assessing numerical data. (Mayer, 2015). Holmes (2018) explains triangulation is a research technique that involves comparing and combining data from numerous sources to gain a deeper understanding of the subject at hand. Triangulation is a qualitative research technique that can be used to assess the reliability or validity of data acquired from several sources. The application of triangulation in this project through the utilisation of both observations and interviews ensures that research bias that could result from a single technique approach is reduced.

Ethical Considerations

University of Stirling defines ethics as a personal code of conduct that is founded on respect for oneself, others and one’s environment. It is regulated by tenants or presumptions that guide how people or organisations should behave. Sheffield University specifies that all stages of the research process, ethical research with children is conducted. They should be seen as a continual and reflective component of the research process throughout the project. Bertram et

al. (2016) state that researchers should be aware of the risk and possibility for harming young children during the research and make sure that proper protection is put in place, not just to safeguard the child but the researcher as well. Within this research project there are many ethics to consider. The first point of call would be to contact the headteacher of the school to see if they will allow the research project to take place and to explain who would be involved within the project. ERIC, (2020) also suggests awareness and tact must be used during the research's planning and data collection phases in order to protect the privacy and confidentiality of the children and other participants. To gain consent for this research the head teacher will be contacted first to discuss what the research is for and if the chosen school would like to take part in the research project. Following on from the telephone call a meeting would be arranged for any further discussions and questions to be asked. Within this meeting data protection and methods would be shared. After the meeting has been completed and the headteacher has agreed to take part in the research studies, a letter of consent would be provided for all teachers and children's parents taking part. BERA (2018) states that a participant's informed consent to take part in a study is often sought at the beginning of the project, and researchers are required to be attentive to, and accepting of, the possibility that participants may decide to leave at any time. NHS (2021) also believes the parent or carer must be aware that you are soliciting their permission on behalf of the child, and that, if feasible, the child participates in all decision-making. The United Nations convention on the rights of the child article 12 acknowledges children's right to express themselves freely and have their opinions taken into consideration in accordance with their maturity and age in all areas that concern them. Article 3 of the United Nations convention on the rights of the child (UNCRC) states that when making decisions that will affect children and young people, adults are advised to keep their best interests in mind (UNICEF, 2021). These rights will always be taken into consideration whilst the research is taking place. The National society for the prevention of cruelty to children (NSPCC) (2020) believes that the provision of information leaflets should be provided to all study participants to ensure that the researcher is to be seen as entirely transparent by detailing all parts of the study project and what will be required of them. Siegal (2023) suggests that the information on the consent/leaflet should explain to the participants what they are expected to accomplish, who is asking them to do it, and why. The researcher's name, any affiliations, and the person to contact for information if there are issues with the research procedure must be disclosed to participants. Additionally, to the researcher's contact information, this also provides the university IRB's. The information sheet will provide details following the BERA (2018) guidelines once these have been delivered Voluntary consent can be acquired. One of the

guiding principles of research ethics is voluntary consent. (UWTSD, 2018). University of Alaska (no date) believes a voluntary informed participant is one who is fully aware of the potential consequences of participating in the study and voluntarily agrees to do so. They are free to leave the study at any moment. When a participant gives their consent, the researchers make sure they have a clear understanding of what is expected of them. For this research assent would also be used as the parent/teacher would have to give consent for the child to take part. Assent is the consent to participate in the activity from a person who is unable to give legal consent under the age of 16 (University of Alaska, No date). How the researcher safeguards the privacy and anonymity of the research participants is another ethical consideration that must be taken into account during the study. University of St Andrews suggests that it is essential that researchers act in a way that is morally and legally acceptable in order to protect the privacy of their participants and the data they supply. This necessitates planning how to store and manage participant data in a secure manner before any data is ever collected. BERA (2018) says that researchers must comply with the legal requirements in relation to the storage and use of personal data as stipulated in the UK by the Data Protection Act (1998). ERIC (2020), recommends that in order to maintain privacy and secrecy, the researcher must respect and protect the entrusted information they receive from children. However, the researcher is ethically obligated to treat the material respectfully and maintain anonymity at all times. Other individuals, especially parents, may be interested in the information that has been obtained. The researcher should also present findings in a way that ultimately protects the identity of the participant. For this research to be carried out with confidentiality and anonymity the name of the school, class teacher and children taking part will be kept confidential following the Bera guidelines stating that all participants should have the right to confidentiality and anonymity. BERA (2018). Although confidentiality should be always kept, MIND, (no date) states that confidentiality should be broken if the researcher thinks there is a safeguarding issue that involves a child and could have a larger impact if not disclosed. When the researcher meets with the headteacher they should ask to see the safeguarding policy, so they follow the school guidelines if anything is disclosed whilst they are observing at the setting. All the data from this research will be hand written down by the researcher and all interviews with the teacher will be recorded for evidence. All obtained data will be securely saved and only those with appropriate access will have access to it (National children's bureau, 2003). The data protection act (2018) specifies that anyone in charge of handling such personal data must adhere to strict guidelines known as the data protection principles and ensure that the data collected is accurate, used equitably, legally, openly and utilised for clear, defined objectives only. Also the

data must be used in an appropriate manner, retained only as long as required and handled in a way that guarantees acceptable security (gov.uk). The General Data Protection Regulation (GDPR) of the EU was transposed into UK law through the Data Protection Act of 2018. It regulates your privacy rights, including how businesses manage your data and the damages you can pursue for data misuse. By considering all of these ethical guidelines, you can make sure that your research is carried out in a way that respects the rights and well-being of participants, upholds scientific objectivity, and makes an ethical contribution to the progress of knowledge. For this research to be carried out, following these guidelines, the researcher will adhere to all policies and procedures in the setting and follow the guidelines of their university.