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# Effectiveness of Shared Reading Strategy in the Fluency Performance of Kindergarten Learners: Basis for Instructional Supervision

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## ABSTRACT

Reading is the most foundational skills in learning other areas yet a very difficult to acquire by the learner. With the present scenario in the Department of Education where literacy gap is present among learners, it is but fitting to formulate intervention activities where teachers can implement to assist them in achieving the goals in reading for every learner. Hence, this study was crafted to evaluate the effectiveness of the intervention implemented in the kindergarten class aimed at improving the fluency skills of the learners. Utilizing shared reading strategy in teaching fluency skills, the researcher employed quasi-experimental research design adopting the Early Grade Reading Assessment (EGRA) of the Department of Education (DepEd) focusing on fluency to measure the performance of kindergarten learners which was administered before and after the implementation of the intervention. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. After a series of intervention, the study revealed a significant difference in the performances of the kindergarten learners before and after the implementation of shared reading strategy in teaching fluency skills. The teaching strategy which a teacher and a learner read a text together, with the teacher providing support and guidance had influence the learners to achieve the desired learning outcomes. This strategy helps develop fluency allowing the learners to hear and practice reading in a supportive environment. Further, the way the teacher modeled fluent reading, emphasizes intonation and expression, and engages learners in the discussion about the text read, motivates the learners to strive for more, thus, making the shared reading strategy an effective intervention in improving the fluency performance of the kindergarten learners.

**Keywords** — *Effectiveness, Shared Reading Strategy, Fluency Performance, Kindergarten Learners, Instructional Supervision*

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## I. INTRODUCTION

To teach reading, teachers must consider and understand that reading instruction comprises five dimensions, they are phonemic awareness, phonics, vocabulary, fluency, and comprehension. According to the National Reading Panel (2000) as cited by DeWitte (2023), phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words, phonics entails teaching students how to use letter-sound relations to read or spell words, and vocabulary is the knowledge of words and word meaning. Fluency is a reader's ability to read with speed, accuracy, and prosody (proper expression), while comprehension is defined as the intentional thinking during which meaning is constructed through interactions between the text and a reader (National Reading Panel, 2000). A child who reads on grade level or beyond exhibits proficiency in all these dimensions, as they all work together simultaneously during the process of

reading (Tompkins, 2017). As such, an integrated approach to reading instruction is essential to the success of every child learning to read. A deficit in effectively teaching one of these dimensions could impact a reader's ability to reach their full potential (Kim, 2017).

Reading fluency must be taught as early as kindergarten for it is believed that mastering fluency at early age results to positive literacy performance. Reading fluency has tremendous impact on the development of two other facets of reading which is comprehension and decoding. These three components must all be working together to make effective and efficient reading (Kim, 2017). Fluency is described as a bridge that links decoding and comprehension together (Padeliadu, et al., 2021).

To teach reading fluency, teacher must consider the learning materials, activities, strategies, and approaches to make it meaningful to the learners. Just like in the kindergarten level, since they are still starting to decode words, teacher must use reading materials to read to the learners. Because it is believed that repeated hearing of words may create a space in the mind of the learners and those words will be remembered and used by them in conversing with other learners. Listening is one of the five macro skills that will be develop first before reading. Thus, it is very important to provide meaningful stories and conversation to the learners. Through shared reading, learners will be able to develop their listening skills to learn to read. The researcher as kindergarten teacher, aimed at making her learners a reader by the end of the school year, has prepared, and used the strategy she thinks will give impact to the learners.

It was observed during the 1<sup>st</sup> quarter of the current school year that reading stories to the pupils as one of the strategies used by them during the implementation of the eight-week curriculum has been effective in starting to teach phonemic awareness to the learners. The strategy that the researcher is utilizing is the shared reading strategy. This is not new to the researcher but the way the teacher delivers or reads the story to the learners has create a possibility that this will help in teaching reading at an early age.

Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviors in continuous text. It is part of a suite of practices that teachers can use to support the teaching of reading. Shared reading usually involves the whole class and the teacher reading an enlarged text (for example, a big book, website projected via the interactive whiteboard or large screen tv) that is beyond the level students can read by themselves. Big books are traditionally one of the more common shared reading text types as the text and illustrations are enlarged for student viewing.

The purpose of the enlarged text is so students can follow the words as the teacher reads. Initially the teacher may do much of the reading. However, as students become more familiar with the text, they will assume more control, particularly at repetitive sections or when rhyme and rhythm are present. Students are expected to be actively engaged whilst the teacher is reading, following the text and when confident, joining in and reading with the teacher. Hence, this strategy is useful in helping the teacher to teach reading to the kindergarten learners to achieve reading fluency even at an early age.

Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of shared reading strategy in the fluency performance of kindergarten learners. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a kindergarten teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of shared reading strategy in the fluency performance of kindergarten learners of Bobon Elementary School, Baybay District, Baybay City Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the kindergarten learners in fluency before the implementation of shared reading technique?
2. What is the performance of the kindergarten learners in fluency after the implementation of shared reading technique?
3. Is there a significant difference in the performances of the kindergarten learners in fluency before and after the implementation of shared reading technique?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of shared reading strategy in the fluency performance of kindergarten learners. Bobon Elementary School, Baybay District, Baybay City Division is the main locale of the study. The 16 kindergarten learners enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. An Early Grade Reading Assessment (EGRA) of the Department of Education (DepEd) focusing on fluency is the tool used to measure the fluency performance of kindergarten learners. This tool is used to evaluate the reading ability of learners in the early grades. A student's ability to read fluently, comprehend what they have read, and successfully convey their information is assessed on the EGRA, a standardized reading test. There are 5 key components of early grades that EGRA measure. These are alphabetic principles, phonemic awareness, vocabulary, fluency, and comprehension. The alphabetic principle includes letter name identification, letter sound identification, syllable reading, nonword decoding and dictation. Moreover, the skills measures under phonemic awareness are the initial sound identification and phoneme segmentation. For fluency it is the oral reading fluency is measured while on vocabulary, oral vocabulary, reading comprehension and listening comprehension. Lastly for comprehension, reading and listening comprehension is measured. Moreover, the researcher prepared lesson plans for teaching fluency skills in reading implementing the shared reading techniques. The use of big books during the delivery of the lesson in Work Period 1 highlights the implementation of shared reading technique. The researcher prepared big books in line with the topic or skill discussed for quarter 2 in the Most Essential Learning Competencies (MELCs). Encouraging kindergarten learners to listen to the story highlights the teaching of fluency. After the listening phase, learners are asked to retell the story highlighting the important words conveyed in the story. Varied and differentiated story books written on big books were crafted. These materials were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. A matrix of activities was formulated to track the activities posted in this research endeavor. This research focused on evaluating the effectiveness of shared reading strategy in the fluency performance of kindergarten learners through the pre-test and post-test and its significant difference. A Proposed Instructional Supervision Plan based on the findings of the study is the output.

**Sampling.** There are 16 kindergarten learners involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done during the assessment period for the class after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. Implementation of shared reading technique utilizing the big books highlight the provision of intervention in the delivery of the lesson in Mother Tongue-Based (MTB) lessons was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Instructional Supervision Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** Simple Percentage was employed to evaluate the performances of the kindergarten learners in Early Grade Reading Assessment (EGRA) on fluency skills before and after the implementation of shared reading technique. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the kindergarten learners in Early Grade Reading Assessment (EGRA) on fluency skills before and after the implementation of shared reading technique.

### III. RESULTS AND DISCUSSION

TABLE 1

**PRE-TEST PERFORMANCE OF KINDERGARTEN LEARNERS IN FLUENCY**

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	0	0
11-15	Good	0	0
6-10	Fair	4	25
0-5	Poor	12	75
Total		16	100
<b>Weighted Mean</b>		<b>3.38</b>	<b>Poor</b>



Table 1 presents the pre-test performance of kindergarten learners in fluency before the implementation of shared reading strategy. It was revealed on the table that among the 16 kindergarten learners, 12 or 75% got a score of 0-5 which is interpreted as poor. This means that most of the kindergarten learners have no knowledge in fluency or they do not acquire fluency skills. Since they are kindergarten learners and they are new in the school, they need to learn first the basic steps or skills in beginning reading. This result implies support and assistance from the teachers and a shared reading strategy is recommended so that kindergarten learners will have the idea on how to project and pronounce the words correctly. In kindergarten classes, since this is the foundation years of the child to start to read, teacher must be sensitive in teaching the beginning reading skills. The correct position of the mouth in teaching the sounds of the alphabet up to the pacing, intonation, pronunciations, and many more is very important for the teachers in the delivery of the lesson.

Moreover, the table shows that 4 or 25% of the kindergarten learners tested got a score of 6-10 which is interpreted as fair. This means that these learners acquire limited knowledge in fluency. They still need intervention to achieve the desired competency in fluency. This implies missed opportunities for literacy development where learners need to acquire, limited schema development making their progress in reading delayed. Hence, an intervention must be formulated to improve the fluency performance of the learners.

Finally, the performance of the kindergarten learners before the implementation of shared reading strategy got an average mean of 3.38 which is interpreted as poor. This means that kindergarten learners struggle with reading smoothly, which can affect overall comprehension and enjoyment of texts whereby delayed their learning in reading. With these, teachers and parents play a crucial role in supporting fluency development through the implementation of shared reading strategy. Shared reading strategy in kindergarten classrooms can enhance literacy growth, foster active participation, and provide a solid foundation for future reading success and improvement of the performance of the learners. Shared reading strategy is an interactive story reading practice in which the teacher reads a text to the students either individually or in small groups, and the students participate as listeners and actively talk about what they listen to (Hudson & Test, 2011). Research has indicated that shared book reading can support a range of early language skills including vocabulary (Farrant & Zubrick, 2011), narrative and conversation skills, future reading ability, print awareness, grammatical development, and phonological awareness (e.g., Chow, McBride-Chang, Cheung, & Chow, 2008; Lefebvre, Trudeau, & Sutton, 2011). Further, shared reading (SR), as one of these practices, contributes to the development of listening comprehension, use of the language input in a variety of contexts, and the structuring of meaning (Hudson & Test, 2011).

**TABLE 2**

**POST-TEST PERFORMANCE OF KINDERGARTEN LEARNERS IN FLUENCY**

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	7	44
16-20	Very Good	8	50
11-15	Good	1	6
6-10	Fair	0	0
1-5	Poor	0	0
Total		16	100
<b>Weighted Mean</b>		<b>20.56</b>	<b>Excellent</b>

Table 2 presents the performance of kindergarten learners in fluency after the implementation of shared reading strategy. It was shown on the table that among the 16 kindergarten learners, 1 or 6% got a score of 11-15 which is interpreted as good. This means that after the implementation of shared reading strategy in teaching fluency, learners were able to achieve the desired learning outcomes. Even though the child is a kindergarten learner, it did not hinder his/her learning the basic skills in reading. The intervention which utilizes the reading of the story using big books, and the proper delivery by the teacher of the story read influence the learners' understanding of the concepts conveyed in the story making every learner learn to read. Though the child achieves only good fluency performance, still it is considered for the child has started to develop the love for reading.

Moreover, 8 or 50% got a score of 16-20 after the implementation of shared reading strategy which is interpreted as very good. This means that half of the kindergarten learners achieve a very good performance in fluency skills. This implies effectiveness in the strategy utilized by the teacher in teaching the skills. The activities provided by the teacher, the way the teacher has read the story and some of the learning materials used by the teacher in the delivery of the lesson has contributed to achieved learning outcomes of the learners.

Further, 7 or 44% got a score of 21-25 which is interpreted as excellent after the implementation of shared reading strategy in teaching fluency. This means that the kindergarten learners acquire the ability to express themselves clearly and confidently using age-appropriate language. This implies high level of language development for their age group. The kindergarten learners after experiencing shared reading strategy employed by the teacher in teaching beginning reading develop their communication skills to be effective, they were able to understand and use the vocabulary learned, and they were able to pronounce the words correctly. Shared reading strategy is one of the fundamental instructional practices that ensure interaction, scaffolding and acquisition of new experiences concerning the language (Druten-Frietman, et al., 2016; Lonigan, Purpura, Wilson, Walker, & Clancy-Menchetti, 2013; Strasser, Larrain, & Lissi, 2013).

Finally, it was revealed on the table that the performance of kindergarten learners in fluency after the implementation of shared reading strategy has an average mean of 20.56 which is interpreted as excellent. This means that the kindergarten learners achieved a significant progress in their reading abilities. Through the implementation of shared reading strategy where their teacher reads the story aloud, guides the children to make sense of what they listen to, and points out the structure, the sequence, and the relationships among the events in the story by asking questions. This implies an effective strategy in teaching fluency. Effective in the sense that all the learners able to achieve the required proficiency level. From the activities given to the learners, they were excited and eager to learn for they were able to understand and enjoy while listening to the story read by the teacher and among peers. They also interact with one another making them involve in the activities. In the implementation of shared reading strategy in teaching fluency among the kindergarten learners, the teacher practices the four essential features: (a) storybooks are read multiple times at intervals, (b) the children are encouraged to take part in the activity, retell the story that they have listened to, and make predictions, (c) the teacher asks questions, shares the answers with the students, provides feedback to students' responses and acts as a model for the use of language, and (d) the content of the book is in line with the children's needs in terms of language, knowledge and experiences. These features enable the students to understand the structure of written texts, improve listening comprehension, develop phonetic awareness, and expand their vocabulary (Druten-Frietman, et al., 2016; Lonigan, Purpura, Wilson, Walker, & Clancy-Menchetti, 2013; Strasser, Larrain, & Lissi, 2013) which contributes to the effectiveness of the intervention. The comprehension of the story by a child with hearing loss depends on the features of the story and the instructional strategies that the teacher employs in shared reading strategy. Instructional strategies such as using predictable texts to retell the story, showing through pictures, expanding opportunities to participate, establishing relationships, and making inferences improve children's sight-word knowledge and increase their awareness of reading fluency (Falk, Di Perri, Howerton-Fox, & Jezik & 2020).

**TABLE 3**
**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST PERFORMANCES OF KINDERGARTEN LEARNERS IN FLUENCY**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Kindergarten Learners in Fluency</b>	Pre	3.38	2.674	0.524	Reject H <sub>0</sub>	Significant
	Post	20.56				

Table 3 presents the test of difference in the performances of the kindergarten learners before and after the implementation of shared reading strategy in teaching fluency skills. It was revealed in the study that the kindergarten learners achieved an average weighted mean of 3.38 before the implementation of shared reading strategy and it increases to 20.56 in the post-test. Based on the results of the pre and posttest, it turned out to have the computed value of  $t$  of 2.674 which is greater than the critical value of  $t$  of 0.524, so null hypothesis is rejected. This means that there is a significant difference in the performances of the kindergarten learners before and after the implementation of shared reading strategy in teaching fluency skills. The teaching strategy which a teacher and a learner read a text together, with the teacher providing support and guidance had influence the learners to achieve the desired learning outcomes. This strategy helps develop fluency allowing the learners to hear and practice reading in a supportive environment. Further, the way the teacher modeled fluent reading, emphasizes intonation and expression, and engages learners in the discussion about the text read motivates the learners to strive for more. The following research had confirmed the effectiveness of shared reading strategy in the development of fluency skills among kindergarten learners.

Piasta et al. (2012), in their longitudinal study with 4-year-olds, have applied shared reading strategy for thirty weeks and directed the children's attention to print both verbally and nonverbally. In the two years that followed, a significant improvement was observed in the word reading and comprehension skills of the children whose attention was directed to print. Furthermore, Trussel and Easterbrooks (2014) studied the effect of SR practices on vocabulary learning of children who use the sign language and studied the effect of SR practices on vocabulary learning of children who use the sign language and concluded that these practices facilitate vocabulary learning. SR facilitates the development of oral language skills of children with hearing loss in educational environments where the auditory-oral approach is applied. SR activities make it possible for the children to listen to a story read aloud by an adult, to talk about the events in the story, and to ask and answer questions (Girgin, 2013). Moreover, these activities provide opportunities for children to expand their vocabulary range and establish relationships between thoughts, events, and print. Another reason for this is the fact that the contribution of SR to the improvement of language and academic skills of children has been documented through both quantitative (experimental, quasi experimental, single subject, correlation research) and qualitative research (Hudson & Test, 2011).

#### IV. CONCLUSION

The study revealed a significant difference in the performances of the kindergarten learners before and after the implementation of shared reading strategy in teaching fluency skills. The teaching strategy which a teacher and a learner read a text together, with the teacher providing support and guidance had influence the learners to achieve the desired learning outcomes. This strategy helps develop fluency allowing the learners to hear and practice reading in a supportive environment. Further, the way the teacher modeled fluent reading, emphasizes intonation and expression, and engages

learners in the discussion about the text read, motivates the learners to strive for more, thus, making the shared reading strategy an effective intervention in improving the performance of the kindergarten learners in fluency.

## V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. Teachers must implement the shared reading strategy in teaching fluency skills in the kindergarten learners.
3. School Heads must formulate training design and conduct such to the teachers to acquire knowledge and competencies in teaching fluency in the kindergarten learners utilizing the shared reading strategy.
4. School Heads must assist and provide technical assistance to the teachers in the formulation of reading passages and stories to be used in the class.
5. School Heads must provide resources and other materials needed to produce reading materials to be used in teaching reading especially the fluency skills to the kindergarten learners.
6. Teachers must create a classroom where kindergarten learners have more materials to use during teaching-learning process.
7. Teachers must encourage learners to love to read through modelling and showing to them how to read, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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