

DIALOGIC ORIENTED BOOK READING FOR CHILDREN WITH
MIGRATION BACKGROUNDS

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STATEMENT OF ORIGINALITY

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Dortmund, 12th of October, 2011

Maria Teodora Ping

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It's good to have an end to a journey toward; but it is the journey that matters, in the end- Ernest Hemingway

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In my end is my beginning- T.S. Eliot

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ABSTRACT

This study aimed at getting an insight to the practices of dialogic oriented shared book reading, as one potential language promotion activity for children with migration backgrounds in German kindergartens. Shared book reading in Germany itself has been one common daily activity in kindergartens, yet it has unfortunately not been so much of a specific research focus to be explored. One of the notable studies to refer to when discussing shared book reading in the German context is the study conducted by Wieler (1997). On the other hand, there are a number of internationally recognized studies in the field of early childhood education which already indicated that book reading influenced the outcome measures in preschool children's language growth, emergent literacy and reading achievement (cf. Bus et al, 1995; Hargrave and Sénéchal, 2000; De Temple & Snow, 2003). Therefore, the theoretical framework under which this study was conducted was built under the claims resulted in these previous studies.

The participants of this case study were five native German speaking early childhood educators (*Erzieherinnen*) and five groups of kindergarten children ages 3- 6 years old who were acquiring German as a second language. The educators were given a specific picture book and generally instructed to perform "dialogic oriented book reading". The reading sessions were videotaped with the consent of the kindergartens and the parents of the participating children. The obtained videotaped data were transcribed by native German speakers and then further analysed by using a qualitative content analysis method. The analysis process in this study was conducted to find: 1) An overview of the observed shared book reading practices; 2) Forms of interactions during the observed shared book reading, and 3) Educator's strategies and children's behaviours during the interactions. The instruments for the data analysis were two sets of coding schemes (for categorising and analysing educator's strategies and children's behaviours) which were developed by adapting the coding scheme and evaluation framework previously developed by DeBruin- Parecki (1999), Reese et al (2003) and Dickinson et al (2003). The reliability of the developed coding schemes in this study was tested by using Cohen's Kappa for measuring intercoder reliability. For educators' strategies categories, the computed Cohen Kappa's value was 0.773, which could be

interpreted as reaching a “substantial agreement”. While, for children’s behaviours coding categories, the Cohen Kappa’s value was 0.793 that indicated as well a substantial agreement.

The results of the analysis indicated that the participating educators utilized considerably different reading styles even though receiving the same instructions. Their attempts of practicing the so-called “dialogic book reading” as prescribed by researchers such as Whitehurst (1992) revealed examples of different other reading styles. Some of the features and strategies of dialogic book reading, such as the PEER (Prompt-Expand- Evaluate- Recall) and CROWD (Completion Prompts- Recall Prompts- Open Ended Prompts- Wh Prompts- Distancing Prompts) appeared during the videotaped sessions. However, one most important point particular to dialogic book reading, i.e. the active role of the children to become the story teller, was missing in all observed cases. Furthermore, some educators performed more closely to what was defined as an “interactive book reading”, a reading situation in which an adult reads a book to a child or a small group of children and uses a variety of techniques to engage the children in the text (cf. Trivette & Dunst, 2007).

There were three forms of interactions observed during the shared book reading sessions, namely: 1) educator- child (one-to-one) interaction, 2) peer interaction (between and among children) and 3) group (educator- children) interaction. The observed educator’s strategies were categorized as “*instructional strategies*” and “*personal- management strategies*”. The instructional strategies mostly employed by the participating educators were “*naming and labelling*” and giving feedback in forms of “*confirmation*”. While, the educator’s personal- management strategies were related to handling personal interaction with children, managing floor selection as well as maintaining children’s interests.

The findings concerning children’s behaviours indicated that children mainly gave “*responses*” to educators’ strategies and their peers behaviours. They also showed several “*self-initiated behaviours*”. Furthermore, the most frequently coded children’s responses were: “*naming and labelling*”, “*confirmation*” and “*contradiction/*

correction". While, the most frequently coded children's self-initiations were: "*naming and labelling*", "*asking questions*" and "*picture description*".

In addition to the abovementioned findings, it was also found from the study that most of the participating educators applied strategies which could be considered as "low cognitive level", in other words the strategies which did not require further thinking skills such as inferring or reasoning (cf. Moschovaki & Meadows, 2005). Consequently, the children also responded in the similar cognitive level. Regarding the educators' language use, to some extent they made use of "decontextualized language- in which the educators tried to connect the story to the children's lives and experiences, to demonstrate and ask about world/ general knowledge, to explain word definitions and concepts, as well as to infer and make predictions (cf. Morgan & Goldstein, 2004).

Moreover, from the observed sequences of interactions, some evidences of potential learning situations were detected. The educators provided input in forms of vocabulary instruction (for instance introducing new words and concepts). They also corrected children's language use. Interestingly, in this case study, the participating children were also observed to exhibit simple forms of co-construction in terms of discussing words and concepts with their peers.

Eventually, this study provided empirically based evidences on how practices of dialogic book reading might look like in kindergartens. The findings of the study revealed what strategies the early childhood educators might have been able to employ and how they employed the strategies. Moreover, the findings also showed how children who were still acquiring a second language could participate given the dialogic or interactive reading situation. Thus, these findings are expected to give theoretical and methodological contributions to the existing studies concerning adult- child shared book reading as well as to practically support the improvement of language promotion programs in Germany. Nevertheless, due to the limitation of the study, some recommendations for further study are also made, especially related to such issues as research design and generalizability of the results.

LIST OF FIGURES

	Page
1. Figure 1. Deductive Content Analysis Procedures	54
2. Figure 2. Inductive Content Analysis Procedures	55
3. Figure 3. Content Analysis Process in the Current Study	58
4. Figure 4. Crosstabulation of Selected Coded Educators' Strategies	90
5. Figure 5. The Chi Square Test Results of Coded Educators' Strategies	90
6. Figure 6. Crosstabulation of Selected Children's Responses	104
7. Figure 7. The Chi Square Test Results of Selected Children's Responses	104
8. Figure 8. Crosstabulation of Selected Children's Self- Initiations	105
9. Figure 9. The Chi Square Test Results of Selected Children's Self- Initiations	106
10. Figure 10. Correlation Measurement in Case 1	118
11. Figure 11. Correlation Measurement in Case 2	120
12. Figure 12. Correlation Measurement in Case 3	121
13. Figure 13. Correlation Measurement in Case 4	123
14. Figure 14. The Chi Square Test for Variance for Overall Educators' Cognitive Input and Demand Levels	125
15. Figure 15. The Chi Square Test for Overall Coded Cognitive Level of Children's Responses	132
16. Figure 16. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 1	139

17. Figure 17. Correlation Measurement between Educator's and Children's 140
Cognitive Levels in Case 2
18. Figure 18. Correlation Measurement between Educator's and Children's 142
Cognitive Levels in Case 3
19. Figure 19. Correlation Measurement between Educator's and Children's 143
Cognitive Levels in Case 4
20. Figure 20. Correlation Measurement between Educator's and Children's 145
Cognitive Levels in Case 5

LIST OF TABLES

	Page
1. Table 1. Demographic Information of the Participating Kindergartens	65
2. Table 2. Demographic Information of the Participating Educators	66
3. Table 3. Demographic Information of the Participating Children	67
4. Table 4. The Cohen Kappa's Measurement for the Intercoder Reliability of Educators' Strategies Categories	74
5. Table 5. The Cohen Kappa's Measurement for Intercoder Reliability of Children Behaviours Categories	75
6. Table 6. Frequencies and Percentages of Overall Educator's Strategies in Case 1	92
7. Table 7. Frequencies and Percentages of Overall Educator's Strategies in Case 2	94
8. Table 8. Frequencies and Percentages of Overall Educator's Strategies in Case 3	97
9. Table 9. Frequencies and Percentages of Overall Educator's Strategies in Case 4	99
10. Table 10. Frequencies and Percentages of Overall Educator's Strategies in Case 5	101
11. Table 11. Overall Coded Children's Behaviours in Case 1	108
12. Table 12. Overall Coded Children's Behaviours in Case 2	110
13. Table 13. Overall Coded Children's Behaviours in Case 3	112

14. Table 14. Overall Coded Children's Behaviours in Case 4	114
15. Table 15. Overall Coded Children's Behaviours in Case 5	116
16. Table 16. Educator's cognitive input and demand level in Case 1	126
17. Table 17. Educator's cognitive input and demand level in Case 2	127
18. Table 18. Educator's cognitive input and demand level in Case 3	128
19. Table 19. Educator's cognitive input and demand level in Case 4	129
20. Table 20. Educator's cognitive input and demand level in Case 5	130
21. Table 21. Overall Coded Cognitive Level of Children's Responses	131
22. Table 22. Cognitive Levels of Children's Responses in Case 1	134
23. Table 23. Cognitive Levels of Children's Responses in Case 2	135
24. Table 24. Cognitive Levels of Children's Responses in Case 3	136
25. Table 25. Cognitive Levels of Children's Responses in Case 4	137
26. Table 26. Cognitive Levels of Children's Responses in Case 5	138

LIST OF CHARTS

	Page
1. Chart 1. The Overall Educators' Strategies	91
2. Chart 2. Overall Educator's Strategies in Case 1	93
3. Chart 3. Overall Educator's Strategies in Case 2	95
4. Chart 4. Overall Educator's Strategies in Case 3	97
5. Chart 5. Overall Educator's Strategies in Case 4	99
6. Chart 6. Overall Educator's Strategies in Case 5	101
7. Chart 7. Overall Coded Children's Behaviours	103
8. Chart 8. Overall Coded Children's Responses	105
9. Chart 9. Overall Coded Children's Self- Initiations	106
10. Chart 10. Children's Communicating Behaviours	107
11. Chart 11. Children's Behaviours in Case 1	109
12. Chart 12. Children's Behaviours in Case 2	111
13. Chart 13. Children's Behaviours in Case 3	113
14. Chart 14. Children's Behaviours in Case 4	114
15. Chart 15. Children's Behaviours in Case 5	117
16. Chart 16. The correlated educator's strategies and children's responses in Case 1 (Bar chart)	119
17. Chart 17. The correlated educator's strategies and children's responses in Case 1	119

18. Chart 18. The correlated educator's strategies and children's responses in Case 2 (Bar Chart)	120
19. Chart 19. The correlated educator's strategies and children's responses in Case 2	120
20. Chart 20. The correlated educator's strategies and children's responses in Case 3 (Bar Chart)	122
21. Chart 21. The correlated educator's strategies and children's responses in Case 3	122
22. Chart 22. The correlated educator's strategies and children's responses in Case 5 (Bar Chart)	124
23. Chart 23. The correlated educator's strategies and children's responses in Case 5	124
24. Chart 24. Overall Educators' Cognitive Input and Demand Levels	126
25. Chart 25. Educator's cognitive input and demand level in Case 1	127
26. Chart 26. Educator's cognitive input and demand level in Case 2	128
27. Chart 27. Educator's cognitive input and demand level in Case 3	129
28. Chart 28. Educator's cognitive input and demand level in Case 4	130
29. Chart 29. Educator's cognitive input and demand level in Case 5	131
30. Chart 30. Overall Coded Cognitive Level of Children's Responses	132
31. Chart 31. Overall Coded Cognitive Level of Children's Responses (Bar Chart)	133

32. Chart 32. Overall Coded Cognitive Level of Children’s Responses	133
33. Chart 33. Cognitive Levels of Children’s Responses in Case 1	134
34. Chart 34. Cognitive Levels of Children’s Responses in Case 2	135
35. Chart 35. Cognitive Levels of Children’s Responses in Case 3	136
36. Chart 36. Cognitive Levels of Children’s Responses in Case 4	137
37. Chart 37. Cognitive Levels of Children’s Responses in Case 5	138
38. Chart 38. Educator’s and Children’s Cognitive Levels in Case 1	139
(Bar Chart)	
39. Chart 39. Educator’s and Children’s Cognitive Levels in Case 1	140
40. Chart 40. Educator’s and Children’s Cognitive Levels in Case 2	141
(Bar Chart)	
41. Chart 41. Educator’s and Children’s Cognitive Levels in Case 2	141
42. Chart 42. Educator’s and Children’s Cognitive Levels in Case 3	142
(Bar Chart)	
43. Chart 43. Educator’s and Children’s Cognitive Levels in Case 3	142
44. Chart 44. Educator’s and Children’s Cognitive Levels in Case 4	144
45. Chart 45. Educator’s and Children’s Cognitive Levels in Case 4	144
46. Chart 46. Educator’s and Children’s Cognitive Levels in Case 5	145
(Bar Chart)	
47. Chart 47. Educator’s and Children’s Cognitive Levels in Case 5	146

LIST OF PICTURES

- | | |
|---|----|
| 1. Picture 1. The Cover of the Picture Book | 70 |
| <i>“Der kleine Esel und sein Geschenk für Jaki”</i> | |
| 2. Picture 2. The Book Content | 70 |

TABLE OF CONTENTS

	Page
Statement of Originality	ii
Acknowledgement	iii
Abstract	v
List of Figures	viii
List of Tables	x
List of Charts	xii
List of Pictures	xv

Chapters:

Introductory Chapter

I. Background of the Study	1
II. Research Problems Formulation	8
III. Significance of the Study	9
IV. Scopes of the Study	10

Literature Review Chapter

I. Language Promotion Programs in Kindergarten	11
II. Adult- Child Book Reading Practices	26
II.1. Impacts and Benefits of Adult- Child Book Reading Practices	26
II.2. The Types of Adult- Child Book Reading Practices	27
II.3. Adult- Child Book Reading Practice Assessment	30
II.3.1. Nature of Book Reading Event	30
II.3.2. Interaction in Book Reading	32

II.3.3. Adult’s Strategies	34
II.3.4. Children’s Participation	39
II.4. Other Aspects of Adult- Child Book Reading Practices	41
II.5. Gaps from Existing Studies	44
III. Theoretical Framework of the Current Study	46
Empirical Chapter	
I. Aims	49
II. Research Methodology	50
III. Instruments	59
IV. Research Participants and Data Collection Procedures	64
V. Coding Development Procedures and Coding System	72
VI. Findings Presentation	76
1. Overall Profiles of the Observed Shared Book Reading Sessions	77
1.1. Case 1	77
1.2. Case 2	78
1.3. Case 3	78
1.4. Case 4	79
1.5. Case 5	79
2. Interaction Forms Observed during the Book Reading Sessions	80
2.1. One-to-one Educator- Child Interaction	80
2.2. Peer Interaction	83
2.3. Group Interaction	85
3. Overall Observed and Coded Educators’ Strategies	88
3.1. Case 1	91
3.2. Case 2	94
3.3. Case 3	96
3.4. Case 4	98

3.5. Case 5	100
4. Overall Observed and Coded Children’s Behaviours	102
4.1. Case 1	107
4.2. Case 2	109
4.3. Case 3	111
4.4. Case 4	113
4.5. Case 5	115
5. Correlations between Educators’ Strategies and Children’s Responses	117
5.1. Correlation Measurement in Case 1	118
5.2. Correlation Measurement in Case 2	119
5.3. Correlation Measurement in Case 3	121
5.4. Correlation Measurement in Case 4	123
5.5. Correlation Measurement in Case 5	123
6. Cognitive Levels of Educators’ Strategies	124
6.1. Educator’s Cognitive Input and Demand Level in Case 1	126
6.2. Educator’s Cognitive Input and Demand Level in Case 2	127
6.3. Educator’s Cognitive Input and Demand Level in Case 3	128
6.4. Educator’s Cognitive Input and Demand Level in Case 4	129
6.5. Educator’s Cognitive Input and Demand Level in Case 5	130
7. Cognitive Levels of Children’s Responses	131
7.1. Cognitive Levels of Children’s Responses in Case 1	133
7.2. Cognitive Levels of Children’s Responses in Case 2	134
7.3. Cognitive Levels of Children’s Responses in Case 3	135
7.4. Cognitive Levels of Children’s Responses in Case 4	136
7.5. Cognitive Levels of Children’s Responses in Case 5	137
8. Correlation between Educator’s and Children’s Cognitive Levels	138
8.1. Correlation of Cognitive Levels in Case 1	139

8.2.	Correlation of Cognitive Levels in Case 2	140
8.3.	Correlation of Cognitive Levels in Case 3	141
8.4.	Correlation of Cognitive Levels in Case 4	143
8.5.	Correlation of Cognitive Levels in Case 5	144
VII.	Interpretations and Discussions	
1.	Overall Profiles of the Book Reading Sessions	147
2.	Educators' Strategies	149
2.1.	Educator's Strategies in Case 1	152
2.1.1.	Instructional Strategies	152
2.1.2.	Personal and Management Strategies	160
2.2.	Educator's Strategies in Case 2	164
2.2.1.	Instructional Strategies	164
2.2.2.	Personal and Management Strategies	172
2.3.	Educator's Strategies in Case 3	175
2.3.1.	Instructional Strategies	175
2.3.2.	Personal and Management Strategies	183
2.4.	Educator's Strategies in Case 4	187
2.4.1.	Instructional Strategies	187
2.4.2.	Personal and Management Strategies	190
2.5.	Educator's Strategies in Case 5	192
2.5.1.	Instructional Strategies	192
2.5.2.	Personal and Management Strategies	200
3.	Children's Behaviours	205
3.1.	Children's Behaviours in Case 1	207
3.1.1.	Children's Responses	207
3.1.2.	Children's Self- Initiations	211
3.2.	Children's Behaviours in Case 2	215
3.2.1.	Children's Responses	215

3.2.2. Children’s Self- Initiations	219
3.3. Children’s Behaviours in Case 3	222
3.3.1. Children’s Responses	222
3.3.2. Children’s Self- Initiations	226
3.4. Children’s Behaviours in Case 4	228
3.5. Children’s Behaviours in Case 5	230
3.5.1. Children’s Responses	231
3.5.2. Children’s Self- Initiations	235
4. Correlation and Congruence between Strategies and Responses	238
4.1. Naming and Labelling	239
4.2. Picture Description	244
4.3. Text- Reader Connect	248
4.4. Text Prediction	252
4.5. General Knowledge	255
 Concluding Chapter	
I. Conclusions of the Study	261
II. Discussion Referring to the Previous Studies	267
III. Discussion Referring to the Early Childhood Education and Care in Germany	271
IV. Limitations of the Study	274
V. Recommendations for Further Study	275
 Appendices	
Appendix 1. Consent from the Participating Children’s Parents	
Appendix 2. Consent from the Participating Kindergartens and Educators	
Appendix 3. Demographic Questionnaire for Children and Families	
Appendix 4. Demographic Questionnaire for Kindergartens and Educators	

- Appendix 5. Coding of Maternal Utterances (Reese et al, 2003)
- Appendix 6. Nature of Book Reading Event (Dickinson et al, 2003)
- Appendix 7. Adult- Child Interactive Reading Inventory (DeBruin- Parecki, 1999)
- Appendix 8. Codebook for Educators' Strategies
- Appendix 9. Codebook for Children's Behaviours
- Appendix 10. Sample of Coding Educators' Strategies
- Appendix 11. Sample of Coding Children's Behaviours
- Appendix 12. Overall Coded Educators' Strategies
- Appendix 13. Frequencies and Percentages of Strategies Categories in Case 1
- Appendix 14. Frequencies and Percentages of Instructional Strategies Functions
in Case 1
- Appendix 15. Frequencies and Percentages of Naming and Labelling Strategies
in Case 1
- Appendix 16. Frequencies and Percentages of Confirmation Strategies in Case 1
- Appendix 17. Frequencies and Percentages of Questioning Strategies in Case 1
- Appendix 18. Frequencies and Percentages of Correction Strategies in Case 1
- Appendix 19. Frequencies and Percentages of Personal and Management Strategies in
Case 1
- Appendix 20. Frequencies and Percentages of Management Style Types in Case 1
- Appendix 21. Frequencies and Percentages of Strategies Categories in Case 2
- Appendix 22. Frequencies and Percentages of Instructional Strategies Functions
in Case 2
- Appendix 23. Frequencies and Percentages of Naming and Labelling Strategies
in Case 2
- Appendix 24. Frequencies and Percentages of Confirmation Strategies in Case 2
- Appendix 25. Frequencies and Percentages of Questioning Strategies in Case 2

- Appendix 26. Frequencies and Percentages of Correction Strategies in Case 2
- Appendix 27. Frequencies and Percentages of Personal and Management Strategies in Case 2
- Appendix 28. Frequencies and Percentages of Management Style Types in Case 2
- Appendix 29. Frequencies and Percentages of Strategies Categories in Case 3
- Appendix 30. Frequencies and Percentages of Instructional Strategies Functions in Case 3
- Appendix 31. Frequencies and Percentages of Naming and Labelling Strategies in Case 3
- Appendix 32. Frequencies and Percentages of Confirmation Strategies in Case 3
- Appendix 33. Frequencies and Percentages of Questioning Strategies in Case 3
- Appendix 34. Frequencies and Percentages of Correction Strategies in Case 3
- Appendix 35. Frequencies and Percentages of Personal and Management Strategies in Case 3
- Appendix 36. Frequencies and Percentages of Management Style Types in Case 3
- Appendix 37. Frequencies and Percentages of Strategies Categories in Case 4
- Appendix 38. Frequencies and Percentages of Instructional Strategies Functions in Case 4
- Appendix 39. Frequencies and Percentages of Confirmation Strategies in Case 4
- Appendix 40. Frequencies and Percentages of Questioning Strategies in Case 4
- Appendix 41. Frequencies and Percentages of Personal and Management Strategies in Case 4
- Appendix 42. Frequencies and Percentages of Management Style Types in Case 4
- Appendix 43. Frequencies and Percentages of Strategies Categories in Case 5
- Appendix 44. Frequencies and Percentages of Instructional Strategies Functions in Case 5

Appendix 45. Frequencies and Percentages of Naming and Labelling Strategies
in Case 5

Appendix 46. Frequencies and Percentages of Confirmation Strategies in Case 5

Appendix 47. Frequencies and Percentages of Questioning Strategies in Case 5

Appendix 48. Frequencies and Percentages of Correction Strategies in Case 5

Appendix 49. Frequencies and Percentages of Personal and Management Strategies
in Case 5

Appendix 50. Frequencies and Percentages of Management Style Types in Case 5

Appendix 51. Overall Coded Children's Behaviours

INTRODUCTORY CHAPTER

This chapter presents several issues, namely: 1). the background of the study, which includes discussions on the current situations underlying the initiations of the study; 2). problems formulation, and 3). significance of the study.

I. BACKGROUND OF THE STUDY

Early childhood education and care has been conceived as crucial for children's development as indicated by the results of a number of various studies in the field (McCartney, 1984; Phillips et al, 1987; McCartney & Jordan, 1990; Barnett, 1995). These studies revealed important findings which addressed relevant issues such as quality of care and amount and timing of care (Lazar et al, 1982; McCartney & Jordan, 1990; Schweinhart et al, 1993; Barnett, 1995; Reynolds, 2000; Lamb & Ahnert, 2006; Mashburn & Pianta, 2007; Burger, 2010). Higher quality child care was found to give both short-term and long-term impacts to children's cognitive and social development (cf. Phillips et al, 1987; McCartney & Jordan, 1990; Barnett, 1995; Cleveland et al, 2007). The short-term effects were defined as the ones obtained within a year or two after children exit an early childhood education and care program whereas the long-term effects were the ones obtained in latter stages of education that the children went through, for instance high school (cf. Barnett, 1995). The short-term effect of early childhood education and care on children's cognitive development could take a form of the immediate "boosts" of IQ points. While, the long-term effect would relate to school achievement, grade retention, placement in special education as well as social adjustment (Barnett, 1995).

Furthermore, these short and long-term effects were especially significant for children with disadvantaged background, i.e. from impoverished homes, at-risk or with migration background (cf. Barnett, 1995; Stegelin, 2004; Fried & Voss, 2010). On the other hand, children from highest income families got negative effects. Moreover,

children from highly supportive home environments did not seem to profit much. They even had lower cognitive and social development progress when being cared outside their homes compared with children whose home environments were poor. This might indicate that the quality of care in children's early year, instead of merely the income of the parents, would be the key to the difference (Barnett, 1995). In addition to that, "teacher- child interaction" was also considered as one of the indicators of this high quality process in the early childhood education and care practices (cf. Hamre & Pianta, 2001; Sylva et al, 2004; La Paro et al, 2004; Pianta, 2005 and Pianta, 2007).

In some countries, such as Germany, children with disadvantaged background such as the ones with migration backgrounds have become an emphasis in the education reform because their participations and achievements at schools are regarded as lower than their native German speaking peers (Autorengruppe Bildungsberichterstattung, 2010). After the publication of PISA 2000 results that have brought presumed problems of inequality in German education to surface, a reform in the education system was initiated starting from early childhood education level. Laubeová (2006) mentioned that the problem of inequality was obviously not concerning "the quantitative participation at education, but the quality of their promotion". In other words, the statistical distribution of children or students with migration backgrounds in the German schools might not be the main problem. Furthermore, Bos et al (Bildungsberichterstattung Ruhr, not yet published, 2011) implied that somehow the statistical numbers of children with migration backgrounds enrolled in kindergartens could not really indicate whether they were according to the proportions in the population.

Therefore, if the core problem was not the matter of statistical number of participation in the early childhood education and care services, the actual problem would be on the kinds of educational programs that children obtain. For many, it is not a surprising fact that a big number of children or students with migration backgrounds go to the lowest tracks of secondary education, which later on will affect their possibilities of future academic and professional career. This over-representing number has been claimed to be caused by the children's lack of language mastery, i.e. German. Leubová (2006) argued again that this frequent claim stating that the lack of language mastery was caused by the non-attendance of children with migration backgrounds in the early

childhood education and care institutions is not fully proven to be true. She further continued by saying that the attendance rate of children with migration backgrounds in kindergartens was only slightly lower than the native German speaking children. This implicitly suggested that there could be a problem in the quality of the programs provided in the educational institutions, in this case kindergartens, themselves.

Consequently, one of the implications of the reform in the level of early childhood education is in forms of a variety of language promotion programs targeting children with migration backgrounds, which are offered in institutions such as in kindergartens (Jampert et al, 2007). The language promotion programs to promote language competencies of children are in the first place regarded as important based on the underlying idea that language is “a key competence” for equal opportunity of children’s educational career as well as future life (Jampert et al, 2007). In addition, it is also widely believed that there is a “strong interrelation between reading and language abilities” (Bowey, 2005, Gasteiger- Klicpera et al., 2009). Language development, including vocabulary and grammatical development have been found to be able to predict later reading achievement of the so-called “normally developing” children (Bowey, 2005).

Furthermore, in a more general and broader sense, language itself is one of the important central capabilities marking one’s life (Nussbaum, 2003). Accordingly, it is claimed by Vygotsky (1978) as ‘a critical bridge between the socio-cultural world and individual mental functioning’. Moreover, the acquisition and development of language is also considered as the most significant milestone in children’s cognitive development (Berk & Winsler, 1995). A child language delay is therefore believed to lead to isolation and withdrawal as well as to learning difficulties and poor academic performance. In other words, if children have difficulties related to their language development, most probably they will have difficulties in learning in general. Moreover, in the case of children who have to master more than one language, for instance the children with migration backgrounds in Germany, it often happens that they face great difficulties and confusion in developing the mastery of the languages. Sometimes the difficulties and confusion result in a risk of losing the ability in one of the languages they have learned (Wong- Filmore, 1991). This will certainly have an impact on their future academic and

social life unless there is a help from their caregivers, who are parents and educators, since children acquire language – both first and second language- through interactions (Birner, 2008).

Children's language acquisition, especially second language acquisition, has been so far an interest of many researchers (McLaughlin, 1984; Levy, 1985). However, there have been as well different points of views with regards to basic underlying hypotheses, such as whether or not there are differences in first and second language acquisition processes or whether the differences related to “substantive changes in human mind” (Sopata, 2010). Moreover, there are also at least two distinctive types of childhood bilingualism commonly recognized, namely “simultaneous” and successive (consecutive) bilingual acquisition (McLaughlin, 1978). Simultaneous bilingual acquisition happens when a child learns two different languages from his or her very early ages, i.e. up to three years old according to McLaughlin (1978). Meanwhile, successive (consecutive) acquisition occurs when a child learns the second language at a later stage in his or her childhood.

In the context of children acquiring German as a second language, the different stances also existed. Thoma & Tracy (2006) noted from their empirical research results that children's second language acquisition could be a similar type to the first language. The results of their study showed that children at the age of three to four who learned German as their second language at the first time might already develop the most important *morphosyntactic properties* (e.g. syntactic construction, subject-verb agreement) within half a year, just like their native German speaking peer. They claimed that the results were in line with the results of some other studies conducted by researchers such as Rothweiler (2006) and Kroffke & Rothweiler (2006, as cited in Thoma & Tracy, 2006).

They further argued that such aspects as the cases and gender paradigms, the articles, classes of words, prepositions and irregular verbs were important to promote. Moreover, the vocabulary of the children acquiring German as a Second Language, as indicated in their study was still behind the lexical repertoire that the native German speaking children could already actively develop at the same age. Nevertheless, overall

Thoma & Tracy (2006) concluded that the children aged three to four acquiring German as a Second Language showed to some extent similar characteristics as their native German speaking counterparts and they could do it relatively quickly and easily given the right support.

On the other hand, Sopata (2010) in her study argued otherwise. She studied the acquisition of verb placement in German as a Second Language of children aged three to four years. Her study results revealed that the children acquired their second language in a different type from the first language acquisition, which was contrary to the results found by Thoma & Tracy (2006) as described above. In addition, the results of her study specifically showed that children's acquisition of second language inflectional morphology differed from the first language acquisition. Concerning the syntax domain, the children's acquisition seemed to be "a variant of second language acquisition" (Sopata, 2010). None of these results seemed to support the results of Thoma & Tracy's (2006) mentioned earlier.

Regardless of these various stances, there are still some other relevant considerations that should be kept in mind concerning bilingual children acquiring a second language, such as those from Hakuta & Diaz (1985) who stated that there would be a possibility that bilingual children develop an early capacity to focus on and analyze the structural properties of language. Furthermore, bilingual experience could also be helpful in developing an early awareness of language (Levy, 1985; Clyne, 1987). Thus, going back to the core matter discussed previously, the initiative of the German government to promote language mastery starting should be considered as a necessary step. Moreover, Gasteiger- Klicpera et al (2009) suggested that language promotion programs should begin as early as possible and be tailored to the needs appropriate to the participating children's initial abilities. They also hinted from one of their empirical study results that children speaking more than one language were found better at applying phonological working memory. In addition to that, Tracy (2008) underlined several common phenomena regarding children's acquisition of German as a Second Language. In her previous study, Tracy (2008) noticed that children got acquainted with problems related to the use of several aspects in sentence production, namely: 1). verbs (e.g. V2, V2 finite, focus particle phrase and irregular verbs); 2). case and genus; 3).

articles; 4). prepositions of place, and 5). plural forms. Taking these facts into account, the focus of the language promotion programs in German kindergartens should be given addressing these conditions and needs.

However, another problem has emerged concerning the readiness of the whole components of the early childhood education system in Germany itself in dealing with the change. In Germany, the early childhood education and care has had its long tradition of being focusing on social pedagogy which advocates that education and child upbringing are intertwined. In the so-called “Early Childhood Education and Care” (ECEC) system in Germany, the concept of education has been aimed at developing abilities which will enable children to learn, to develop their achievement potential to act, solve problems as well as to form relationships (cf. *Bundesjugendkuratorium* et al., 2002 in Leu & Schelle, 2009). Thus, education in an ECEC institution has not been really defined as a school- oriented approach (cf. Leu & Schelle, 2009). The educators serving at these institutions have been therefore regarded not as teachers, just like their counterparts in primary education or secondary education. Moreover, they have been called “educators” (German: *Erziehern/ Erzieherinnen*) or social pedagogues (German: *Sozialpädagogen/ Sozialpädagoginnen*).

In order to be able to work in a kindergarten in Germany, one must firstly go through a specific vocational training course upon the completion of secondary education. The duration of the training course is two or three years depending on the state in which the training takes place. There is also a possibility of a one-year work placement or internship after the training. After completing this initial qualification, one can be considered as a child carer or social assistant. To be a qualified early childhood educator, another post- secondary training is required. The training lasts for three years. Therefore, it might take up to five years in total for one to be considered a professional “*Erzieher*” or “*Erzieherin*” (Leu & Schelle, 2009). Nevertheless, as already noted out earlier, the profession of an early childhood educator in Germany are unfortunately still incomparable to teachers.

Referring back to the problems and the educational reform mentioned previously, according to a study conducted by Gastegeiger- Klicpera et al. in 2009,

there have been a number of developed language promotion programs in almost every state in Germany during the recent years. Thus, it could be assumed that the early childhood educators have been facing more challenges in their everyday tasks in kindergartens. Not only do they have to take care about the children, but also they have to start educating them through some instructional activities, to enhance their literacy competences so that they will be ready for schools. Some other studies concerning early childhood educators and their professional competence aspects, which included interaction, have been also conducted by several other researchers such as Fried (1985, 2009), Honig et al, (2004), Becker- Stoll & Textor (2007), Beller & Preissing (2007), Hemmerling (2007), Teschner (2004), Tietze et al (2005), and Kuger & Kluczniok (2009). The results of these studies showed that the quality of the educator- child interaction processes had a significant impact on children's development. The study conducted by Fried (1985) pointed out results which specifically addressed the effects of the interaction with on children's phonetic development gain. While her other recent study in 2009 also indicated that efforts in improving the early childhood educators' professional developments should be done in the first place to enhance their capabilities to support children's language learning. Moreover, there are several aspects such as their knowledge base, skills repertoire, levels of expertise and experiences that have to be taken into consideration as they are important for an effective language learning interventions (Fried, 2009; König & van der Aalsvoort, 2009, Gasteiger- Klicpera et al, 2009).

It has been pointed out earlier that reading ability has been assumed as strongly correlated to language abilities in general. Thus, reading activities have also been encouraged in kindergarten setting as well as home setting. Unfortunately, to date there seems to be a lack of empirical research done concerning this activity, in comparison to the abundant studies with international settings. One of the most notable studies in German context was conducted by Wieler (1997), who researched the practices of shared book reading in home setting. Apart from this study, however, little has been known regarding how the early childhood educators have practiced this activity in kindergartens.

The previous studies in the field have indicated that adult- child book reading activity, including the one conducted in the institutional setting, gives beneficial effects to children's cognitive and language development (Whitehurst, 1992; Bus, van Ijzendoorn and Pellegrini, 1995; Hargrave and Senechal, 2000, and Blewitt et.al, 2009). Moreover, the adult- child interaction which is embedded during the book reading session has also been proved to be potential for learning (Cochran- Smith, 1986; DeBruin- Parecki, 1999). A particular shared book reading type called "Dialogic Book Reading" has gained supports from researchers such as Whitehurst (1992), Zevenbergen & Whitehurst (2003), Cutspec (2006) and Trivette & Dunst (2007). This type of reading has been claimed as one of the most effective activities to facilitate children's language learning, even for younger children and children with specific needs, such as the ones from lower socioeconomic background (cf. Cutspec, 2006).

Furthermore, in the context of Germany, the notion of dialogic book reading as a supportive activity to promote literacy has also come to attention. It has been discussed quite publicly in the online resource such as *Kindergarten Pädagogik Online Handbuch*. An on-going large scale quantitative experimental research has also been conducted by a team of researchers from the Faculty of Psychology of the Justus-Liebig University of Giessen. Even so, there is still rather insufficient information around. Therefore, an empirical study researching how the early childhood educators perform shared book reading activity, particularly dialogic book reading, in the context of German kindergartens which offer language promotion programs to children with migration backgrounds would be interesting and of necessity.

II. RESEARCH PROBLEMS FORMULATION

Based on the explanation above, the research problems for this study are formulated as follows:

- How is the dialogic oriented shared book reading practiced in the participating kindergartens?
- What interaction forms can be observed during the shared book reading sessions?

- What are the strategies applied by early childhood educators during the shared book reading sessions?
- What are the behaviours of children observed during the shared book reading sessions?
- How are the interactions between the educators' strategies and children's responses?
- Are there examples of potential second language learning situations observed during the practices of shared book reading sessions performed by the participating educators?

Therefore, the research focuses and aims of this study would be concentrated on finding answers to the abovementioned questions. Furthermore, it should be necessary as well to accentuate the significance and scopes of this study, which distinguishes it from other studies in the field.

III. SIGNIFICANCE OF THE STUDY

Since similar type of studies (a linguistically based qualitative study on book reading practices in kindergartens) has not been done much so far in Germany, it is expected that the results of this study will contribute significantly in the following two manners:

1. *As a theoretical and empirical contribution to the research field concerning early childhood education and care in general and adult- child shared book reading in particular.*

Body of literature show that adult- child book reading has been a big interest of studies conducted under the framework of early childhood education (cf. DeBruin- Parecki, 1999). Findings of this study are therefore expected to enrich the existing knowledge in the field. The fact that the study is conducted in Germany, in which the early education and care system is particularly different from the other countries especially the USA where most of the internationally recognized studies took place, is also hoped to bring new insights on practices in different settings and language contexts.

2. *As an empirical base for the improvement of the early childhood educators' professional development as well as the language promotion programs for children with migration backgrounds in Germany.*

Even though this study is not designed as an evaluation study, the findings can still provide an exemplary daily routine case studies overview on how the real practices of education (i.e. book reading instruction) in kindergartens can look like. Thus, educational implications drawn from the findings of this study are expected to be taken into consideration for further improvement concerning language promotion programs in kindergartens.

IV. SCOPES OF THE STUDY

This study focuses specifically on describing and exploring practices of a particular educational activity namely “dialogic oriented shared book reading” tailored for children with migration backgrounds in the context of German kindergartens. The study is designed as an interdisciplinary approach, which combines relevant aspects of early childhood education and care and second language acquisition, in this context “German as a Second Language”. However, it should be clearly stated that the different stances concerning second language acquisition (cf. pages 4-6) will not be the spotlight of discussion in this study.

LITERATURE REVIEW CHAPTER

This chapter discusses several points, namely: 1). Language promotion program in kindergartens, which comprises of the concepts and experiences; 2). Adult- child book reading practices, which include impacts and benefits of book reading, types of book reading and adult- child book reading assessment, and 3). Theoretical framework of the study.

I. LANGUAGE PROMOTION PROGRAMS IN KINDERGARTENS

As mentioned earlier in the introductory chapter (cf. page 4), in a typical German kindergarten, children used to learn mostly social skills to enable them to deal with social situations they might encounter at different places such as kindergartens, home and neighbourhood. This focus on social pedagogical skills was called “*Situationsansatz*” (Zimmer et al, 1997; Zimmer, 2007). Therefore, in early childhood education and care centres in Germany, care and upbringing have been combined together with education as a “comprehensive process of developing the abilities to learn, to develop the achievement potential, to act, to solve problem and to form relationships” (Leu & Schelle, 2009). In addition, the existence of formal curricular guidelines seemed to be rare (Oberhuemer, 2005). This also related to the management of Early Childhood Education and Care system which has been mostly taken care by each municipality in cooperation with various service providers (in German: *Träger*) such as welfare organizations, parent initiatives and religious communities i.e. churches (Leu & Schelle, 2009).

However, this focus and existing system have been criticized a lot during recent years, especially after the results of PISA 2000 in which the German students ranked lower than expected (cf. Bos et al, 2010). It has been mostly argued that one of the causes of this low performance is related to the issue of inequality in German education systems. More specifically, the insufficient German language mastery of students with migration backgrounds when they enter primary education has been pointed out as the

reason (cf. Stanat et al, 2003). Consequently, the focus of learning in kindergartens has been shifted to the introduction of language as one of the important skills to be mastered, especially for children with migration backgrounds through such activities as play, songs and shared book reading. However, another issue has also emerged at the same time, concerning the readiness and the capabilities of the Early Childhood Education and Care system and its components including the educators to carry out such programs (cf. introductory chapter, page 4; cf. Tracy et al, 2010).

Tietze et al (1996) conducted a study which compared the process quality in Early Child Care and Education Programs in five countries including Germany by using the Early Childhood Environment Rating Scale (ECERS) and the Caregiver Interaction Scale (CIS). In the first place the study aimed at examining whether the psychometric characteristics of the instruments (ECERS and CIS) used to assess process quality in the five participating countries (i.e. Austria, Germany, Portugal, Spain and the USA) were sufficiently similar for cross-country comparisons. Then, it attempted to provide descriptions of some major features of process quality in the five countries, namely similarities and differences in overall process quality alongside with differences in the components contributing to the quality (Tietze et al, 1996).

The Early Care Environment Rating Scale (ECERS) was developed by Harms and Clifford (1980). It comprised 37 items which could be used to evaluate seven particular aspects of centre-based care for children ages two and a half to five years (Harms & Clifford, 1980). The seven aspects were: 1) personal care routines; 2) furnishings; 3) language reasoning experiences; 4) motor activities; 5) creative activities; 6) social development, and 7) staff needs. The rating for each item was in forms of odd numbers: 1, which indicated “inadequate”; 3, which indicated “minimal”; 5, which indicated “good”, and 7, which indicated “excellent”. Meanwhile, the other instrument, “Caregiver Interaction Scale” (CIS), was developed by Arnett (1989). CIS consisted of 26 items to rate teachers’ sensitivity during their interactions with children. Specifically, this instrument scored three domains namely: 1) sensitivity; including warm, attentive, engaged; 2) harshness; including critical, punitive; and 3) detachment; including low levels of interaction, interest, or supervision.

Furthermore, the sampling procedures done in the study followed step-by-step processes as follows: 1). the selection of larger regions and sites within the regions; 2). the selection of centres, and 3). the selection of classrooms within the centres (Tietze et al, 1996). In the case of Germany, the participants were taken from five states, namely: 1). Brandenburg; 2). East and West Berlin; 3). North- Rhine Westphalia; 4). Rhineland-Palatinate, and 5). Baden- Württemberg.

The findings of the study revealed that Germany had similar quality profiles to Austria, and both countries scored highest on the mean ECERS scores since they were assumed as having stronger “infrastructures” which were able to support high quality of ECE services (Tietze et al, 1996). The findings also showed that Germany scored the second highest concerning the dimension of “Personalized Care”, which included such aspects as “diapering/ toileting”, “personal grooming”, “furnishing for relaxation and comfort” and “greeting/ departing”. Furthermore, Germany got the highest score, together with the USA, in the dimension of “availability and use of space and play materials”. Concerning the caregivers, just like the participants from the other four countries, in general the caregivers in German Early Childhood Education and Care institutions were found to display “high levels of sensitivity, acceptance, and involvement in their interactions with children” (Tietze et al, 1996). However, there was also an indication of significant high variability regarding the process quality within the country itself, which could be understood as a result of the long existing different traditions of the former East and West Germany.

Following up this study, there were also recent studies by Tietze (1998) and Tietze et al (2005) which discussed the quality of early childhood education and care specifically in the context of Germany. Tietze (1998) did an empirical research investigating the process quality concept, measuring how good the kindergarten quality, as well as finding out the impact of educational quality on the children’s development. The instruments used in both studies were “KES” (*Kindergarten Skala*) and “KES-R” (the revised version), which were the German translated version of ECERS and ECERS-S. The findings of the study implied that the policy instruments to control and ensure quality education in kindergartens were in the need of improvement (Tietze, 1998; Tietze et al, 2005).

Leu & Schelle (2009) pinpointed the issue of two previous different regions of Germany as well in their critical reflections on the German early childhood policies. They argued that the reason of the difference between East and West Germany concerning the attendance of children in a day care facility (including as well kindergartens) might refer back to the past condition. The people in the eastern parts used to work full time so the government provided places to take care of their children. Meanwhile, the people in the western parts held on to the ideas that children's early upbringing was the responsibility of the family, in particular mothers (Leu & Schelle, 2009). Thus, the availability of early childhood education and care institutions was limited. Up to 2004, this huge difference regarding the numbers of provisions in the two different regions was still observed. Nevertheless, in 2007, a change for betterment has already taken place in the western regions in forms of the increase of the numbers of places for children, especially for the ones under three years old. In addition, along with the growing expectations concerning the educational activities in the early childhood education and care institutions, the development of educational curricula has been promoted (Leu & Schelle, 2009). As mentioned earlier in this chapter, the focus of the activities in ECEC institutions in Germany is no longer mainly on the social skills but also more heavily on the domain specific development of children, especially focusing on the language development. Therefore, language promotion or support programs as well as obligatory language competence assessment with various procedures have been administered in many states in Germany (Leu & Schelle, 2009).

Gasteiger- Klicpera et al (2009) conducted an evaluative study which looked specifically at the impacts of language learning interventions for kindergarten children with German as a First and Second language. The particular program that they assessed was considered as one of the largest programmes at a state level called "*Sag' mal was-* Language Skills Training for Pre-school Children" funded by the *Landesstiftung* State Baden- Württemberg, Germany. This particular language training program was tailored to help children, especially those with migration backgrounds, to learn German intensively by being provided with different methods. The training itself was conducted in small groups consisting of 6- 12 children during a period of one kindergarten year (Gasteiger- Klicpera et al, 2009). The training was given by the kindergarten educators

themselves; most of them had experiences in taking parts in language education programs. The researchers in this longitudinal study employed several methods and instruments such as tests, questionnaires, video recordings and interviews to evaluate the training (Gasteiger- Klicpera et al, 2009).

They found from their study that after being supported with this program, the participating children's competencies in such areas as phonological working memory, syntax and semantics increased. The results of their study also accentuated several aspects significantly influencing children's learning experiences that should be taken into consideration namely teaching experience of educators, age of the children and the extent of language intervention (Gasteiger- Klicpera, 2009).

As indicated by the results of the study of Gasteiger- Klicpera et al (2009) above, the early childhood educators' professional development aspects were indeed an important factor determining the success of language promotion programs in ECEC institutions. A study conducted by Fried (2009) investigated whether and to what extent early childhood educators in Germany are adequately qualified in terms of their language support competence (LSC), which covers three dimensions namely: *knowledge base*, *skills repertoire* and *level of expertise*. Knowledge base constituted the knowledge-architecture of successful practitioners which consists of four crucial modes of knowledge: private or professional attitudes, expert knowledge, experience-based schemes or scripts and problem-solving heuristics. Skills repertoire referred to such factors as child relatedness, didactic management, adaptive support, and cognitive stimulation. While, level of expertise of early childhood educators was related to the image of the social work practitioner, with an emphasis on incidental learning within a holistic approach, and the image of the pre-school/kindergarten teacher (Fried, 2009). The study employed a questionnaire implemented in four German federal states (Baden-Württemberg, Bavaria, Hessen and North Rhine-Westphalia), with a total of 974 participants. This study then revealed the following types of early childhood educators in Germany:

- *Type 1: “Resilient Experts”*.

The educators falling in this type are equipped with well-grounded expert attitudes and a great capacity for work, have been working longer than average in their profession (experience), and as well demonstrate high self-efficacy, as well as a high degree of reflexivity.

- *Type 2: “Self-Confident Beginners”*.

The educators belong to this group are beginners with a high degree of self-efficacy and reflexivity. They are found to be not so interested in professional development measures even though their knowledge base is average.

- *Type 3: “Open-Minded Generalists”*

The educators who belong to this group have been working for a long time in their profession. They possess general schematic knowledge yet lack specific knowledge- They are described as being less reflective and having a low degree of self-efficacy. They also need above average professional knowledge.

- *Type 4: “Insecure Traditionalists”*

The educators who comprise this group are found to have a weak knowledge base. However, it seems like they are fine with the situation. Their interest in professional development is also below average.

(Fried, 2009)

These findings indicated that early childhood educators in Germany are different in terms of their language support competence. Thus, further trainings should be tailored taking into consideration these differences in order to gain optimum results of improving early childhood educators’ professional development.

In addition to the focus on early educator professional development, one other aspect being highlighted concerning language promotion program in German kindergartens recently is “interaction”. This is based on the results of international studies which have reported that interaction is supportive to children’s language and

cognitive development (Hamre and Pianta 2001; Sylva et al, 2004; La Paro, Pianta and Stuhlman, 2004; Pianta, 2005, Gillanders, 2007; Cirino et al, 2007; Chang et al, 2007; Birner, 2008).

Furthermore, such findings of a prominent study by Sylva et al (2004) under the framework of the large scale EPPE (Effective Provision of Pre-School Education) Project, as the first major European study of a national level, have been primarily referred to when it comes to the discussion of the effective settings of early childhood education and care programs. The EPPE itself was a longitudinal study aiming at finding out the effects of preschool education and care on children's development for children aged 3-7 years old. Information concerning the participating children's developmental profiles, background characteristics of their parents, home learning environment and pre-school settings children attended were collected. Various settings (i.e. types of ECEC institutions) as well as different participants (children with different experiences of ECEC) were involved in this study. Moreover, the characteristics of effective practice and the supporting pedagogy were also inspected by conducting twelve intensive case studies of "settings where children had positive outcomes" (Sylva et al, 2004).

The findings of EPPE study regarding the pre-school period highlighted four main issues, namely: 1) "Impact of attending a pre-school"; 2) Type of pre-school which matters; 3) Effects of quality and specific 'practices' in pre-school, and 4) The importance of home learning. Related to pre-school attendance, Sylva et al (2004) argued that pre-school experience enhances development in children. The duration of attendance was considered important and an earlier start (i.e. under the age of three years) was recommended since it was found to be related to better intellectual development. Furthermore, there was no significant difference in terms of effectiveness of full time pre-school attendance and part-time one on children's gain. In addition, children with disadvantaged backgrounds seemed to profit from good quality pre-school experience, particularly when the setting comprised of a mixture of children with various social backgrounds (Sylva et al, 2004).

Concerning the type of pre-school, it was found that significant differences existed between individual pre-school settings. Higher quality existed in the ECEC settings which integrated care and education as well as in “nursery schools”. Moreover, this high quality brought about benefits to the children’s intellectual and social/behavioural development (Sylva et al, 2004). ECEC staff who owned higher academic qualifications obtained higher quality scores and this was found to enhance their children’s progress. In addition, the quality of interactions between children and staff was crucial. The indicator for this “quality interactions” according to Sylva et al (2004) was warm relationships in which ECEC staff was found to be responsive to the individual needs of the children. The balance in the curriculum, in which educational and social development were regarded as equally important was also one indicator of good quality in pre-school setting. Regarding “home learning”, the quality of learning environment at home was found to be more important for children’s development than demographic aspects such as parental occupation, education or income. In other words, quoting Sylva et al (2004), “what parents did was more important than who parents were”.

EPPE Project also resulted in identifications of practices which could be considered as effective in promoting children’s developmental outcomes. These practices are described as follows:

- *The quality of adult- child verbal interactions*

Adult- child interactions which stimulated the most progress of the children were the ones involving more practices of “**sustained shared thinking**”. Sustained shared thinking itself was defined as a particular situation in which “two or more individuals work together in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc.” (Sylva et al, 2004). This type of interaction occurred predominantly in a one- to- one interaction between a child and an adult or a single peer.

- *Initiation of activities*

Equal opportunities to initiate an activity in an interaction were observed to be effective. Children must be given chances to initiate the interaction and the educators can support them by extending their thinking (Sylva et al, 2004).

- *Knowledge and understanding of the curriculum*

The ECEC educators must know and understand the curriculum they are dealing with because the curriculum knowledge in early years is “as important as it is in the later stage of education” (Sylva et al, 2004).

- *Knowledge about how young children learn*

In line with the above-mentioned point, the ECEC educators must have sufficient knowledge concerning children’s development and learning. EPPE findings revealed that effective pedagogy included the combination of “teaching” and “play” activities. Thus, educators needed to know how to combine the less formal type of pedagogy in early childhood years with the academic purposes to better support children’s development outcomes. Sylva et al (2004) under the framework of EPPE Project recommended that ECEC institutions supported the improvement of educators’ professional knowledge by providing opportunities through initial training and continuous development.

- *Adult skills to support children*

Qualified staff was one of the key factors in predicting the quality of ECEC provision as indicated by the findings of EPPE. The most effective ECEC settings had in them qualified staff who gave more curriculum-related activities to children as well as engaging them in “challenging play” (Sylva et al, 2004). In addition, less qualified educators were observed to be able to support children’s significantly better when they cooperated with qualified ones.

- *There were more intellectual gains for children in centres that encouraged high levels of parent engagement in their children’s learning.*

Children did better when their parents were involved in the educational aims of the ECEC centres they were attending. Thus, Sylva et al (2004) suggested that ECEC centres should engage parents so that they would be able to support their children's learning at home.

- *The most effective settings adopted discipline/ behaviour policies in which staff supported children in rationalising and talking through their conflicts*

Sylva et al (2004) found that the absence of follow up actions towards children's misbehaviours led to a less effective learning condition. They also observed that most of the time when there were conflicts during the interaction, the educators merely tried to distract or stop children. Thus, they recommended that the educators managed the children's behaviours by involving reasoning and talking (Sylva et al, 2004).

To sum up, the results of EPPE as a large scale longitudinal study have brought insights to the positive effects of high quality pre-school provisions on children's cognitive (intellectual) and social development. It also pointed out several indicators of effective educational practices that could be taken into account by any Early Childhood Education and Care (ECEC) practitioners. These results indeed have been referred to by several other researchers in the field.

In the context of Germany, König (2009) conducted a video study which investigates the dialogic oriented interaction between early childhood educator (*Erzieherinnen*) and kindergarten children during play and structured activities. Her study was based on the premise which viewed the interaction between educator and child as "a criterion in evaluating the quality of educational processes that is currently considered to have the greatest impact on child learning" (König, 2009). Play and structured activities were chosen based on the results of the previous study conducted by Tietze (1998) which stated that children enrolling in kindergartens in Germany spent most of their time engaging in "free play" activities. There were in total 61 educators from 17 kindergartens in two states (i.e. Baden Württemberg and North-Rhine Westphalia) participating in this videotaped study. The Caregiver Interaction Scale (CIS) was used as an instrument to analyse the videotaped sessions (König, 2009).

König (2009) found firstly that play and structured activities in this study were dominated by an atmosphere of warmth and respect, which were good for a positive social-emotional atmosphere and as well supportive for learning processes. Moreover, she identified three types of interaction under the frame of “Sustained Shared Thinking” (cf. Sylva et al, 2004, page 18). These three types of interaction were: 1). Type A: an interaction marked by little variance and multiple sustained interaction; 2). Type B: an interaction marked by “a great deal of variance” of focus and “few sustained interaction”, and 3). Type C: little interaction (König, 2009). The participating educators in this study belonged mostly to Type A (60.6 %) then Type B (34.4 %) and a few belonged to Type C (3.3 %). The situation in which most educators and children were observed to be engaged in “sustained interactions” which were spontaneous was “Art”. In addition, the forms of interaction the educators were most of the time engaged in included such categories as ‘Initiate/follow-up’, ‘Wait/listen’ and ‘React’. Yet, König (2009) noted that the categories of ‘Motivate’ and ‘Expand and differentiate’ were seldom used by the educators participating in her study.

Furthermore, the study also revealed that the interaction processes observed between the kindergarten educators and children during free-play time in was not influenced mostly by play itself (König, 2009). This finding was considered as surprising because the interaction processes were not influenced by formal education so that the participants actually had chances to construct the interaction and be adaptive to ideas. In addition, the observed interactions seemed to be limited in terms of involved, intensive and stimulating play situations, in which each participant could expand their knowledge and where play processes could eventually be further developed (König, 2009).

Another study was conducted by Albers (2009). He studied language and interaction in kindergartens. Different from König (2009) who put her main emphasis on educator – child interaction, Albers (2009) looked at peer interaction as well. He also highlighted children’s linguistic background (acquiring German as a first or second language). There were 314 aged 3- 6 years old children enrolled in 4 kindergartens participating in his study. 65 % of these children were German native speakers and 35

% acquired German as a Second Language (Albers, 2009). The children who acquired German as a Second Language came from various first language backgrounds, such as Kurdish, Turkish, Russian and Arabic. A mixed research method (quantitative and qualitative designs) was employed in this study.

The findings of his study suggested the following points:

- Linguistic qualities affect interaction competences and linguistic competences are keys to the social interaction in the peer group.
- Less competent speakers are rarely addressed in the interaction among the peer group and their attempts to interact are often rejected by their more linguistically competent peers.
- Linguistic quality often depends on the child's interests in the subject being discussed, the caregiver as well as the "involvement" of the child.
- Competent speakers are preferred interaction partners. Competent speakers also mainly turn to adults to examine and expand their own linguistic knowledge.
- Children with German as a second language have various strategies and interaction structures to which they can consult in the verbal interaction in the second language.
- Linguistic inputs in forms of social environment, communicative models and different language learning resources which are available seem to be more important to language competences, more than language promotion programs
- The linguistic behavior of early childhood educators is determined by the context in which the interaction takes place. Furthermore, language is mostly used by the educators to manage the interaction.
- Empathetic correction techniques used by qualified educators can lead to a successful extension of the child contributions in the conversation.

(Albers, 2009)

Moreover, Fried (2008, 2011) did a study which addressed the language domain in kindergarten, particularly specifying which components of pedagogical competence could be seen in the patterns of everyday educator-child interactions in kindergarten. This study was initiated by a pilot study by Fried & Briedigkeit (2007) in which a

specific instrument was developed. The instrument was called “DORESI” (*Dortmunder Ratingskala zur Erfassung sprachentwicklungsrelevanter Interaktionen*). This instrument was developed to measure language development related interaction between early childhood educators and children. Particularly, the scale included four main quality dimensions, namely: 1) Organisation of educational offer: including planning/ routine, pedagogical overview, special needs, special routines, promoting conversations; 2) Emotional relationship: including proximity, congruence, empathetic listening, control; 3) Adaptive support: including sensitivity, stimulation, engagement, ensuring understanding, obtaining information/ reports, verbal negotiations, showing learning opportunities and instruction exchange; and 4) Linguistic- cognitive challenge: including explanation and questioning of correlation, topic combination, topic exploration, variety of vocabulary, grammatically complex input and open questions. After being tested its reliability as well as validity and going through several revisions, DORESİ could be considered as a reliable and valid measurement instrument to be used (cf. Fried, 2008; 2011). Furthermore, the results of the study showed that in general the total scores of pedagogical competences of early childhood educators which were assessed by using DORESİ moved forward from “moderate” to “good” level (Fried, 2008; 2011). Concerning the relationship aspect, the results were good. The educators’ competences were in the range of “good” to “excellent” levels. As to the “organisational” aspect, the results were not favourable, yet they were still in the direction of “good” level. Furthermore, the results for the other two aspects, namely “adaptive support” and “linguistic- cognitive challenge” were not as good, especially the latter one, which belonged to a level under the “good” level (cf. Fried, 2008; 2011). These results implied that the competences of the educators could still be improved.

The abovementioned studies could give some overview on daily activities as well as language promotion programs practiced in German kindergartens. However, there are a lot of other activities that can be included in language promotion programs. One of those activities is shared book reading. This activity is one of the most common practices in early childhood years, both at home by families and in kindergartens (cf. Tietze, 1998; König, 2009). König (2009) mentioned that in kindergartens participating in her study, activities with books comprise 4 % of the whole daily activities.

Furthermore, in most -if not all- kindergartens, there are also ‘reading corners’ (*Lesecke*).

Unfortunately, there have not been a lot of studies conducted concerning book reading practices in Germany. One of the most notable studies is done by Wieler (1997). She looked at the book reading practices in families, especially emphasizing different strategies employed by mothers from different socioeconomic milieus while reading to their children. Wieler (1997) found the two different reading situations applied by mothers, namely a more dialogic oriented one and a more “closed” one in which interaction barely existed. An academic thesis (*Diplomarbeit*) written by Grauel (2005) discussed theoretical concepts of reading development activity for kindergarten children and how this reading activity was practiced by parents in cooperation with kindergartens and the public library of Heilbronn. She pointed out several aspects such as: 1). Parental influence on their children’s reading development; 2) Limitations and shortcomings of parental reading skills and practices; 3). Ways to support family reading in cooperation with kindergartens and public libraries, and 4). Opportunity for parental involvement in promoting reading to their children. In her conclusion, she recommended the idea of having a “parent- child” afternoon in the library to promote children’s reading development. The library as a rich context for literary- related activities has a lot to offer for parents and kindergartens as well. Moreover, she also suggested that families with migration backgrounds could also be offered such an activity, provided that there is a native counterpart (e.g. a kindergarten educator) who could assist their activities (Grauel, 2005).

Apart from these studies, there have been obviously some on-going attempts by kindergartens, family centres as well as research institutes in universities in different federal states all around Germany to promote shared book reading activity, including dialogic oriented book reading. Discussion and information about tips and tricks to perform dialogic oriented shared book reading can even be found online in such a website as *Kindergartenpädagogik Online Handbuch*. Still, to date, there are a limited number of studies done here in Germany concentrating on dialogic book reading practices besides the on-going research conducted by a research team in the Justus-Liebig University of Giessen. This fact eventually creates a gap which can be taken as a

possibility for a further research in the field, whose results might be beneficial to support the development of language promotion programs in kindergartens.

Summary of Language Promotion Program in Kindergartens

Language skills of children as well as the professional language support capacities of educators have become important issues in the current development of early childhood education and care in Germany. Several studies have been done concerning this matter. The results of the studies have provided indications that language promotion programs might benefit children, especially the ones acquiring German as a Second Language (cf. Jampert et al, 2007; Gasteiger- Klicpera, 2009). Moreover, educators play important roles in the successfulness of language promotion programs in kindergartens. However, as Fried (2009) found from her study, early childhood educators in Germany possessed different language support competences and further training was still needed to support them.

Some other studies tried to assess activities in kindergartens which might promote children's language development (cf. König, 2009 and Albers, 2009). However, there seemed a lack of attention given to one of the most common activities in kindergartens, which has been claimed by a number of researchers as supportive for children's language learning and emergent literacy, namely book reading. This leads to an opportunity to conduct a further study addressing this specific issue.

To give an insight to several important aspects of adult- child book reading practices that should be taken into account, some reviews of previously conducted international scale studies are going to be presented in the following sections.

II. ADULT- CHILD BOOK READING PRACTICES

For years, adult- child book reading activity has been considered as playing an important role in children's early language and cognitive development. There has been a quite rich body of literature, both in forms of theoretical and conceptual works and empirical research result reports which focused on various themes concerning this practice. Some of these studies discussed its impacts or benefits, some put more emphasis on the more specific strategies and/ or aspects of book reading practices which are regarded as effective or useful whereas some other attempted to measure or evaluate the different practices in different contexts. Reviews of these studies will be discussed exclusively in the following sections.

II.1. IMPACTS AND BENEFITS OF ADULT- CHILD BOOK READING PRACTICES

What are the skills and knowledge a child should have in his or her early years in order to be a successful learner? Studies conducted by educational scientists have found that one of the important things marking children's development is their language learning and development and found to be highly correlated to their later development as well as school achievement (Berk & Winsler, 1995; Shonkoff & Phillips, 2000). Measures of emergent literacy (early reading and writing skills, including phonological and orthographical awareness) and language growth (especially vocabulary growth) could be used to indicate language development in early childhood years. According to Cochran-Smith (1986), "children are not born knowing how to connect their knowledge and experience in literate ways to printed and pictorial texts". Therefore, they have to be assisted by more capable adults to learn strategies to understand texts. Such an activity as shared book reading is one of the supports adults can provide for this reason. Book reading activities provide good opportunities to support children's learning, in a way that there are possibilities for both adults and children to co-construct knowledge as well as negotiate meanings of words together (DeBruin- Parecki, 1999).

Shared book reading obviously helps support vocabulary learning (Ninio, 1983; Snow and Goldfield 1983; Robbins & Ehri, 1995; Bus et al, 1995; Justice et al, 2005; Brazier- Carter, 2008; Blewitt et al, 2010) even for children from economically disadvantaged homes (Lonigan & Whitehurst, 1998, Oueini et al, 2008). Furthermore, it was proved to help increase children’s phonological and print awareness (Justice & Ezell, 2002; Aram & Biron, 2004) and facilitate children’s early language development (Trivette & Dunst, 2010).

De Temple & Snow (2003) highlighted several potentials of learning words from books. Good selections of books were found to give ‘paradoxical rare word effects’, which contribute to the learning of rare, as well as able to compensate the language limitations of adults (De Temple & Snow, 2003). Moreover, book reading practices provided a context in which these rare, complicated words could be introduced and explained by the support of pictures and texts. These impacts and benefits of adult-child book reading practices, however, also depended on the types of practices being done and as well adult strategies and reading styles (Reese & Cox, 1999). Below is the further explanation on each of the most commonly practiced shared book reading types.

II.2. THE TYPES OF ADULT- CHILD BOOK READING PRACTICES

Among the many practices of adult- child book reading, there are three methods widely used and studied, namely ‘Shared Book Reading’, Interactive Shared Book Reading and Dialogic Book Reading. The three methods or types of reading differ in terms of children’s participation during the reading session (Trivette & Dunst, 2007). The clear cut definition of each type according to *What Works Clearinghouse* (2006a, 2006b and 2007 as cited in Trivette & Dunst, 2007) will be given as follows.

The term ‘Shared Book Reading’ was firstly used by Holdaway (1979), to refer to “a model for teaching children beginning literacy skills, such as learning one-to-one tracking of text and letter–sound relationships, while reading books with enlarged text” (as cited in Schickedanz & McGee, 2010). It is also defined as the reading session in which there is an adult reading a book to one child or a small group of children without

requiring extensive interactions from them (Trivette and Dunst, 2007). ‘Shared Book Reading’, used sometimes interchangeably with the term ‘Joint Book Reading’, is the most commonly used term in researches and studies concerning adult- child book reading practices. Shared book reading/ joint book reading in general has been claimed by researchers to be supportive to children’s literacy development (see the previous section).

Whilst, Interactive Shared Book Reading is defined as a type of book reading in which an adult reads a book to a child or a small group of children and uses a variety of techniques to engage the children in the text (Trivette and Dunst, 2007). In this interactive reading practice, there are specific techniques used before, during and after book reading such as asking the child to answer questions, providing explanations, attempting to read, pointing to pictures or words etc. Morrow (1990) identified nine interactive reading behaviours performed by the adults namely: 1). Questioning; 2). Scaffolding dialogue and responses; 3). Offering praise or positive reinforcement; 4). Giving or extending information; 5). Clarifying information; 6). Restating information; 7). Directing discussion; 8). Sharing personal reactions, and 9). Relating concepts to life experiences.

Moreover, some researchers have given evidences that interactive book reading can enhance language development (Durkin, 1966, Teale, 1981). It has also been argued that it is primarily through interactive dialogue that children gained their comprehension skills, increased their understandings of literacy conventions and were encouraged to enjoy reading (DeBruin- Parecki, 1999).

The third type of book reading is called dialogic book reading, in which adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Trivette and Dunst, 2007). In this practice, adult and child have a conversation about a book (Whitehurst, 1992). The adult’s role is to help the child become the teller of the story. In other words, the adult becomes the listener, the questioner and the audience for the child. This is done due to the premise that “children learn most from books when they are actively involved” (Whitehurst, 1992). Dialogic book reading itself was firstly

developed by Whitehurst and his colleagues from the Stony Brook Reading and Language Project in 1988 (cf. Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). It took into account the underlying theories which argued that “practices in using language, feedback regarding language and appropriately scaffolded adult- child interaction in the context of picture book reading all facilitate young children’s language development” (Zevenbergen & Whitehurst, 2003).

The interaction between the adult and the child in a dialogic reading activity includes the situations in which the adult: 1). prompts the child to say something about the book; 2). evaluates the child’s responses; 3). expands the child’s responses by rephrasing and adding information to it, and 4). repeats the prompt to make sure the child has learned from the expansion. These strategies are referred to as “PEER”, an acronym of the first letters of the four strategies (Whitehurst, 1992).

Besides ‘PEER’, there are also some questioning techniques particular to dialogic book reading, namely the ‘CROWD’ strategies. The CROWD strategies or techniques comprise of different prompts. First, there is a “Completion prompt”, in which adults use the fill-in-the-blank questions. The second one is a “Recall prompt”, in which adults pose questions that require children to remember aspects of the books. The third one is called an “Open- ended prompt”, in which adults produce statements that encourage children to respond to the book in their own words. Then, there is a “Wh- prompt” when adults make use of what, where and why questions. The last one is called a “Distancing prompt”, when adults ask questions that require children to relate the content of the book to aspects of life (Zevenbergen & Whitehurst, 2003). These techniques of dialogic book reading have been employed and researched in terms of the effectiveness and all findings indicated that dialogic book reading had positive effects on the language and emergent literacy skills of children (Zevenbergen & Whitehurst, 2003).

Furthermore, Trivette & Dunst (2007) conducted a research based synthesis study comparing the three types of book reading practices in terms of their effectiveness. They collected relevant studies concerning the three types of book reading practices. There were thirteen studies involving 729 children examined in three

syntheses. Out of the thirteen studies, six discussed dialogic book reading, four discussed interactive book reading and three discussed shared book reading. Their findings showed that types of reading interventions that more actively involved children would likely brought about more positive benefits. Thus, the two interventions that were considered as the most effective were dialogic reading and interactive shared book reading. These two types of book reading made use of various techniques and strategies which stimulated children to participate by asking questions, prompting descriptions, asking for elaboration and completing part of a story. Furthermore, between these two types, dialogic reading was found to be the more structured procedure (Trivette & Dunst, 2004).

The findings of the study by Trivette & Dunst (2004) confirmed those of previous studies which were conducted by such researchers as Whitehurst (1992); Lonigan & Whitehurst (1998); Hargrave & Sénéchal (2000), and Cutspec, (2006). De Temple & Snow (2003) agreed with this by stating that interactive and dialogic book reading provided richer semantic contexts for novel words which tended to last longer than straight reading.

II.3. ADULT-CHILD BOOK READING PRACTICE ASSESSMENT

Some researchers conducted studies which aimed at assessing or evaluating adult- child book reading practices. These assessments addressed both general overview of book reading practices and as well particular aspects such as interactions, adult strategies and children's participation. Each of the aspects will be explained in the next sections.

II.3.1. NATURE OF BOOK READING EVENT

Dickinson et al (2003) argues that there are some aspects that should be taken into account when assessing the nature of book reading event in the early childhood education and care institutions. Those aspects are teacher's reading and discussion styles, nature of children's engagement, timing, amount and kind of questions asked

about the book, the teacher's approach to group management and children's attentiveness. The complete tabulated framework is attached on appendix number 6 in the appendices list pages 20- 21.

In their comprehensive study, Dickinson et al (2003) used data from four different studies; all of them were of large scale. Various procedures of data collection were utilized, from observations (classroom and videotaped) to interviews with teachers. In their analyses using this framework, Dickinson et al (2003) found that thoughtful, analytical conversations during book reading were important in supporting children's literacy development. However, the occurrences of such conversations were not common. The findings of their study showed that teachers' talks during book reading session were dominantly of low cognitive demands. Teachers most of the time focused on organizing the task, giving simple feedbacks and doing naming activities (Dickinson et al, 2003).

Morrow & Brittain (2003) also conducted a study investigating the nature of storybook reading, looking at situations and practices in pre-school and elementary school classrooms. They distributed 500 surveys to teachers from pre-kindergartens to Grade 8. The survey itself aimed at getting ideas about particular questions of their interests such as concerning interactions in the classrooms and the frequency of teacher reading to students (Morrow & Britain, 2003). The results of the survey indicated that the practice of reading aloud was conducted more in pre-schools and elementary classrooms. In other words, as the children got older, the teachers did not read so much to them (Morrow & Britain, 2003). Furthermore, they identified some common characteristics of the book reading sessions done by the teachers participating in their study. They found that these teachers used read-aloud strategies as scaffolding. These teachers also made use of different interaction styles, depending on the purpose of the storybook reading itself. Finally, these teachers appeared to read for a variety of overlapping purposes.

II.3.2. INTERACTION IN BOOK READING

Ninio & Bruner (1978) found in their study that there was a particular interaction in forms of a routine interactive dialogue during a mother-child shared book reading session. In this interactive dialogue, there were four steps identified: 1) attention-getting dialogue; 2) questions; 3) labelling, and 4) feedback. This interaction continued until the mother could decide when to provide assistance and when to allow the child to participate independently, which as well showed that there was an instance of scaffolding strategies (Ninio & Bruner, 1978).

Cochran- Smith (1986) also identified adult-child interaction during book reading session in forms of obvious turn-taking patterns. In this turn-taking, adult and child exchanged questions and answers that could enrich the child's understanding of the story as well as the prints and the language used. Moreover, the results of her study indicated that conversations which promoted most interest and responses from both adult and child were the ones that connected the text and real life.

Another study by Lancy et al (1989) investigated parental influence on children's acquisition of reading. They studied the range of parent-child interaction patterns in shared book reading and discovered two categories to which parent belonged, i.e. expansionist and reductionist. Parents who were expansionist put an emphasis on "partnership" and employed several strategies such as responding to children's inquiries, asking questions, physically sharing the book with their children and involving them in the reading process. Meanwhile, parents who fell into reductionist category seemed to view the reading session as a "test". Consequently, they often forced their children to perform and concentrating themselves more on decoding and correcting errors. This study also suggested that children with expansionist parents seemed to enjoy the reading process more whereas the ones with reductionist parents showed the opposite reaction, trying to finish the reading session as quickly as they could since they seemed not to be enjoying it.

Interaction is also the focus of a study conducted by DeBruin- Parecki (1999). In the first place, she reviewed several previous attempts on constructing joint book reading measurement instruments (Klesius & Griffith, 1996; Morrow, 1988, 1990) while criticizing that those instruments “focused exclusively in rating the adult’s behaviour, not on the corresponding behaviours of the child” (DeBruin- Parecki, 1999). She further argued that if the quality of interaction in book reading promotes literacy development, then it would be important to evaluate both sides (adult and child). Therefore, in her study, she constructed an instrument called ‘Adult/ Child Interactive Reading Inventory’ (ACIRI). ACIRI is an observational interactive instrument, which according to DeBruin- Parecki (1999), would not be “patronizing, insulting, or threatening to participants” and employed to observe adult (in this study, parents)/ child dyads under natural conditions. The observed interactive behaviours of both adult and child are categorized into three: 1) enhancing attention to text; 2) promoting interactive reading and supporting comprehension, and 3) using literacy strategies. Each category consists of four interactive behaviours (the complete table can be seen on appendix 7, the appendices list page 22). Based on the results of validity and reliability testing as well as the pre- and post- testing, the ACIRI seemed to be useful as an instrument to assess adult and child reading behaviours and progress (DeBruin- Parecki, 1999).

De Temple & Snow (2003) also discuss interaction aspect in adult- child book reading practice. They argue that “instructive and helpful interaction” will be defined as interaction in which information about the meaning of the word is available and during which child’s attention and learning are scaffolded (De Temple & Snow, 2003). Furthermore, the occurrence of ‘non- immediate talk’, i.e. a talk produced in the interaction during book reading practices that goes beyond the information in the text or illustrations such as making predictions and connecting the story to child’s experiences, should also be taken into account since this type of talk has been proved to be of much benefit to children’s measures of vocabulary, story comprehension, definitions and emergent literacy (De Temple & Snow, 2003).

II.3.3. ADULT'S STRATEGIES

Adult strategies in adult- child book reading practices are regarded as a crucial issue. Researchers have long tried to figure out effective and efficient strategies to be applied by adults to optimize children's learning from book reading situation.

Flood (1977) tried to find out the relationship between parent's reading style and child's performance on pre-reading related tasks. The results of the study revealed the best predictors of success of the reading tasks, namely: 1). the number of questions answered by the child; 2). the number of words spoken by the child; 3). the number of warm-up preparatory questions asked by the parent; 4). the number of questions asked by the child; 5) the existence of post-evaluative questions posed by the parent, and 5) the amount of positive reinforcement by the adults.

Flood (1977) also further argued that parent- child interactive reading could be seen as a 'cyclical' entity and parents should pay attention to the several crucial aspects to gain effective results from the reading activity. Firstly, children profit from preparation for reading warm-up questions. Secondly, children need to be part of the process (such as asking questions, relating content to experiences). Thirdly, parents need to reinforce children's efforts. Last, post-evaluative questions need to be asked because these questions complete the cycle and help children learn to assess, evaluate and integrate (Flood, 1977).

Furthermore, Ninio (1980) found that labelling is a strategy mostly used by adults in assisting children during book reading situation. Her findings uncovered different styles of labelling strategies applied by mothers from different socioeconomic status (SES). Mothers from high SES group in her study seemed to associate their labelling styles with the size of different vocabulary in their infants. On the other hand, mothers from low SES group asked "what- questions" according to their infants' vocabulary levels while not adjusting their "where- questions" and labelling statements (Ninio, 1980).

Haynes & Saunders (1998) conducted a study comparing the book reading strategies applied by middle class White and African American parents. The results of the study indicated that White American parents used more labelling than the African American parents. These findings did not confirm the findings of previous research concerning the strategies of African American parents' reading styles but on the other hand highlighted socioeconomic status (SES) as an important factor.

Meanwhile, Reese & Cox (1998) compared the effects of different parent reading styles, namely "describer", "comprehender" and "performance- oriented". Describer style was defined as a reading style in which adult spent a higher proportion of time labeling and describing the pictures and requesting evaluations from their children. Comprehender style was when adult spent a higher proportion of time providing high- level inferences and evaluations as well as requesting and providing personal experiences. Performance- based oriented, on the other hand, was a dramatic reading, with few interruptions and an analytic discussion at the end of the reading which focused on story comprehension, definition of unusual words and the relation of the book to children's experiences. This study found that "describer" style would be mostly beneficial for supporting children's vocabulary and print skills and would work out best for younger children. Meanwhile, comprehender style benefited more linguistically advanced children. On the other hand, "performance- oriented" would profit when children's initial skills were taken into account. This classification of adult reading styles is to some extent similar to the one established by Dickinson & Smith (1994). However, Dickinson & Smith (1994) also pointed out a reading style called "didactic interactional", in which a child's recall was emphasized by reading along with the teacher.

Reese et al (2003) investigated different mother reading styles to their children in New Zealand context. The study was a cross-sectional experimental designed study, looking at naturally occurring variations in book reading performed by White New Zealand mothers. In their study, they also developed coding categories for maternal utterances. The categories included: 1). "labels"; 2). "picture descriptions"; 3). "evaluations"; 4). "inferences"; 5). "general knowledge"; 6). "whole book"; 7) "confirmation/ correction, and 8) "personal experience". These coding categories (the

complete table can be found on appendix 5, the appendices list page 19), were adapted from the categories previously developed by Haden et al (1996). The results of their study suggested that mothers adopted a highly interactive style with their children, regardless of demand level. However, it was also found that these mothers did not adjust the styles to their children's age or language level (Reese et al, 2003).

Another study concerning parent's reading style was conducted by Huebner & Meltzoff (2005). In their study, they examined the practices of dialogic book reading by parents. In the first place, they found that parents did not intuitively perform the so-called "dialogic book reading" without explicit instruction (Huebner & Meltzoff, 2005). After being trained with different instructions namely: 1). in-person with video instruction in small groups; 2). self-instruction by video with telephone follow-up and, 3). self-instruction by video alone, parents were able to carry out this reading activity at home.

Meanwhile, Morrow & Smith (1990) identified adult verbal behaviours during interaction in classroom story reading. The results of the study revealed that adult verbal behaviours were used to manage the story reading, where they introduced the story, provided background information about the book and redirected irrelevant discussion back to the story. Moreover, the verbal behaviours were also employed to give prompts. In this way, adults invited children to ask questions or comment throughout the story and scaffold responses for the children when they did not respond. In addition, adults also used verbal behaviours in supporting and informing; adults answered any questions and react to any comments from children, related responses to real- life experiences and provided positive reinforcement for children's purposes.

These verbal behaviours were found to be similar across different settings in their study (i.e. one-to-one, small group, whole-class). Some of the existing differences could be explained as being resulted from specific demands of managing different group sizes (Morrow & Smith, 1990). For instance, praise was used more frequently in one-to-one and small-group setting whereas negative comments and managing behaviours were found mostly in the whole-class setting.

Moschovaki & Meadows (2005) studied the cognitive engagement of kindergarten teacher and children and stated that teachers' cognitive engagement was highly correlated with children's engagement. In their study, they developed a particular categorization of cognitive demand level, which adopted the categorization previously established by Wells (1975); Blank et al (1978), and Dickinson & Smith (1994). Moschovaki & Meadows (2005) differentiated cognitive levels into three, as follows:

- *Low Cognitive Level*

The low cognitive demand category comprises all utterances that focus on the book illustrations or the text being read. Example utterances which belong to this category include book focus comments, naming and labelling, immediate recall and personal responses.

- *Medium Cognitive Level*

The medium cognitive demand characterizes utterances "that are not likely to engage the participants in sustained discussion, which requires from them to apply thinking skills of increased difficulty" (Moschovaki & Meadow, 2005). Thus, utterances such as confirmation; text vocabulary analysis; text - reader connect as well as evaluation which includes personal preferences are found under this category.

- *High Cognitive Level*

All utterances that have potentials to engage the participants in sustained discussion by analysing, predicting, and reasoning are considered as of "high cognitive level". Therefore, text predictions, inferences of events beyond pictures as well as characters' feelings and reasoning would be in this category (Moschovaki & Meadow, 2005)

The findings of their study revealed that during reading fiction books and narrative texts, teachers mostly did the text recall and labelling, which could be considered as "low cognitive demand" tasks whereas they attempted to provide some higher cognitive demand tasks while reading information books and expository texts.

Almost similarly, Higham (2008) in her study used the cognitive demand level categorization developed by Dickinson & Smith (1994). She discovered that teachers mainly used low cognitive utterances. However, she also found that teachers who focused not only on the story but on other concepts and gave the children the focus of control in the reading session seemed to produce more high level cognitive utterances.

Another study by Watson (2008) argued that teacher target elaboration utterances significantly influences children's vocabulary learning. The examples of teachers' best practices include performance-oriented adult reading style, elaboration of vocabulary words and encouragement of target words generation whereas the low quality vocabulary support leads to a less than effective practice (Watson, 2008).

Pentimonti & Justice (2009) investigated teachers' use of scaffolding strategies. The results of their study reveal that teachers show a preference for three types of low cognitive support scaffolds, namely "generalizing", "reasoning" and "predicting". High cognitive support scaffolds such as "co-participating" and "reducing choices" occurred only at a very low rate. Furthermore, Zucker et al (2010) focused on finding out the level of teachers' questions during book reading activity. The results of their study suggested that it is significantly associated with children's responses. They also added that teachers could use more inferential questioning to encourage children to participate in shared book reading activity.

Furthermore, adults were also found to use a particular form of language as one of their strategies during shared book reading, called "decontextualized language". Decontextualized language is defined as "concepts and notions which are removed from the immediate situation, and is used to convey information to audiences who share limited information with the speaker or who are removed from the physical context" (Morgan and Goldstein, 2004). The use of decontextualized language in shared reading is manifested through such utterances which signified cognitive activities (e.g. "think", "know", and "believe"), discussions of word definitions and cohesive narratives (Dickinson & Snow, 1987, Morgan & Goldstein, 2004).

Morgan & Goldstein (2004) made an effort to train mothers from low socioeconomic backgrounds to use decontextualized language such as “text-to-life” utterances, “explanatory” and “interpretation” during the shared book reading activities with their children. The specific training included several steps: 1). Definition of strategy; 2). Observation of a videotape illustrating examples of the strategy; 3). Modelling of the strategy by the researcher using a storybook; 4) Maternal practice with storybooks marked with sticky notes to encourage strategy use, and 5). Practice reading to child without the cues (Morgan & Goldstein, 2004). Weekly feedbacks and booster training were also provided as follow-up sessions. Eventually, the findings of the study indicated that trained strategies might and could have been integrated successfully into everyday storybook reading of the participating mothers. In addition to that, another highlighted finding of this study was that children were found to start using decontextualized language during storybook reading in response to the mother’s strategies.

II.3.4. CHILDREN’S PARTICIPATION

Children’s frequent spontaneous responses include labelling pictures, commenting about the pictures/ story, repeating what the reader (adult) said and talking about personal experiences (Ninio & Bruner, 1978; Fletcher & Jean- Francois, 1998, Moschovaki & Meadows, 2005). Ninio & Bruner (1978) mentioned that child’s lexical labels might be regarded as more “adult-like” substitutes for earlier communicative forms utilized in the dialogue and are mostly in forms of smiling, reaching, pointing and babbling vocalizations. These responses to storybook reading are affected by the languages of the adult and child, text being read and child’s perception of the tasks goal, as argued by Bauer (2000).

Morrow & Smith (1990) tried to categorize children’s verbal behaviours in a more structured way. The first category of behaviour was related to the story structure. Children focused on such things as: 1). Setting; 2). Characters; 3). Theme; 4). Plot episodes, and 5). Resolution. The second category of behaviour concerned meaning. Children exhibited the following verbal behaviours which focused on meaning: 1).

Labelling; 2). Detail; 3). Interpreting (association, elaborations); 4). Prediction; 5). Drawing from one's experience; 6). Word definitions, and 7). Narrational behaviour. The third category of verbal behaviour was related to print, such as: 1). Questions or comments about letters; 2). Questions or comments about sounds; 3). Questions or comments about words; 4). Reading words; 5). Reading sentences, and 5). Book management. The fourth category of behaviour focused on illustrations while the fifth was related to total number of questions and the sixth was about the total number of comments.

In addition, their study results implied that these verbal behaviours also depended on the number of the participants of the shared reading practice. Children seemed to ask more questions in one-to-one shared reading settings than in small group or in whole-class settings. On the other hand, children in small group and whole-class settings were more active verbally than the one-to-one setting; however, individual child had more opportunity to participate in one-to-one and small group settings. In their study, they also discovered that children made more comments than asked questions.

Furthermore, Sipe (2002) made a typology of children's expressive engagement during book reading session, namely: 1) dramatizing; 2) talking back; 3) critiquing/controlling; 4) inserting and 5) taking over. He recommended encouraging and valuing children's talking back and taking over responses as important in classrooms for several reasons. First, these two responses represent the ways children make the story *their own*. Second, including these types of responses might show how to extend and expand theory of the literary understanding of young children. Lastly, it is also important to put emphasis on the idea of literary pleasure and playfulness during shared book reading (Sipe, 2002).

Another indicator of children's involvement during shared book reading session is their attentiveness. Children tend to attend infrequently to print when looking at storybooks (Justice & Lankford, 2001). This is made clear by the previous findings of other studies which indicate that children are interested mostly in illustrations of the books being read.

All the abovementioned forms of children's participation during shared book reading practices should be considered since it influences their vocabulary development (Watson, 2008).

II.4. OTHER ASPECTS OF ADULT- CHILD BOOK READING PRACTICES

Aside from the abovementioned issues, there are also some other aspects of adult- child reading practices which have become the concerns of some researchers so far. Those aspects are related to the participants of the book reading (individual/ one-to-one versus group, monolingual versus bi/multilingual), settings (home versus institutions/ schools), as well as book or text types.

Concerning the participants, Morrow & Smith (1990) found that reading to children in small group offer as much interaction as one-to-one readings and lead to greater comprehension than whole- class or even to one-to-one readings. In their study, a typical one-to-one reading setting showed that adult and child seemed to keep their roles as 'teacher' and 'student'. Adult's strategies were mostly in forms of: 1). asking questions; 2). inviting the child to respond; 3). giving positive reinforcement afterwards, and 4). providing information whenever asked. On the other hand, in a typical small group setting, the discussions were found to be "extremely" active and lively. Children interacted with the adult and their peers. They commented on, repeated what others said as well as elaborated on responses of their peers. Similar to the condition in one-to-one setting, adult could also accommodate responses (questions and comments) of the children as many as possible. In a whole-class setting, the atmosphere was more formal. Adult most of the time acted as a manager during the reading session. Due to the large number of children, participations were limited which in consequence resulted in children losing their attention to the story being read. In addition, children who were not sitting close to the adult reading the story could not focus on either the print or the illustrations of the book (Morrow & Smith, 1990).

One aspect which has been a key issue to be investigated in research concerning book reading is the “home versus classroom” setting. Ninio (1980), Wieler (1997), Haynes & Saunders (1998) conducted a study which compared reading styles of parents from different socioeconomic statuses. The results of their studies indicated that the reading styles and socioeconomic statuses were correlated. Dickinson et al (1992), on the other hand, compared reading styles of mothers and teachers. They found out that mothers used more extending and fewer organizational comments as well as more immediate talk (in forms of labelling) while reading to their children, whereas teachers used more non- immediate talk such as recall and analysis.

Another aspect that should not be ignored when discussing shared book reading is the influence of the book/ text type itself. Neuman (1996) discovered that types of text influences patterns of interaction. Different text types served as “scaffold” for parent- child interaction in book reading activity. Justice & Lankford (2001) stated that print type (specifically the salient print features) enhances the possibility of promoting a print focus during book reading situation, which in the end could enhance emergent literacy.

Moreover, the findings of a study conducted by Stadler & McEvoy (2003) indicated that alphabet book elicited a higher rate of phonological awareness and print-concept behaviours while narrative book triggered more content behaviours of parents reading to their children. Researching in classroom setting, Moschovaki & Meadows (2005) argued that text types influenced cognitive level demands and children’s comments during shared book reading practices. They also added that the quality of illustrations promoted an increase in children’s labelling comments. Watson (2008) in her study also found that teachers produced different rates of vocabulary talk depending on the types of texts they were reading to the children. Furthermore, Higham (2008) stated that unfamiliar book/ text produced a higher percentage of high cognitive level utterances.

Summary of Adult- Child Book Reading Practices

Adult- child book reading practices have been a great research interest of some researchers in the field. Body of literature has shown enormous numbers of studies to date concerning various aspects of the practices. Some researchers studied effectiveness of different types of reading. There were three types of adult-child book reading identified, namely 1). shared/ joint book reading; 2). interactive book reading, and 3). dialogic book reading. Each of these types has its own potential benefits to support children's cognitive and language development. However, as indicated by several comparative studies (cf. Hargrave & Sénéchal, 2000; Trivette & Dunst, 2007), dialogic book reading seemed to be more effective compared with other book reading types.

Furthermore, some researchers dedicated themselves to assess the nature of book reading, in which they evaluated the whole process of the book reading itself (cf. Dickinson et al, 2003; Morrow & Britain, 2003). The process of the book reading included such aspects as adults' strategies, children's participation and group management.

Some other researchers were interested in investigating interactions between participants (adults- children) during the book reading situation (cf. DeBruin- Parecki, 1999). Some studied various adult strategies applied during the shared book reading activities. They developed coding schemes and identified verbal behaviours (utterances) of adults (cf. Reese et al, 2003). They also identified which strategies could bring better effects to children's gain or outcomes.

Meanwhile, a few other researchers were more interested in looking at children's participations and interactions (cf. Moschovaki & Meadows, 2005). They observed how children took parts in the book reading activities and coded the behaviours.

In addition, there were also other interesting aspects of book reading activities being addressed in several studies such as participants, settings, and text/ book types. Related to participants of adult- child book reading activities, researchers such as Morrow & Smith (1990) studied different individual, small group and big group reading

situations. Some other researchers focused on the settings of the book reading, i.e. “home setting” and “institutional setting” (Ninio, 1980; Dickinson et al, 1992; Wieler, 1997; Haynes & Saunders, 1998). There were also researchers who discussed text/ book types such as Neuman (1996), Justice & Lankford (2001), Stadler & McEvoy (2003), Moschovaki & Meadows (2005), Watson (2008) and Higham (2008).

Nevertheless, amongst the variety of studies that have been done, there are gaps which then allow possibilities of further studies. These gaps will be discussed further in the following section.

II.5. GAPS FROM THE EXISTING STUDIES

Taking a look at the review of various studies that have been done concerning adult-child book reading practices, one can say that most of the studies focus on strategies and evaluation or effectiveness assessment. It seems that there is already a solid body of literature when discussing about book reading practices. However, if a closer look is taken, there are still some theoretical and methodological gaps that a future researcher has to be aware of before conducting another study.

To begin with, a critique from the field came from van Kleeck (2003), who discussed three main points to look at existing research and especially studies on shared book reading:

- 1) Aspects of adult- child interaction during book sharing that have been ignored in previous research. These aspects are:
 - a. The consideration of how much challenging input – either new information or information that requires children to stretch their cognitive or linguistic abilities- is effective in a learning situation,
 - b. The possibility that book sharing interactions in mainstream culture families are as much or perhaps more about socializing children to verbally display their development of literacy: and c. the need to consider both the children’s and adults’ levels of participation in the interaction;

2) The need to consider various characteristics of the books that are shared during these interactions; and

3) Aspects of the nature and timing of measurements used in book sharing research.

This aspect is related to the methodological issue in book sharing research, for instance the concurrent correlational methodologies employed by existing studies (i.e. the predictor and outcome variables are obtained at the same point in time).

In addition to the three points mentioned above, she suggested future researchers to pay attention to other aspects and/ or relationships between pre-literacy skills and the contexts, materials and interactional styles (van Kleeck, 2003).

As an additional remark to the critiques by van Kleeck (2003) mentioned above, addressing such an important aspect as interaction, as one of the indicators of most effective forms of activity to support children's early learning and development (cf. Sylva et al, 2004), would be more than just interesting. Some of the researchers have made an effort to include this aspect in their studies (cf. Ninio & Bruner, 1978; Cochran- Smith, 1986; DeBruin- Parecki, 1999) however most of other studies focused rather heavily on the adult's side and did not pay more attention on the child's possible involvement as a participant in an interactive session. Most of the time, the child or children's aspect was just emphasized in forms of later predicted achievement (vocabulary gain). There were very few studies which took into consideration what children did and say as responses to adults' strategies (cf. Moschovaki & Meadows, 2005). Furthermore, most of these few studies, such as the studies by Morrow & Smith (1990) and by DeBruin-Parecki (1999), which discussed interactions in the adult- child book reading sessions seemed to have succeeded in coding verbal participations of adult and child yet they did not go further by exploring the possibility of learning potentials embedded in the interaction process. This could be caused by the limitation of a quantitative approach to research such an interactive process. Therefore, a more qualitative approach which would enable deeper understanding on the process of adult-child book reading activity is also necessary.

Another critique from the field was addressed by Barrera & Bauer (2003) who pointed out the gap in researches on bilingual children due to the limited number of studies addressing this context as well as on how bilingual children respond to book reading event when people from different language backgrounds do the reading. From all studies reviewed in this chapter, none of them really put emphasis on bilingual children while researching these children might be more challenging, since different linguistic and cultural contexts are involved.

Furthermore, peer interaction or interaction among children themselves during the book reading session has been hardly a focus so far. It might be not so much relevant if the research is done in the one-to-one parent to child reading activity in a home setting. However, if the research is done in an institutional setting (i.e. kindergartens) in which the book reading session is mostly done as a small group activity, a very interesting and possibly constructive learning opportunity embedded in a rich interactional setting to be supported can be missed out.

III. THEORETICAL FRAMEWORK OF THE CURRENT STUDY

In Germany, book reading has been included as one of the common daily activities in kindergartens. However, there have been not many studies conducted about it. A study by Wieler (1997) and Albers (2009) would be among those few. This lack of existing studies might be related to the fact that previously children's language development related topics were not one of the main issues in the German early childhood education and care system. On the other hand, a quite considerably large amount of studies have been done in the field of early childhood language learning and/ or early literacy concerning the positive contributions of book reading activities, as reviewed earlier in the previous sections in this chapter.

Therefore, this study would aim at filling in this gap: trying to contextualize some concepts and issues addressed by other studies to the current situation and practices in German kindergartens. This study would discuss in particular the practices

of dialogic oriented book reading by the early childhood educators. Possible educators' strategies, children's responses as well as their interactions would be observed.

The observation and analysis of the strategies and responses embedded in the interactions would be in line with one of the critiques concerning the gaps from existing studies pointed out by van Kleeck (2003) above, i.e. considering how much challenging the input cognitively and linguistically. This is done in the first place by taking into consideration the view proven empirically by previous studies that book reading itself is a supportive activity for children's learning, in particular language learning (cf. De Temple & Snow, 2003). Thus, by focusing as well on the quality of the input given by the educators during the interaction in the book reading activity, possible reflections of the educators' cognitive and linguistic support competence as well as potential learning process for the children might be identified.

Furthermore, some other aspects which were not discussed so much in existing studies, i.e. peer interaction and bi/ multilingualism would also be highlighted. Peer interaction is considered an important aspect to address because book reading practices in German kindergartens are normally done in small groups and therefore its existence cannot be ignored. Body of literature have shown a great deal of interests in adult- child interaction, however, peer interaction seems to get less attention. Meanwhile, peer interaction also has potentials in supporting children's language development, including the development of second language (Tabors, 1997; Blum- Kulka & Snow, 2004). However, most of the studies which discuss peer interaction also tend to associate it mainly with naturally occurring situations such as free play (cf. Garvey, 1975; Sawyer, 1997).

Morrow & Smith (1990) in their study concerning book reading situation and group sizes mentioned briefly that children were observed to interact with their peers; however, no further discussions on the potentials of learning were given. Thus, in this study, peer interaction would also be given a weight in the analysis and discussion parts. It would be interesting to see how the peer interaction works in such a possibly adult dominated and highly structured activity as a book reading session.

In addition, bi/ multilingualism would also be taken into account with regards to what Barrera & Bauer (2003) recommended concerning bi/ multilingualism aspect being given more attention to be researched under the context of book reading studies. Moreover, previous studies, as pointed out by Barrera & Bauer (2003) have not really given adequate evidences on how bilingual children were involved in a shared book reading activity done by adults with different native language. This situation could be commonly found in the context of German kindergartens which deal with children with migration backgrounds who acquire German as their second language. Thus, this fact to some extent might possibly offer a unique and different perspective from the contexts of previous studies addressing bilingualism aspect of shared book reading activity.

EMPIRICAL CHAPTER

This chapter discusses several issues related to the empirical aspects of this study such as: 1). The aims of the study; 2). Research methodology and procedures which include descriptions of participants; 3). Instruments; 4). Coding development; 5). Findings presentation, and 6). Interpretation and discussion.

I. AIMS

The current study was designed with a general aim to take a closer look at the practices of dialogic oriented shared book reading for children with migration backgrounds in some kindergartens in the state of North Rhine Westphalia, Germany. Specifically, it addresses the following formulated research questions:

- How is the dialogic oriented shared book reading practiced in the participating kindergartens?
- What interaction forms can be observed during the shared book reading sessions?
- What are the strategies applied by early childhood educators during the shared book reading sessions?
- What are the behaviours of children observed during the shared book reading sessions?
- How are the interactions between the educators' strategies and children's responses?
- Are there examples of potential second language learning situations observed during the practices of shared book reading sessions performed by the participating educators?

In order to answer the abovementioned formulated research questions, a specific research methodology was applied. More detailed discussion and explanation concerning the methodology which includes the description of the research participants, research instruments and the picture book used in the study are presented in the following sections.

II. RESEARCH METHODOLOGY

Considering the nature of the data as well as the aims of the study, the research method employed was qualitative content analysis. According to Fraenkel and Wallen (2006), content analysis is “a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications”. It is deemed as a method which is suitable to analyse observation and interview data by means of developing or converting (coding) descriptive information into appropriate categories, ratings or scores (Fraenkel & Wallen, 2006).

Common steps involved in Content Analysis (Fraenkel & Wallen, 2006) are:

1. Determining Objectives

As a first step, particular objectives have to be set. There are some objectives which can be achieved by employing content analysis:

- Obtaining descriptive information about a topic
- Formulating themes
- Checking other research findings or validate the findings of a study or studies using other research methodology
- Testing hypotheses (i.e. investigate possible relationships or to test ideas)

(Fraenkel and Wallen, 2006)

Thus, in the context of the current study, the objectives of employing content analysis as the main research method were formulated as follows:

- checking other findings by substantiating coding schemes and evaluation frameworks developed previously in existing studies in the field
- obtaining descriptive information about a topic namely the practices of dialogic oriented shared book reading in German Kindergartens, possible forms of interactions during the book reading session, educators' strategies and children behaviours
- testing ideas that there might be differences of practices as well as instances of learning second language during the observed interaction (which indicates the importance of interaction in shared book reading)

2. Defining Terms

After the objectives have been formulated, important terms need to be defined clearly in order to avoid misunderstanding or confusion (Fraenkel & Wallen, 2006). The key terms in this study were also defined in prior. There were in particular four important terms used in this study:

- Dialogic oriented book reading: dialogic oriented book reading referred to in this study would be a practice of the specific shared book reading type previously developed by Whitehurst (1992). In this study, the dialogic oriented book reading would be performed by participating early childhood educators together with a group of children with migration backgrounds.
- Interaction: interaction in this study is defined as a communicative situation between or among participants during the observed book reading session.
- Educator's strategy: Educator strategy in this study refers to the specific strategy employed by the educator in order to convey an instruction and/ or manage the book reading session.
- Children's behaviour: Children behaviour in this study is defined as children's participation exhibit during the shared book reading session. The behaviour could be in forms of responses and self- initiations.

These terms and their definitions were decided exclusively referring to the context of this study. They as well reflected the core points of interests which were about to discuss and explore in the frame of this study.

3. Specifying the Units of Analysis

The unit of analysis is the unit to be used for conducting and reporting the analysis (Fraenkel and Wallen, 2006). It can be in forms of words, phrases, sentences or even paintings or pictures. The unit of analysis should be specified before starting the analysis phase. In this study, the units of analysis were verbal and non-verbal behaviours of both participating educators and children.

4. Locating Relevant Data

Relevant data should be located as soon as the objectives and the unit of analysis have been specified. Locating the data in the body of the materials can be done by having formulated research questions and if possible, a hypothesis in prior (Fraenkel and Wallen, 2006). Relevant data for this study were located from finding of some previous studies and then obtained from the videotaped shared book reading sessions as well as from written transcriptions of the sessions.

5. Developing a Rationale

Most of the time, the link between the data and the objectives are clear. However, it might happen that the link is not obvious (Fraenkel and Wallen, 2006). Thus, a conceptual link in the form of a rationale should be developed. In this study, the link of the data and the objectives could be considered as quite clear. Checking findings from previous studies was done by selecting relevant instruments to be substantiated. Moreover, descriptive information on practices of dialogic oriented shared book reading was observed through a videotaped session.

6. Developing a Sampling Plan

In a content analysis, just like in almost all qualitative research, the most commonly used sampling technique is “purposive sampling design” (Fraenkel and Wallen, 2006). Purposive sampling design is tailored to the specific purpose or objective of the research. The sample chosen is not assumed to be representative of the population rather it should have the necessary information about the population (Fraenkel & Wallen, 2006). However, other sampling techniques such as “random sampling”, “stratified sampling” and “cluster sampling” can also be employed in content analysis depending on the particular interest and objective of the research itself. Since this study has a specific goal and target, purposive sampling design fits it best. The detailed description and explanation concerning the sampling will be shown in the next part on “research participants and data collection procedures”.

7. Formulating Coding Categories

After relevant data has been located and the sample has been determined, relevant coding categories should be formulated. There are two common ways to formulate coding categories (cf. Fraenkel & Wallen, 2006; Mayring, 2000):

1. Determining the categories before any analysis begins based on previous knowledge, theories and/ or experience (Fraenkel & Wallen, 2006). This process is called “deductive content analysis” (Mayring, 2000). In a deductive content analysis process, definitions, examples and coding rules for each deductive category are established and made explicit. This is done to determine exactly under what circumstances a text passage can be coded with the developed category. These category definitions are then placed together within a coding agenda (Mayring, 2000). The procedure of a deductive content analysis is illustrated in the following figure 1.

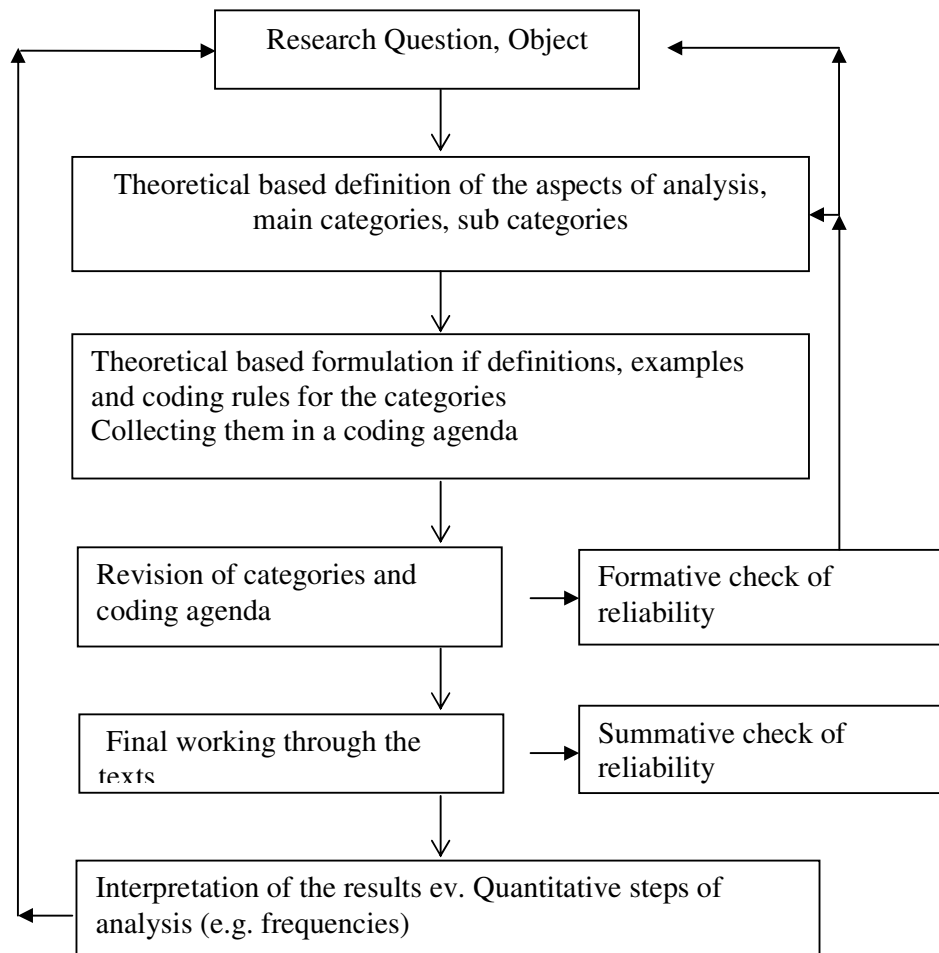


Figure 1. Deductive Content Analysis Procedures (Mayring, 2000)

2. Allowing categories to emerge during the analysis process (Fraenkel & Wallen, 2006). This procedure is called “inductive content analysis” (Mayring, 2000). A criterion of definition derived from theoretical background and research question is formulated In the first place. Then it is employed to work through the material to derive categories which are tentative and then step by step deduced (Mayring, 2000). The procedure of an inductive content analysis is shown in the following figure 2.

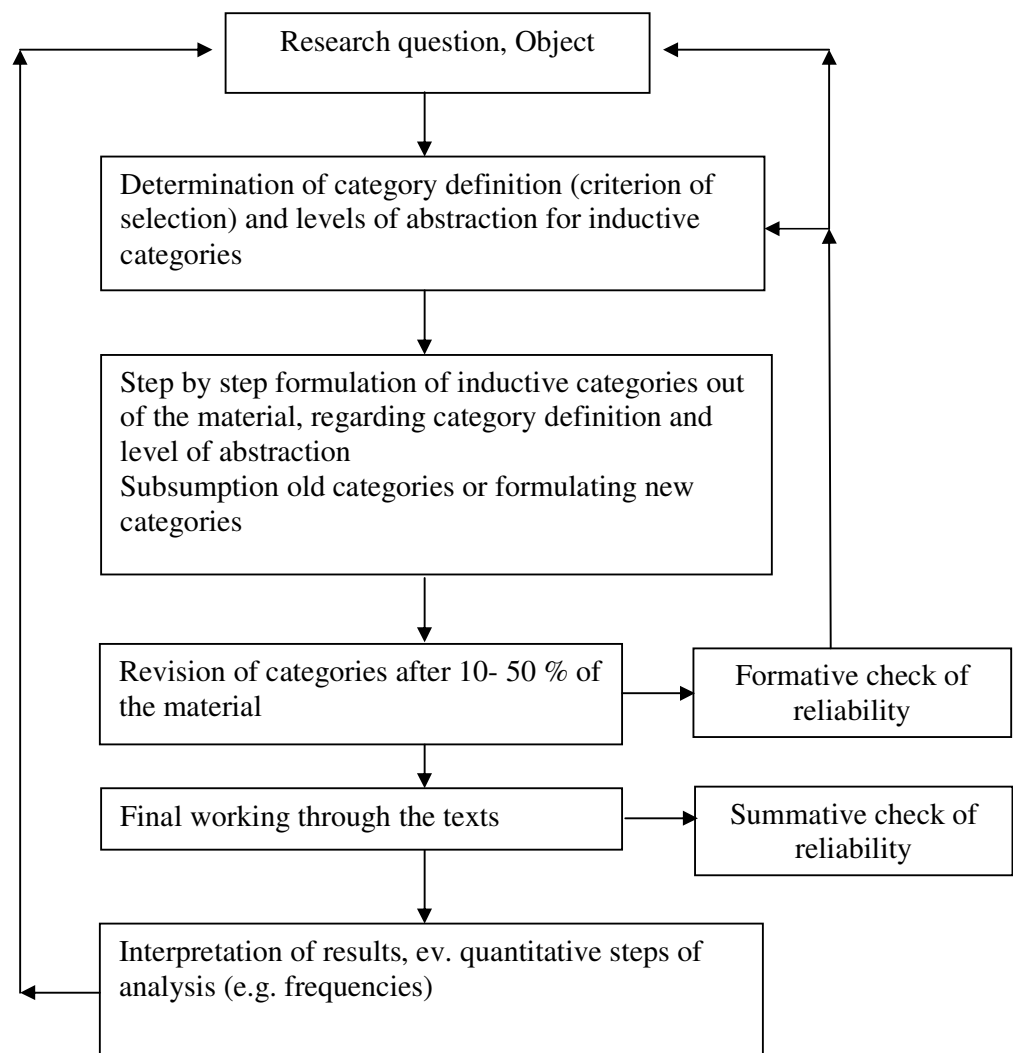


Figure 2. Inductive Content Analysis Procedures (Mayring, 2000)

As previously stated, this study investigated findings of other studies in the first place. Hence, procedures of a deductive content analysis were adopted. Key terms and categories were defined based on previously developed theories and existing research results. However, as the coding phase proceeded, a principle of an inductive content analysis was also applied because there were some behaviours emerging from the data which could not be well categorized by using the existing instruments. How this process was carried out will be explained further in the next sections concerning “Instruments” and “Coding Development Procedures and Coding System”.

Afterwards, a reliability check in terms of intercoder reliability was conducted. Then, the final revision of the coding scheme was done and once again the texts were checked. Next, the analysis and interpretation of the data was executed. In this phase, two types of analyses were conducted, namely 1) Descriptive Statistics (Frequency Calculations) and 2) Descriptive Qualitative Analysis. In the end, conclusions were drawn based on the findings of the analysis phase. These two steps, i.e. reliability checking and data analysis, are presented in the next pages.

8. Checking Reliability and Validity

The categories formulated in a content analysis should be explicit so that they could be used by other researchers to examine the same materials (Fraenkel & Wallen, 2006). Therefore, reliability and validity checking should be performed. To check the reliability, a process called “intercoder reliability” in which two or more coders work on adequate samples of data to see if there is a substantial agreement between or among them. While, in terms of validity, the manifest content (the obvious, surface content such as words, pictures etc. which could be seen or heard directly with eyes or ears) has to be checked against the latent content i.e. the meaning underlying what is said and shown (Fraenkel & Wallen, 2006).

In this study, a statistical intercoder reliability check was performed as well in order to ensure that the currently developed coding schemes can be utilized to analyse

the data. The test for the reliability check selected for this study was the Cohen Kappa intercoder reliability test. For further description and explanation regarding the procedure of the test as well as the results, see the next section on “Coding Development Procedures and Coding System”).

9. Analysing Data

The final step to be taken in a content analysis procedure is to “analyse data”. According to Fraenkel & Wallen (2006), the coding process in a content analysis results in “numbers” which are analysed and interpreted by using descriptive statistical procedures. The most commonly used analysis procedures are frequencies and percentage and/ or proportion of occurrences to total occurrences.

Consequently, the analysis process in this current study included the tabulation of the coded behaviours, the descriptive statistical measurement (which encompassed frequencies and percentage), the comparative non-parametric statistical measurement and the qualitative analysis of the interaction process. Results of the analysis phase will be described thoroughly in sections regarding “Findings Presentation” and “Interpretation and Discussion”.

Moreover, the figure 3 in the following page will illustrate and sum up the nine steps explained in this section. As explained already earlier, the figure was a combination of deductive and inductive content analysis approaches (cf. Mayring, 2000).

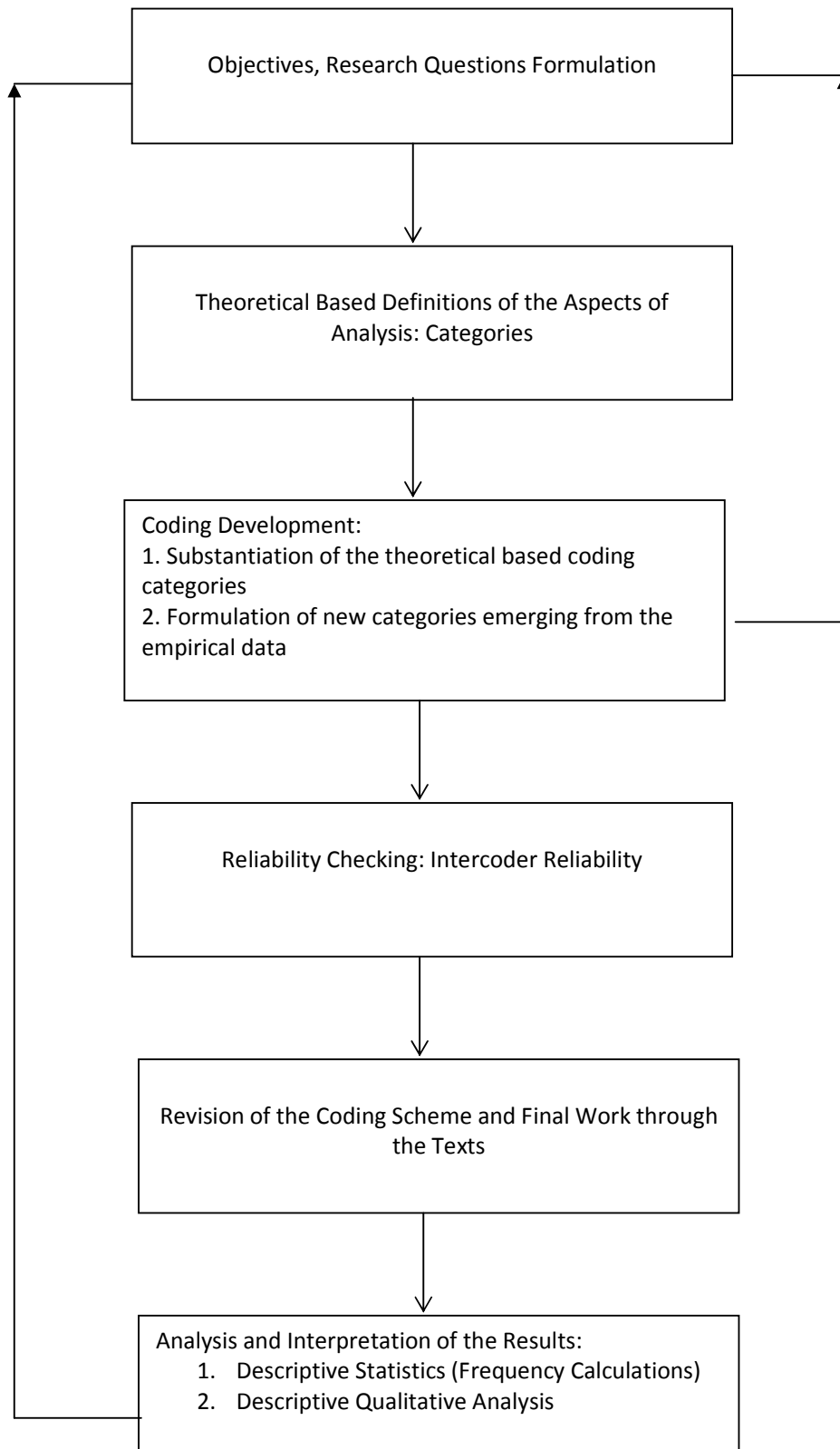


Figure 3. Content Analysis Process in the Current Study

III. Instruments

This study had a clear aim to investigate practices of dialogic book reading, therefore at a very first place, characteristics of a dialogic book reading were examined in the obtained data. This preliminary analysis brought about findings which implied that participating educators had different understanding and ways of practicing a reading style which they assumed as a “dialogic oriented book reading”. There were strategies which seemed to be the application of the PEER (*prompting-evaluating-expanding-repeating*) and CROWD (*completion prompts- recall prompts- open ended prompts-wh- prompts- distancing prompts*) strategies particular to dialogic book reading (cf. theoretical chapter pages 22- 23) yet on the other hand, there were also occurrences of other strategies.

Hence, in order to be able to categorize and analyse these strategies, a set of suitable coding schemes was needed. Since shared book reading itself has already been researched widely in the field, there were some instruments to assess this practice developed by several researchers. Among those existing instruments, three were picked to be substantiated to analyse the empirical data of the present study, namely: 1) The maternal utterances coding during shared book reading situation (Reese et al., 2003); 2) The Nature of Book Reading Event (from the Framework for Examining Book Reading in Early Childhood Classrooms, Dickinson et al., 2003) and 3) Adult- child interactive exchange (Adult/ Child Reading Inventory/ ACIRI, DeBruin- Parecki, 1999). These three instruments were chosen considering the following two aspects:

- The similarity and/ or closeness of the research focuses, i.e. adult- child shared book reading quality; adult strategies (verbal, non-verbal), as well as interaction during shared book reading practices
- Validity and reliability of the chosen frameworks/ categories

These three instruments have previously been discussed in the theoretical chapters (cf. pages 24, 26 and 28). The detailed tables of each instrument can be found in the appendices list (Coding Maternal Utterances cf. page 19; Nature of Book Reading cf. pp. 20- 21; ACIRI cf. page 22). In this part, the focus will be set on the results of the

attempts to substantiate each of these instruments to analyse the empirical data of the current study.

The first instrument to be investigated was the “Coding Maternal Utterances during Shared Book Reading” developed by Reese et al., 2003. In their study, they researched the diversity in adult book reading, particularly in the case of mothers reading to their child. The coding scheme used in this study was adapted from a coding scheme developed in the previous research of Haden et al. (1996). After being substantiated to the data obtained in this study, in which the participants were not mothers but educators, it was found that this particular coding scheme was also applicable. Furthermore, there were two main advantages observed when using this coding scheme to analyse the shared book reading situations in the current study: 1). each coded category was adequately defined and given examples; 2). Most of educator’s utterances could be coded and categorized.

The following examples taken from the transcribed data of the current study would illustrate this.

1. Code from the coding scheme (Reese et al, 2003): “*Whole Book*”

Sample of Educator’s Utterance:

Das heißt „der kleine Esel und sein Geschenk für Jaki“

It is called: “The Little Donkey and His Birthday Present for Jaki”

2. Code from the coding scheme (Reese et al, 2003): “Labels“

Sample of Educator’s Utterance:

Das ist die Mama von dem kleinen Esel und das ist der kleine Esel

This is the little donkey’s mother and this one is the little donkey.

Nevertheless, there were also some limitations when trying to code the data by using this coding scheme as a sole instrument:

1. The focus of this coding scheme is only on verbal utterances and therefore does not take into account non- verbal cues.

2. The verbal utterances coded are the ones belong to adult / mother, therefore there are no interactive forms taking into consideration child's utterances
3. The coding scheme was used to analyse a one-to-one adult- child interaction in home setting (mother- child), thus it might not be fully suitable to analyse group interaction in institutional setting (pre-school or kindergarten classrooms).

Seeing that, in context of this study, the coding scheme developed by Reese et.al (2003) might be applied best in combination with other coding schemes which are able to complement the abovementioned limitations.

The second instrument checked was the "Nature of the Book Reading Event" developed by Dickinson et al., 2003. This framework was used to examine the nature of the book reading situations in early childhood classrooms, which included teacher's reading and discussion styles as well as children's attentiveness. Different from the coding scheme developed by Reese et al. (2003) which was design to focus only on adult verbal utterances, the framework developed by Dickinson et al. (2003) seemed to be a more detailed tool to analyse shared book reading situations as a whole process. It took into account aspects such as teacher's personal reading style (which included the use of such non-verbal cues as facial expressions), teacher personal management style (which would be an important consideration since book reading situations in institutional setting normally take place in forms of group activities) as well as child involvement, which made it more interactive in a way. It also divided the types of teacher's talk into two distinctive categories, i.e. "low/ limited cognitive demands" and "high cognitive demands".

Still, despite its seemingly detailed and complete categories, there were also several weak points found from this framework. Some of the categories were not clearly defined, which might lead to somewhat too general and vague interpretations; for instance, the category of "*Appropriate Responses*" to observe child's response. When looking at such category, questions like "What kind of response could be defined as "appropriate"?"; "In what way a response by a child/ children would be considered as "appropriate"?"; "Would it be appropriate in terms of its content, context or linguistic forms?" emerged. The following excerpt from the observed book reading session in the

current study will illustrate the situation in which such above-mentioned questions could arise.

Educator: und was machen die beiden jetzt wohl zusammen?

And what are they doing together now?

Child 4: die spielen mit dem Drachen

They are playing with the kite

Child 1: er halt das ((pointing)) und der fliegt, der Drache¹

he holds it ((pointing)) and it is flying, the kit...(e)

Educator: die lassen den Drachen fliegen

They are flying the kite

Child 3: der halt ihn fest

He is holding it (the kite) tight

(Excerpt 1. Transcript 1, Case 1)

If one were about to “assess” the above situation, which response of the three children would be considered as “appropriate” with the educator’s question? Would it then be the one which got the feedback from the educator?

Moreover, even though this framework was designed as a tool to assess shared book reading situations in classrooms, it seemed to take into consideration only the “interactions” between teacher/ educator- children in general. This, unfortunately, would not be sufficient to explain the dynamic situation occurring during most, if not all, interactive shared book reading sessions, which signified also by the incidences of interaction among children themselves (peer interaction).

The third instrument to be substantiated was the Adult/ Child Interactive Reading Inventory (ACIRI). This instrument was developed by DeBruin- Parecki (1999) to be a tool to assess the shared book reading which would take into account both adult and child behaviours. It was designed to evaluate twelve “literacy behaviours” in three different categories, namely: 1) enhancing attention to text; 2) promoting interactive reading/ supporting comprehension, and 3) using literacy strategies. These three categories are applied to observe both adult and child behaviours during shared book reading.

¹ An incorrect use of noun form by the child learning German as a second language

Compared with the previous two instruments, ACIRI had a clear major advantage concerning its interactive focus. It provided more categories to analyse child's behaviours (both as responses to adult's cues and spontaneous behaviours). It also took into consideration "non-verbal cues" such as "pointing" as strategies to be employed by adult in assisting child during the shared book reading activity. However, as it emphasized mainly on assessing one-to-one adult- child interaction, it could not be used sufficiently to analyse group interaction especially the interaction among children as found during the observed book reading situations in the current study:

Child 4: Das ist wieder
There it is again
Child 6: Ein Pferd
A horse
Child 2: und die kleine²
And it is small

(Excerpt 2. Transcript 3, Case 3)

Child 3: ist das Papa?
Is that daddy?
Child 4: nein, Mutter
No, mother

(Excerpt 3. Transcript 1, Case 1)

The categories developed by ACIRI to assess child behaviour could only explain such cases in terms of the act of "*child spontaneously offers ideas*" while we could see from both examples that the interactions between and among children might serve more functions than just "offering ideas", say for example: "correcting and complementing each other's idea or utterances".

Furthermore, the formulations of some of the categories should be made clearer since they seemed to be overlapping and redundant. For example, one category states "*Points to pictures and words to assist child in identification and understanding*" and the other "*Identifies visual cues related to story reading (i.e. pictures, repetitive*

² An incorrect use of article by the child learning German as a second language

words)”, which, if not understood correctly, might lead to a confusion in defining what it means by the act of “identifying” that could presumably include the act of “pointing” as well.

Consequently, in order to be able to make use of these instruments to analyse the data obtained in this study, an adaptation process was conducted. The adaptation process followed the procedures of qualitative content analysis, which basically involved coding of the categories. This process will be explained further in the upcoming section of “Coding Development Procedures and Coding System”.

IV. Research Participants and Data Collection Procedures

1. Kindergartens and Educators (*ErzieherInnen*)

There were four kindergartens and five Early Childhood educators (*ErzieherInnen*) taking parts in this research. All kindergartens were public kindergartens. Four kindergartens were located in the area of Dortmund and one was located in Schloß Holte, North Rhine Westphalia, Germany. These kindergartens are mostly dealing with children with migration backgrounds. The kindergartens and educators participating in this study agreed to take parts on voluntary basis after being informed about the research through FABIDO (*Familienergänzende Bildungseinrichtungen für Kinder in Dortmund*), an official institution which deals with early childhood education and care in the city of Dortmund. Due to the principle of qualitative nature of the research, not so many participants were required. Therefore, these five educators and their groups of children would be sufficient for the intended case study in this research. To obtain some background information about each kindergarten and educator, a questionnaire was distributed. The summary of the information can be seen in the following table:

Table 1. Demographic Information of the Participating Kindergartens

No	Kindergarten ³	No. of children with migration backgrounds	Participation in Language Promotion Programs
1	TEK DS/ Case 1 and Case 2	108	Yes; e.g. DELFIN IV
2	TEK M/ Case 3	38	Yes; e.g. DELFIN IV
3	TEK RS/ Case 4	45	Yes; e.g. DELFIN IV
4	TEK SH/ Case 5	24	Yes; e.g. DELFIN IV, DELFIN V <i>Testphase</i> , Bielefelder Screening

As presented in Table 1 above, all kindergartens participating in this current study dealt with more than 20 children with migration backgrounds in their institutions, as reflected by the information in the third column of the table. All of them also had experiences in taking parts or conducting language promotion programs as well as language testing, particularly the DELFIN test (IV and V). Furthermore, these programs and testing were tailored mostly for children with migration backgrounds to prepare them for the next level of education (primary education).

Concerning the general personal information of the participating educators, as displayed in the following table 2, all of them are native speakers of German. Furthermore, they were all female. Looking at the age range, three of them could be considered as senior educators. They could also be regarded as rather experienced, since most of them had worked as educators for more than five years. Two other educators were quite young, under 30 years old. Yet, one of them had been teaching for more than five years, whereas the other one had slightly lesser period of teaching experience.

³ The real names of the kindergartens were not shown to respect the privacy rights of the participants, therefore only abbreviations and case numbers will be used in this dissertation as identifications.

Table 2. Demographic Information of the Participating Educators

No	Participant	Age Range	Sex	Mother Tongue (L1)	Educational Background	Teaching Experiences (in year)
1	Educator 1	>40	Female	German	Training for Early Childhood Educator	≥ 5 years
2	Educator 2	31-40	Female	German	Training for Early Childhood Educator	≥ 5 years
3	Educator 3	31-40	Female	German	Training for Early Childhood Educator	≥ 5 years
4	Educator 4	<30	Female	German	Training for Early Childhood Educator	2- 5 years
5	Educator 5	<30	Female	German	Training for Early Childhood Educator/ Therapeutic Pedagogy	≥ 5 years

In terms of their educational background, all of them had gone through the training for early childhood educators. Only one of them stated that she also had an additional degree in therapeutic pedagogy.

2. Children and Family

There were 24 children divided in five different groups taking parts in this current research. In general, the children were 3-6 years of age, coming from families with migration backgrounds. They were enrolled in kindergartens in Dortmund areas and

Schloss Holte, in state North Rhine Westphalia, and acquiring German as their second language. These children were the ones belonged to the daily groups being taken care of by the participating educators at the moment of the data collection. Therefore, they were selected by the kindergartens and the educators to take parts in this study. Most of the children are Turkish (17 children, 70.83%); Lebanese (2 children, 8.33%); Albanians (2 children, 8.33%) and then followed by Kurdish, Polish and Pakistani (1 child each, 4.1% respectively). The summarized demographic information of the participating children can be seen in the table below.

No	Groups	Age				Sex		Ethnic Background		Mother Tongue (L1)	
		3	4	5	6	Male	Female	Turkish	Others	Turkish	Others
1	Case 1	1	-	2	1	1	3	4	-	4	-
2	Case 2	-	2	1	2	1	4	5	-	5	-
3	Case 3	1	4	1	-	5	1	3	3	3	3
4	Case 4	-	-	3	1	3	1	4	-	4	-
5	Case 5	-	1	3	1	2	3	1	4	1	4
Total		2	7	10	5	12	12	17	7	17	7

Table 3. Demographic Information of the Participating Children

From the table above, it could also be seen that most of the participating children were in the ages of 4 and 5 years old. Some of them were already 6 years old, which means that they were going to the primary school soon after, and only in two cases there were children of 3 years old. The proportion of the male and female children was also not equal in each case although overall there were exactly 12 male children and 12 female children participating in this study.

Concerning the families, all the parents (fathers and mothers) of the participating children were not native speakers of German. Based on the information obtained in the language biography questionnaire distributed prior to the videotaped book reading session (the questionnaire can be seen on appendix 3 in the appendices list pages 5-9),

most parents spoke in their first languages to the children at home. Nevertheless, some parents claimed that they started speaking in German or mixed German and the first language to the children as soon as the children started the enrolment in kindergartens.

3. Data Collection Procedures

A. General Procedure

The general procedures of the data collection (videotaping session) can be described as follows:

- *Informal Visits to the Kindergartens for Demographic Information.*

Before the videotaping was done, an informal visit was done to each of the participating kindergarten. The researcher gave the demographic questionnaires and consent forms to be filled in and then had informal talks with the participating educators, especially concerning their knowledge and experiences in language promotion programs and dialogic book reading. In this informal visit, the researcher explained the aims of the study as well as the general rules and procedures of the videotaping session which would be conducted on the date stipulated by both the researcher and the participating educator.

- *Videotaping Sessions*

All videotapes were done in a “reading” corner in the participating kindergarten. The educators were given a selected picture book followed by a general instruction to perform a shared book reading session and then the reading situations were videotaped by the researcher.

Further explanation on the selected picture book used for the book reading session is explained in the next section.

B. Picture Book

The picture book used in this current research was a picture book is entitled “*Der Kleine Esel and Sein Geschenk für Jaki*” (*The Little Donkey and Its Birthday Present for Jaki*). It was originally written by a Dutch author, Rindert Kromhout, with the title “*Kleine Ezel en jarige Jakkie*”. The illustration was done by a Dutch illustrator, Annemarie van Haeringen and the translation to German was done by Daniel Löcker.

The book itself was awarded “*Der Österreichischen Kinder- und Jugendbuchpreis*” 2003 and became one of the recommended children books by “*Das Familienhandbuch des Staatsinstituts für Frühpädagogik (IFP) Bayern*” in 2007. Moreover, the original Dutch version has also been picked to be used in a longitudinal research project called “PICO” (Picture Books and Concept Development) funded by the Netherlands Organization for Scientific Research (NWO).

There were two main considerations in choosing this book to be used for this research. First, it was suitable with the target age group and developmental level of the participating children in this research. Second, the theme of the book was familiar to children’s life (about birthday, present, toys and friendships).

Moreover, the book was also artfully illustrated and the characters were portrayed in a colourful way. The plot was also well developed. These were in line with criteria of good book selection recommended by Mecca (1998). Below are some illustrations and summary of the story from the picture book used in this study.



Picture 1. The Cover of the Picture Book “*Der kleine Esel und sein Geschenk für Jaki*”



Picture 2. The Book Content

Summary of the Book: (German Version and English Version)

Nach dem preisgekrönten Bilderbuch "Ein großer Esel" erzählt Rindert Kromhout, von den poetischen Bildern von Annemarie van Haeringen begleitet, eine neue, zauberhafte Eselei. Jaki, der Freund des kleinen Esels, hat Geburtstag, und der kleine Esel möchte ihm ein Geschenk kaufen. Natürlich sucht er das aus, was ihm am besten gefällt: einen roten Drachen. Er gefällt ihm sogar so gut, dass er ihn gar nicht hergeben will. Könnte er Jaki nicht stattdessen seinen alten Teddybären schenken? Vielleicht gefällt Jaki der Drache auch gar nicht? Was auch immer der kleine Esel sich einfallen lässt, am Ende wird er das Geschenk doch hergeben, mit dem glücklichen Freund viel Spaß haben und sich darauf freuen, dass ja auch er bald Geburtstag hat.

(from *www.buecher.de*)

Little Donkey and his mother go out to buy Jackie a birthday present. The youngster chooses a beautiful kite with a very long tail and by the time they reach home, he can't part with it. He tries everything to keep it—he hides it in his bed, he fakes an illness—but Mama insists that he go to the party and give his friend the gift.

(from *www.amazon.com*)

A description of the videotaping situation and the transcription process of the videotaped data will be presented in the next section.

C. Videotaping Situation and Transcription Process of the Videotaped Data

As mentioned previously in the section about general procedures of this research, the videotaped sessions to obtain the primary data was done in the participating kindergartens, located in the reading corner (German: *Lesecke*). The participating educators were free to handle the organisational matters such as the sitting arrangement. There were two people (the researcher and the assistant) taking the videos from two different angles and for two different purposes. One camera was used to capture the whole frame from one fixed position, which means that it was not moved during the videotaping session, and the other one was used to capture specific interests, i.e. to zoom in and out as well as to focus on specific participants. This was done in order to ensure that all necessary behaviours and moments could be well captured. Concerning the audio, there were two small external microphones attached to the video cameras. Later when annotating and transcribing the data, it was found that using only these types

of microphones was not an optimal option, therefore some utterances with soft voices or murmurs could not be transcribed well.

As soon as the videotaping sessions finished, the data were transferred to personal computers and converted into video files that could be used in several software for qualitative analysis process. Afterwards, the videotaped data were transcribed by two native German speakers in order to obtain the verbal utterances of the participants. Since the transcripts were meant to be a tool which could grasp in a way some important linguistic features, the transcription convention used adopted some features of the the basic GAT convention (cf. Selting et al, 1998). In addition, non-verbal cues were annotated by using a specific computer based language archiving technology program called E-LAN and later these cues were integrated to the transcripts of the verbal utterances. After the transcripts were sufficiently done, the analysis process could be started. Before initiating the analysis process, firstly the coding procedures and coding system were prepared, as explained in the following section.

V. Coding Development Procedures and Coding System

Two steps were done in the coding development phase:

1. Substantiating and adapting the coding categories developed from existing studies. The adaptation of these strategies fulfilled the second and third steps of a deductive content analysis in which theoretical based categories and coding rules were formulated (Mayring, 2000).
2. Adding categories emerging from the data. In this step, an unconstrained categorization matrix was developed, following the principles of an inductive content analysis (Mayring, 2000).

There were twelve strategies adapted from the existing studies (cf. appendix 8 in the appendices list page 23) to code educators' behaviours observed from the data obtained in the current study. They were: "*book focus/whole book/book content*", "*feedback/ responses/ confirmation & corrections*"; "*naming and labels*"; "*picture*

description/ visual cues"; *"recall"*; *"text- reader connect/ personal experiences"*; *"text vocabulary"*; *"text prediction/ inferences/ solicits predictions"*; *"elaborating on child's ideas"*; *"general knowledge"*; *"evaluations"*, and *"teacher management style"*. Some of these strategies were considered to be in line with the PEER and CROWD strategies of a dialogic book reading, e.g. *"feedback/ responses/ confirmation & corrections"*, *"elaborating on child's ideas"* conveyed the same functions as *"evaluating"* and *"expanding"*. With regard to children's behaviours, the main adapted categories were taken also from the same instruments, In the first place taking into consideration children's behaviours as forms of responses to educators' strategies. However, after these strategies were substantiated to analyse the obtained data in this current study, it was found that there were some other occurrences which could not be coded properly by using the existing scheme. Accordingly, the coding scheme had to be modified to fit the needs of the analysis.

The modified coding scheme for educators' behaviours consisted of thirteen strategies which were specifically divided into two main categories namely *"Instructional Categories"* and *"Personal & Management Strategies"*. Under the *"Instructional Categories"*, there were ten strategies: *"book focus"*, *"naming, labelling and visual cues"*, *"picture description"*, *"feedback"*, *"recall"*, *"personal experiences/ text- reader connect"*, *"text vocabulary"*, *"text prediction and inferences"*, *"general knowledge"* and *"evaluations"*. Whereas there were two strategies coded under *"Personal and Management Style"* namely *"personal responses"* and *"management style"*. Regarding the children's behaviour coding scheme, the modification was made mostly by formulating new descriptions and definitions for the coding categories. The modified coding scheme eventually included two main categories of behaviours namely *"Responses"* and *"Self- Initiations"*.

Yet, before being finalized for further analysis process, the modified categories needed to be tested for their reliability. Thus, a measurement of intercoder reliability was conducted. Intercoder (or interrater) reliability is an essential criterion for validating subjectively-coded data that is assessed (Freelon, 2010). There were two independent coders working with a sample of 40% from the obtained data by using the modified categories as a coding scheme. The two independent coders were not specially

trained to code the data but they were informed about the definition of each coding category as well as some examples of utterances and behaviours were given.

Afterwards, the coded documents were compared and statistically measured by employing “Cohen’s Kappa”, one of the most commonly used measurement for “research that involves the coding of behavior” (Lombard et al, 2004). For educators’ strategies categories, the computed Cohen Kappa’s value was 0.773, which could be interpreted as a “substantial agreement” between the two coders. The results can be seen in the following table 4.

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa,773	,022	40,883	,000
N of Valid Cases	440			
a. Not assuming the null hypothesis.				
b. Using the asymptotic standard error assuming the null hypothesis.				

Table 4. The Cohen Kappa’s Measurement for the Intercoder Reliability of Educators’ Strategies Categories

While for children’s behaviours coding categories, the obtained Cohen Kappa’s value was 0.793, which was also an indicator of a substantial agreement between the coders. The results can be seen in the following table 5.

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	,793	,024	36,029	,000
N of Valid Cases	333			
a. Not assuming the null hypothesis.				
b. Using the asymptotic standard error assuming the null hypothesis.				

Table 5. The Cohen Kappa's Measurement for Intercoder Reliability of Children Behaviours Categories

Kappa Value	Interpretation
< 0	Poor agreement
0.00- 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

(Landis & Koch, 1977)

Despite the seemingly acceptable value of the intercoder reliability coefficients presented above, there were also some additional notes from the coders concerning the ambiguity, redundancy and vagueness of some modified codes. Therefore, the coding schemes were revised and then finalized. The final coding scheme for educator's strategies still consisted of two main categories i.e. "Instructional Strategies" and "Personal and Management Strategies". The "instructional strategies" included 13 strategies. Strategies such as *confirmation*, *correction*, *elaboration*, *personal comments*

and opinions were previously combined as one strategy namely “*feedback*”. However, after several coding processes, it was found better to break the “*feedback*” category down into several independent categories which resulted in clearer analysis and interpretation. The following quoted excerpt will exemplify this process.

“Child 4 : ein Spielzeug
A toy
Educator : **genau ((nodding))**
Exactly ((nodding))

(Excerpt 4. Transcript 1 Case 1)

In the previous coding process, the educator’s utterance would be coded as simply as a “*feedback*”. Yet, the code did not reflect the kind of feedback as well as the contextual function conveyed by the utterance, which was to specifically give a confirmation. In this example, the educator explicitly confirmed the child’s utterance. She did not correct or elaborate the utterance of the child in her immediate feedback. Thus, distinguishing each kind of feedbacks given by the educators was considered necessary in the framework of data analysis for this research.

The “Personal and Management Strategies” categories seemed to be acceptable according to the coders. Therefore, they were not revised. Regarding children’s behaviours, the descriptions of the categories were also revised. There were two main categories of behaviours in the final coding scheme, namely “Responses” and “Self-Initiations”. Children’s responses comprised of 11 sub-categories and self-initiations comprised of 8 sub-categories. The final version of both coding schemes can be seen on appendix numbers 8 and 9 in the appendices list pages 25-27.

VI. Findings Presentation

The analysis phase in the current study revealed several findings as the answers to the formulated research questions. Therefore, the findings presented in this part include:

1. The Profiles of Each Videotaped Book Reading Session

2. The Interaction Forms Observed during the Videotaped Shared Book Reading Sessions
3. The Coded Educators' Strategies; the tabulations of the overall coded strategies as well as the tabulations of specific highlighted strategies
4. The Coded Children's Behaviours; the tabulations of overall coded children's responses and self-initiations as well as the tabulations of the behaviour types (verbal, non- verbal and verbal & non-verbal)
5. Cognitive Levels of Educators' Strategies and Children's Responses

Each of the abovementioned findings are discussed in the following sections.

1. Overall Profiles of the Observed Shared Book Reading Sessions

Although all the participating educators in this study were given the same general instruction to perform a dialogic book reading session, how they understood and practiced it was different from one another.

Yet, in spite of the observably varied practices of the participating educators, the overall reading session profiles revealed three similar main structures which characterized all cases namely: 1) Before Reading; 2) While- Reading, and 3) Post Reading. The descriptions of the profile of each case are as follows.

- 1.1. CASE 1

The participants of this videotaped session were one educator (coded further as "*Erzieherin*"/ E) and a group of four children (coded further as C1, C2, C3 and C4). All these children spoke Turkish as their first language. The reading session proceeded with the total duration of 26 Minutes 27 Seconds, which was the longest session.

During the before reading part, the educator introduced the book by reading the title to the children. Afterwards, she started the naming and labeling as well as picture description activities. The educator did not read the texts in the book instead she tried to discuss the story based on the pictures and attempted to have a more interactive-

dialogic oriented shared book reading by applying various strategies (this will be explained further in the next section). Therefore, this while-reading took the biggest portion of the whole shared reading session and could be considered as the most important as well because most of the extra-textual interaction happened during this part. Whereas, the post reading session included the closing statement from the educator, naming and labeling as well as picture description activity and brief evaluation on the book.

1.2. CASE 2

The participants of this videotaped session were one educator (coded as “*Erzieherin*”/ E) and a group of five children (coded as C1, C2, C3, C4 and C5). Just like the first group from this kindergarten, all the children in this group spoke Turkish as their first language. The reading session proceeded with the total duration of 13 Minutes 08 Seconds.

Similar to the educator in case 1, the educator in this case also started the whole reading session by introducing the children to the book followed by doing a series of naming and labeling as well as picture description activities. Afterwards, she began to read the story out loud to the children. During the while reading part, the educator tried to interact with the children. She closed the reading session by providing a text prediction and then initiated conversations which connected the story to children’s personal life or personal experiences.

1.3. CASE 3

The participants of this videotaped session were one educator (coded as “*Erzieherin*”/ E) and a group of six children (coded as C1, C2, C3, C4, C5 and C6). This group was the biggest group in terms of size and as well the mostly mixed one concerning the origins and the first languages of the participating children (cf. table 3). The reading session proceeded with the total duration of 22 minutes 18 seconds, which was the second longest session.

The educator in this group opened the reading session by asking the children to do naming and labeling and picture description. Then, she introduced the title of the book. Children in this group seemed to be picking up the naming and labeling and picture description activity started previously by the educator and continued on their own. The while- reading activity was dominated by the educator reading the text and interactive forms among the participants. As a post reading activity, the educator asked the children to evaluate the book by giving opinions on whether they liked the book or not, why they liked or disliked the book as well as what they liked or disliked from the book. Most interestingly, in this post reading activity, the children initiated naming and labeling and picture description on their own.

1.4. CASE 4

The participants of this session were one educator (coded as “*Erzieherin*”/ E) and four children (coded as C1, C2, C3 and C4). All children spoke Turkish as their first language. This session was the shortest session with the duration of 7 minutes 36 seconds.

The reading session started with the educator introducing the title. Afterwards she went on by reading the texts in the book to the children without any extra- textual conversation in between. Afterwards, she tried to initiate a conversation by asking several questions which related the story to the children’s life or experiences.

1.5. CASE 5

The participants of this session were one educator (coded as “*Erzieherin*”/ E) and five children (coded as C1, C2, C3, C4 and C5). The group was mixed concerning their first languages. Two children spoke Arabic; two children spoke Albanian, while the other one spoke Turkish. The videotaped session was 17 Minutes 14 Seconds in duration.

Before reading, the educator asked the children to do naming and labeling as well as picture description while introducing them to the book. Then she read the texts in the book and combined the reading activity with interactive conversations. What was interesting in the closing session was the initiation of a participating child which led to a brief series of naming and labeling activity and even text predictions.

2. Interaction Forms Observed during the Book Reading Sessions

Categorized based on the participants of the interaction (who interacted with whom), there were three interaction forms observed from the videotaped dialogic oriented shared book reading sessions, namely: 1) one-to-one educator- child interaction; 2) peer interaction (child-child or among children interaction), and 3) group interaction (educator- children interaction). The description of each form of interaction will be presented below.

2.1. One-to One Educator- Child Interaction

This form of interaction took place whenever the educator interacted only with a single child in the group without really involving other children. Activities in this form of interaction most of the time included question-and-answer sequences. Some sequences were short (i.e. one turn for each) and some were considerably long (i.e. more than two turns for each participant). Furthermore, both the educator and the child could be the initiators of the interaction. The following examples which were excerpted from the transcripts will exemplify this.

Example 1: Educator Lead

Educator : warum gehen die jetzt schon nach Hause? ((directed towards C1))
Why are they already going back home now? ((directed towards C1))
Child 1 : weil es dunkel ist
Because it is dark
Educator : es ist schon dunkel geworden. Stimmt
It is getting dark already. Correct.

(Excerpt 5. Transcript 1, Case 1)

In the example above, the educator initiated the interaction sequence by asking a question. The child responded and then the educator gave her immediate feedback in forms of confirmation and elaboration.

Example 2: Child Lead

Child 3 : und das ist die Blume hier, ne? ((pointing))
And this is a flower here, right? ((pointing))
Educator : ja ((nodding))
Yes ((nodding))

(Excerpt 6. Transcript 1, Case 1)

Meanwhile, in example 2, the child was the initiator of the interaction sequence. She asked a question, in this case related to a naming and labelling activity, and then the educator provided a feedback in forms of simple confirmatory word and act.

Example 3: Educator Lead

Educator : Was ist das denn hier?
What is this here?
Child 1 : ein Drache⁴
A kite
Educator : ein Drachen. Er möchte Jaki (---) einen Drachen zum Geburtstag schenken
A kite. He wants to give Jaki a kite for his birthday.

(Excerpt 7. Transcript 2, Case 2)

Rather similar to example 1, in example 3 the educator led the interaction sequence by asking a question. A child responded and then the educator gave feedbacks in forms of correction and elaboration of the idea.

Example 4, Child Lead

Child 3 : Wann feiern wir denn Geburtstag?
When will we have a birthday party?

⁴ An incorrect noun form which was corrected by the educator in her immediate feedback.

Educator : Wir feiern auch gleich Geburtstag. Bei uns hat (*a child's name*) hat Geburtstag.
We're going to have a birthday party soon, too. It's (a child's name)'s birthday.
 Child 3 : das dauert
It takes a while

(Excerpt 8. Transcript 2, Case 2)

The child started the interaction in this example by asking a question. The educator responded and then the interaction still continued with the child responding again to the educator's feedback. This was quite different from the interaction led by the child in example 2, in which the sequence ended after the educator's response.

Example 5, Educator Lead

Educator : nee, guck mal ((pointing)) Was hat der in der Hand=was findet der kleine?
No, look ((pointing)). What does he hold in his hands? What does he find?
 Child 1 : Teddybär
Teddy Bear
 Educator : ein(en) Bären. Mit dem er schon lang nicht mehr spielt.
A Bear, with which he doesn't play for a long time
 Educator : Das ist für? Azlecan? Was meinst du, wofür wird der Bären sein? Der Bär.
It is for? Azlecan? What do you think the bear will be for? The Bear
 Child 1 : ähm (---) weiß ich nicht
Uhm... I don't know

(Excerpt 9. Transcript 3, Case 3)

In the example 5 above, there was a somewhat longer stretch of interaction, in which the educator provided more elaborated input and demand to the child. Instead of giving only one question at a time, this particular educator asked two to three questions within the same line of utterance.

Example 6, Child Lead

Child 3 : ((body movement; reaching out towards E))
 Educator : Was ist das? ((gazing directed towards C3))
What is that? ((gazing directed towards C3))
 Child 3 : ein Mond ((pointing))
A moon ((pointing))

Educator :!EIN MOND! Genau
!A MOON! Right

(Excerpt 10. Transcript 3, Case 3)

If the children in the previous examples 2 and 4 started by asking questions to the educator, in the example 6, it could be seen that the child initiated the interaction by trying to call for the educator's attention first. He did it non-verbally, by making use of a body movement. The educator reacted by asking a question, which was to some extent could be considered as a confirmatory question. The interaction then continued with the child responding to the educator's question and afterwards the educator confirmed his response.

All the examples presented above gave some insights on how a one-to-one interaction between the educators and the children observed in this study. The interaction itself, as mentioned earlier, could be started by both the educator and the child. Since it was a one-to-one interaction, the pattern of trigger- response could be clearly found. This finding was in line with what Cochran-Smith (1986) argued from her study that there were obvious turn-taking patterns in the adult- child book reading activity.

2.2. Peer Interaction

Peer interaction observed in four cases in this study was defined as an extra-textual communication or conversation that existed between two children or among children concerning the same theme and/ or context during the shared book reading activity. In this form of interaction, children were found to be exchanging ideas, including correcting, contradicting and elaborating each other's statements. There were also sequences which signified co- construction of (word) meaning and ideas, in which children worked together to discuss meanings of words or describe stories in the pictures. The examples coming next which were taken from the transcripts excerpts will illustrate these phenomena.

Example 1, Correction and Contradiction

Child 1 : er hat ein gelbes Geschenk
He has a yellow gift
Child 2 : ((pointing))
Child 4 : das ist kein gelbes ((gazing towards C1))
It's not yellow

(Excerpt 11. Transcript 1 Case 1)

It could be seen in this first example that the children were interacting among themselves. One child initiated and then two other responded. The response observed in this example could be highlighted as an elaborative “contradiction” by Child 4 to the idea uttered by Child 1.

Example 2: Elaboration (1)

Child 4 : da gibt's noch ein Geschenk ((pointing))
There's another gift ((pointing))
Child 5 : Ein Drache⁵
A kite

(Excerpt 12. Transcript 2 Case 2)

Meanwhile, it could be seen in the example 2 above that one child elaborated an idea initially uttered by another child. This type of interaction could also be seen in the next example, example 3.

Example 3: Elaboration (2)

Child 4 : das ist wieder ((pointing))
It's again ((pointing))
Child 6 : ein Pferd ((pointing))
A horse ((pointing))
Child 1 : und die kleine⁶ ((pointing))
And it's small

(Excerpt 13. Transcript 3, Case 3)

⁵ An incorrect form of noun resulting from the child learning German as a Second Language

⁶ Incorrect use of article and adjective forms

In this example, there were three children who were discussing the same object in the picture and they seemed to elaborate each other's idea. Child 4 in this case initiated by labelling and pointing a particular object in the picture book. This initiation was then taken up by the next child, Child 6, who named the object. Another child, Child 1, responded and elaborated the previous two ideas by adding information related to the physical appearance of the object they were discussing. This type of interaction could be regarded as well as an instance of a co-construction which was in line with the concept of low distancing cognitive co-construction discussed by Leseman et al (2001).

2.3. Group Interaction

Group interaction in this case was interpreted as the particular situation in which the educator had conversations with more than one child at the same theme and context sequence. Furthermore, as an inevitably dynamic situation, it would be of no novelty that the two other forms of interaction, i.e. one-to-one educator-child interaction and peer interaction, also co-appeared in sequences of group interaction. The following examples excerpted from the transcripts will exemplify the group interaction observed in the current study.

Example 1

- Child 3 : und was macht er? ((pointing))
And what is he doing? ((pointing))
- Educator : ja, was macht denn jetzt da der kleine Esel?
Yes, what is the little donkey doing now?
- Child 4 : [(Spielzeug gesucht)]
Looking for a toy
- Child 3 : [()]
- Educator : Guck mal, was liegt denn hier? Erstmal müssen wir mal gucken
Look, what lies here then? First we have to see
- Educator : Was ist das Große hier? Was liegt da? ((pointing))
What is this big thing here? What lies there? ((pointing))
- Child 1 : das war ihre⁷ Geschenk
It was her gift
- Educator : das ist das Geschenk ((gazing directed towards C1))
That's the gift ((gazing directed towards C1))
- Child 4 : Nein, [die Drache () die Drache ()]

⁷ Incorrect form of possessive pronoun

Child 3 : *No, the kite... the kite...*
 [und () [da hängt die:;, ((pointing)] die hängen das hier hin weil das auch schön ist.
And it is hung there... it is hung there because it's also nice

Educator : das ist das Geschenk, da hat die Tuba recht ((pointing at C2))
That's the gift. So, Tuba is correct.

Educator : Und der Jenat hat auch recht ((pointing at C4)) Das ist der Drachen
And Jenat is also correct. It's the kite.

(Excerpt 14, Transcript 1 Case 1)

In this quite long stretch of interaction sequence, there was a series of discussion among the educator with three participating children, namely Child 1, Child 3 and Child 4. The educator in this case took over the question initiated by Child 3 as a prompt and had the other children answered.

Example 2

Educator : und da; wer kann denn die Torte sehen?
And there; who can see the cake?

Children : Ich
I!

Educator : Wo ist die Torte?
Where is the cake?

Children : ((pointing))

Educator : !GUT!
!GOOD!

Child 3 : nicht, das ist kein Torte
No, it's not a cake

Educator : doch, das ist eine Torte glaub ich.
Yes, it is. It is a cake, I believe

Child 4 : das hier ((pointing))
This here ((pointing))

(Excerpt 15, Transcript 2 Case 2)

While, in the second example above, the educator initiated the group interaction by asking a question. The pattern of this interaction sequence was quite the same as the common “turn-taking” question- answer pattern found in the one-to-one interaction discussed earlier.

Example 3

Educator : [wo ist seine Hand? (---)oder der Arm]
 [where is his hand? (---) or the arm]
Child 3 & Child 4 : ((pointing))
Child 1 : [auf die andere Teddybär] ((pointing))
 [at another teddy bear] ((pointing))
Educator : wo ist denn der Arm? (---)von dem Esel?
 Where is the arm then? (---)the little donkey's (arm)?
Child 4, Child 5 and Child 6: ((pointing))

(Excerpt 16, Transcript 3 Case 3)

Examples 3 and 4 were rather similar to the example 2, in which the educator was the one initiating the interaction sequence and then the turn taking question- answer patterns existed.

Example 4

Educator : Habt ihr auch schon mal einen Drachen geschenkt bekommen?
 Have you ever got a kite as a gift, too?
Children : Nein
 No
Educator : Nein?
 No?
Educator : Habt ihr denn schon einen Gebastelt?
 Have you ever made one as a gift yet?
(3.0)
Educator : Hier im Kindergarten oder zu hause?
 Here in the kindergarten or at home?
(3.0)
Children : ((shaking heads))
Educator : Wirklich nicht?
 Really (not)?
Children : ((shaking heads))

(Excerpt 17, Transcript 4 Case 4)

Different from the examples above, in example 5 below the interaction was initiated by the educator to be a one- to- one interaction. However, two other children joined in. It could be seen here as well that Child 2's participation was a response to Child 1's participation. This kind of situation was inevitable in such a setting as a group activity.

As argued by Morrow & Smith (1990), in a typical small group setting, children were found to interact with the adult and their peers.

Example 5

Educator : wo ist der Drachen hier, Ernest? ((gazing directed towards C5))
Where is the kite here, Ernest? ((gazing directed towards C5))
Educator : Kannst du ihn sehen? (2.0) wo ist er?
Can you see him? (2.0) Where is he?
Child 1 : ich weiß es
I know it
Child 2 : ich auch
Me too
Child 5 : ((pointing))

(Excerpt 18, Transcript 5, Case 5)

The five examples above illustrated how a group interaction existed and looked like in this study. It was found that there was also a turn- taking question and answer pattern similar to a one- to- one type of interaction. Moreover, in a group interaction, two other types of interaction were to some extent embedded, as could be seen in the example 5 given above.

During the interactions observed in this study, the participations of the educators could be seen in the perspective of the utilizations of their particular strategies. On the other hand, the children's participation could be recognized by the behaviours they showed. The following sections will explain further these two aspects.

3. Overall Observed and Coded Educators' Strategies

The analysis phase in the current study showed that in all cases, "Instructional Strategies" dominated the interactions during the observed shared book reading practices compared to "Personal and Management Strategies". These "Instructional Strategies" served two main functions namely to provide information and to request information whereas "Personal and Management Strategies" were employed to give

personal responses to children, manage the reading sessions and manage children's behaviours during the interaction. Management of children's behaviours was classified into two particular management styles i.e. explicit management style and implicit management style (cf. Dickinson et al, 2003).

Based on the frequency calculations of overall coded educators' strategies, there were three most commonly applied strategies namely "Confirmation", "Naming and Labelling" and "Management Style". "Confirmation", which was a form of educator's feedbacks, was coded 230 times out of the total 1101 coded strategies (20.89 %). In the observed book reading sessions of the current study, this strategy was done by the educators in order to: 1) confirm child/ children's responses by using confirmatory words or acts; 2) ask for confirmation, and 3) confirm child/ children's responses by repeating. "Naming and Labelling" strategy came second, coded 193 times (17.53 %). This strategy served two main functions, namely 1) requesting naming and labelling and 2) providing naming and labelling. Whereas "management style" which was not included in the instructional strategies categories, was found to be the third mostly applied strategy. It was coded 168 times (15.15 %) and broken down into two sub categories i.e. explicit management style and implicit management style (cf. Dickinson et al., 2003). In addition, two other instructional strategies namely "Questioning" and "Correction" were also highlighted in the analysis phase because they were regarded as "important" to dialogic book reading in particular as well as adult- child shared book reading in general. "Questioning" was analysed under the framework of "requesting information", as one of the main functions served by all strategies under "instructional strategies" categories. Educators' questions were coded as "Open or Wh-Questions" and "Closed or Yes/No Questions". "Correction", on the other hand, was also a part of educator's feedback, and was coded concerning matters corrected by educators namely "Language Use" and "Idea/ Concept".

Furthermore, apart from the abovementioned findings of the overall frequency calculations, it could actually be seen that the frequencies of occurrences of the coded strategies were varied when investigated further into each case. This was presumably due to the fact that the performances of the shared book reading were obviously different from one participating educator to another (cf. previous section on the "Overall Profiles of the Observed Shared Book Reading Sessions").

Therefore, to check whether these practices by the participating educators were alike or different, a suitable statistical measurement was needed. Therefore, a non-parametric chi square measurement was done. The results showed that there was indeed an overall statistically significant difference (variance) found. It was indicated by the obtained $\chi^2 = 95.588$, which was bigger than χ^2 table = 31.410. The P value = .00 was smaller than $\alpha = .05$. This means that the presumed hypothesis that the the educators' applied strategies during videotaped book reading sessions were not alike, and the difference, as reflected by the P value, was not due to chance only.

Participants * EduStrategies Crosstabulation

Count

		EduStrategies					Total	
		Book Focus	Confirmation	Elaboration	Personal Comments and Opinions	Personal Responses		Management Style
Participants	1	8	88	47	12	6	42	203
	2	1	32	7	3	6	10	59
	3	1	61	14	3	19	57	155
	4	1	3	1	6	1	5	17
	5	1	45	11	4	10	54	125
Total		12	229	80	28	42	168	559

Figure 4. Crosstabulation of Selected Coded Educators' Strategies

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	95,588 ^a	20	,000
Likelihood Ratio	79,623	20	,000
Linear-by-Linear Association	27,573	1	,000
N of Valid Cases	559		

Figure 5. The Chi Square Test Result of Coded Educators' Strategies

Note: Due to the methodological limitation, the crosstabulation and Chi Square Test were done only for the selected strategies which appeared in all five cases.

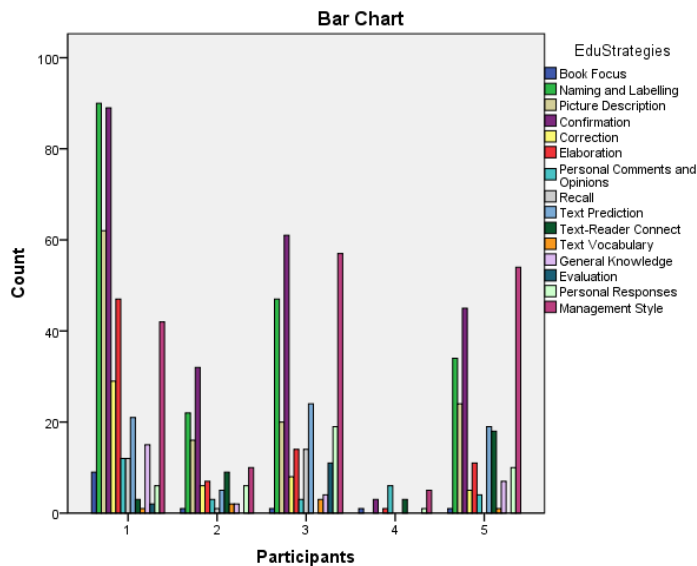


Chart 1. The Overall Coded Educators' Strategies

The tabulation of each educator's strategies in each videotaped case will be presented in the following sections.

3.1. Case 1

There were 15 strategies used by the educator in this case (see table 6 and graph 1 on the following page), which also represented all the codes developed in the coding scheme. The educator employed more instructional strategies (392 times; 89.09 %) than personal and management strategies (48 strategies; 10.90%). The most frequently used strategies were “Naming and Labelling”, coded 90 times out of 440 (20.5 %); “Confirmation”, coded 89 times (20.3 %) and “Picture Description”, coded 62 times (14.1 %).

All other strategies which belonged to instructional strategies were present with a quite small frequency. Except “Elaboration”, which was coded 47 times (10.7 %), the rest of the strategies occurred less than 40 times (under 10 %). Instructional strategies in this case were applied mostly to provide information (coded 216 times; 49.1 %) than to request information (coded 138 times; 31.4 %). However, looking specifically to the “Naming and Labelling” strategies, the educator was found to request children to provide labels rather than provide the labels to them.

Strategies	Frequency	Percent
Book Focus	9	2,0
Naming and Labelling	90	20,5
Picture Description	62	14,1
Confirmation	89	20,2
Correction	29	6,6
Elaboration	47	10,7
Personal Comments and Opinions	12	2,7
Recall	12	2,7
Text Prediction and Inferences	21	4,8
Text- Reader Connect	3	,7
Text Vocabulary	1	,2
General Knowledge	15	3,4
Evaluation	2	,5
Personal Responses	6	1,4
Management Style	42	9,5
Total	440	100,0

Table 6. Frequencies and Percentages of Overall Educator’s Strategies in Case 1

While, concerning her “Confirmation Strategies”, the educator in this case used mostly “Confirmatory Words/ Acts” to confirm to a child/ children’s response (coded 54 times, 54.5 %) then followed by “Asking for Confirmation” (coded 23 times, 23.3 %) and “Repeating Child’s Ideas” (coded 22 times, 22.2 %). As to the “Questioning” strategies (which were integrated to all strategies when serving the function of “requesting information”), she used more “Open Questions” (*Wh- Questions*) than

“Closed Questions” (*Yes/No Questions*). In terms of her “Correction” strategies, the educator corrected more ideas/ concepts uttered by children (coded 16 times, 55.2 %), rather than their language use (coded 13 times, 44.8 %).

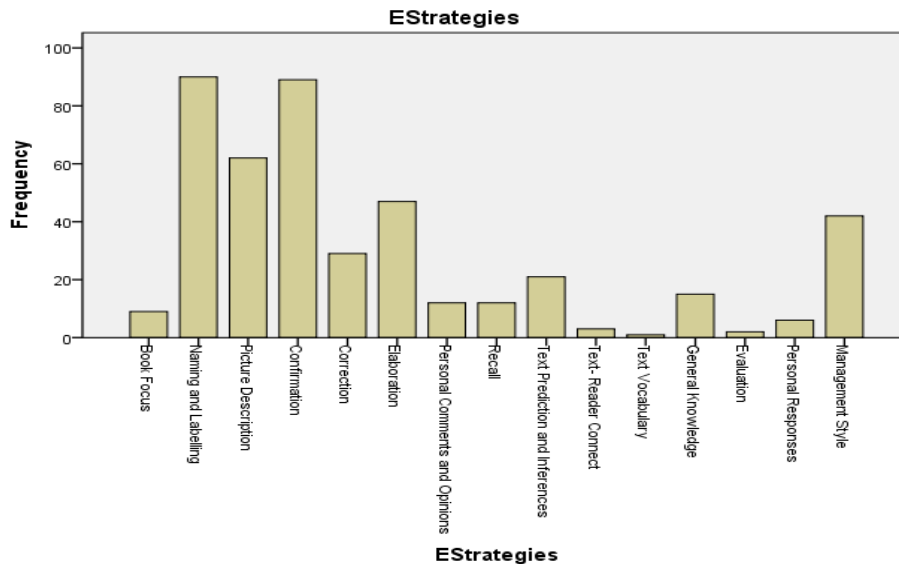


Chart 2. Overall Educator’s Strategies in Case 1

Under the category of “Personal Responses and Management Strategies”, “Management Style” was employed 42 times (9.5 %) whereas “Personal Responses” occurred 6 times only (1.4 %). The educator in this case applied the personal responses and management strategies mainly to manage children’s behaviours as well as the interaction with children (coded 37 times, 78.7 %), to give her personal responses to child/ children (coded 6 times, 12.8 %) and then to manage the reading session (coded 4 times, 8.5 %). Moreover, in managing children’s behaviours in the interaction, she made use of more implicit management style (coded 20 times, 54.1 %) than explicit management style (coded 17 times, 36.2 %).

3.2. Case 2

The educator in Case 2 applied in total 14 strategies. Almost similar to the educator in Case 1, she also made use of more instructional strategies (coded 196 times, 86.9 %) than personal and management strategies (coded only 16 times, 13.1 %). “Confirmation”, “Naming and Labelling” and “Picture Description” were the most frequently used strategies, with the frequencies of 32 times out of 122 (26.2 %), 22 times (18 %) and 16 times (13.1 %) respectively, as can be seen on the table 7 below. Yet, different from the educator in the previous case who applied all strategies presented in the coding scheme, the educator in this case did not include “Evaluation” as one of her instructional strategies in the shared book reading session.

Strategies	Frequency	Percent
Book Focus	1	,8
Naming and Labelling	22	18,0
Picture Description	16	13,1
Confirmation	32	26,2
Correction	6	4,9
Elaboration	7	5,7
Personal Comments and Opinions	3	2,5
Recall	1	,8
Text Prediction and Inferences	5	4,1
Text- Reader Connect	9	7,4
Text Vocabulary	2	1,6
General Knowledge	2	1,6
Personal Responses	6	4,9
Management Style	10	8,2
Total	122	100,0

Table 7. Frequencies and Percentages of Overall Educator’s Strategies in Case 2

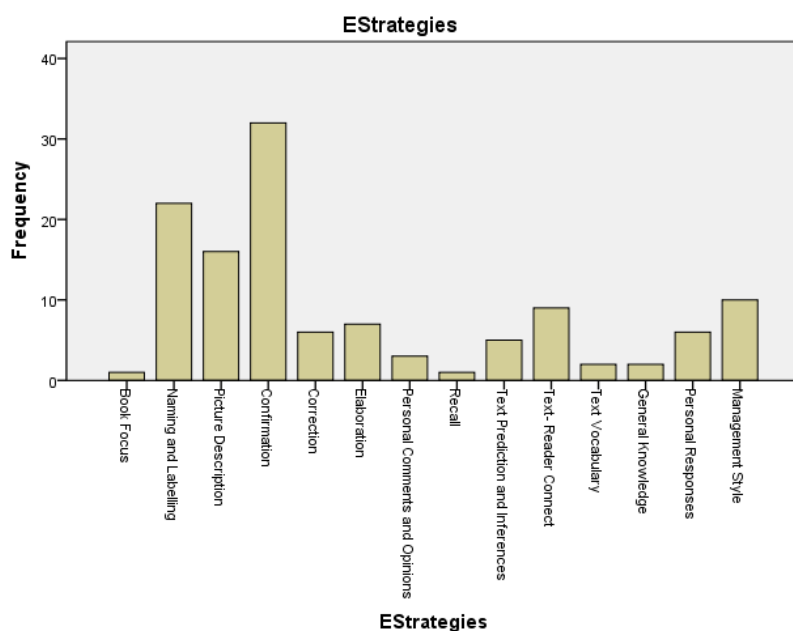


Chart 3. Overall Educator’s strategies in Case 2

Most of the time, the educator employed instructional strategies to provide information to children (coded 90 times, 81.1 %) rather than to request for information (coded 21 times, 18.9 %). Accordingly, she asked 19 open/ wh- questions (90.5 %) and only 2 closed (yes/no) questions (9.5 %). Concerning her use of the most frequently applied instructional strategy, i.e. “Confirmation”, she mainly repeated child/ children’s ideas (coded 14 times, 43.8 %), confirmed child/ children’s ideas and responses by using confirmatory words and/ or acts (coded 13 times, 40.6 %) and then several times asked for confirmation (coded 5 times, 15.6 %).

When it came to “Naming and Labelling”- the second mostly employed strategy- the educator in this case provided naming and labelling (coded 12 times, 54.5 %) slightly more than requested for naming and labelling from children (coded 10 times, 45.5 %). While, as a part of her feedbacks to children, “Correction” strategy occurred 6 times: 5 times on child/ children’s idea/ concept (83.3 %) and once on the language use (16 %).

Concerning the personal and management strategies, the educator in Case 2 employed them mostly to manage children's behaviours during the interaction (coded 9 times, 56.3 %), to give her personal responses (coded 6 times, 37.5 %) and to manage the reading session (coded once, 6.25 %). In her strategy of managing children's behaviours during the interaction, she applied more implicit management style (coded 8 times, 88.9 %) than explicit management style (coded once, 11.1 %).

3.3. Case 3

During the shared book reading session, the educator in Case 3 made use of 14 strategies in the coding scheme yet she left out the "Text- Reader Connect" strategy. Among these 14 strategies, twelve strategies were categorized under "Instructional Strategies" and two other strategies were under "Personal and Management Strategies". "Confirmation" was the mostly utilized strategy (61 times out of 286; 21.3 %). Then, "Management Style" was used 57 times (19.9 %) and "Naming and Labelling" was used 47 times (16.4 %). The tabulation of the strategies can be seen on table 8 on the following page.

Instructional strategies which were applied by the educator in this case were mainly to request for information (coded 110 times, 60.4 %) and then to provide information (coded 72 times, 39.6 %). Related to this finding, the educator asked more "Open/ wh- questions" (coded 72 times, 65.5 %) than "Closed (Yes/No) questions" (coded 38 times, 34.5 %). Looking into the "Confirmation" strategy as the mostly used instructional strategy, the educator was found to predominantly give confirmation to children by using confirmatory words and/ or acts (coded 31 times, 50.8 %) and then to ask for confirmation (coded 22 times, 36.1 %) and quite rarely to repeat child's ideas (coded 8 times, 13.1 %).

Strategies	Frequency	Percent
Book Focus	1	,3
Naming and Labelling	47	16,4
Picture Description	20	7,0
Confirmation	61	21,3
Correction	8	2,8
Elaboration	14	4,9
Personal Comments and Opinions	3	1,0
Recall	14	4,9
Text Prediction and Inferences	24	8,4
Text Vocabulary	3	1,0
General Knowledge	4	1,4
Evaluation	11	3,8
Personal Responses	19	6,6
Management Style	57	19,9
Total	286	100,0

Table 8. Frequencies and Percentages of Overall Educator's Strategies in Case 3

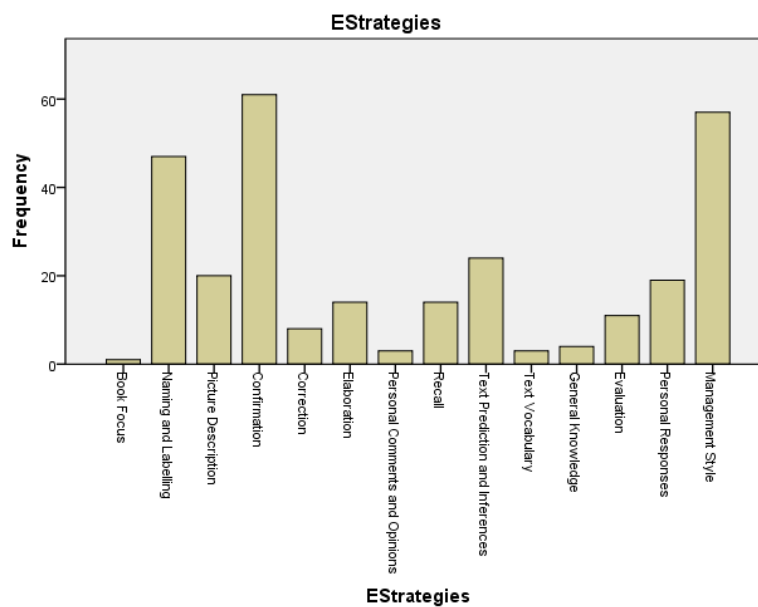


Chart 4. Overall Educator's Strategies in Case 3

On “Naming and Labelling” strategy, she requested much more (coded 42 times, 89.4 %) than provided names and labels to the children (coded 5 times, 10.6 %). Regarding her “Correction” strategy, the educator in this case corrected the language use of the children as frequently as correcting their idea/ concept (both coded 4 times, 50 % each).

Out of the 76 coded “Personal and Management Strategies”, 54 times were addressed for managing children’s behaviours during the interaction (71.1 %), 19 times were addressed for giving personal responses (25 %) and 3 times were for managing the reading session (3.9 %). Moreover, the implicit management style (coded 34 times, 63 %) was employed more often than the explicit management style (coded 20 times, 37 %).

3.4. Case 4

There were only 7 categories that could be coded from this case, 5 were classified into “Instructional Categories” and 2 “Personal and Management Strategies” (see table 9 on the next page). To some extent different from the educators in the other cases, the most frequently used strategies by the educator in Case 4 were: “Personal Comments and Opinions” (6 times; 30 %) and then “Confirmation” (3 times; 15 %) followed by “Text-Reader Connect” (3 times; 15 %).

In this case, there was no indication of naming and labelling or picture description strategies, unlike what was found in the other cases observed in this study. Furthermore, the instructional strategies were used by the educator in this case equally to provide information for and request information from the children (both coded 7 times, 35 % each).

In addition, the educator only applied “Closed (Yes/No)” questions (coded 7 times, 100 %). Out of these 7 questions, she asked for confirmation from children (coded 3 times, 100 % for the confirmation strategy).

Strategies	Frequency	Percent
Book Focus	1	5,0
Confirmation	3	15,0
Elaboration	1	5,0
Personal Comments and Opinions	6	30,0
Text- Reader Connect	3	15,0
Personal Responses	1	5,0
Management Style	5	25,0
Total	20	100,0

Table 9. Frequencies and Percentages of Overall Educator's Strategies in Case 4

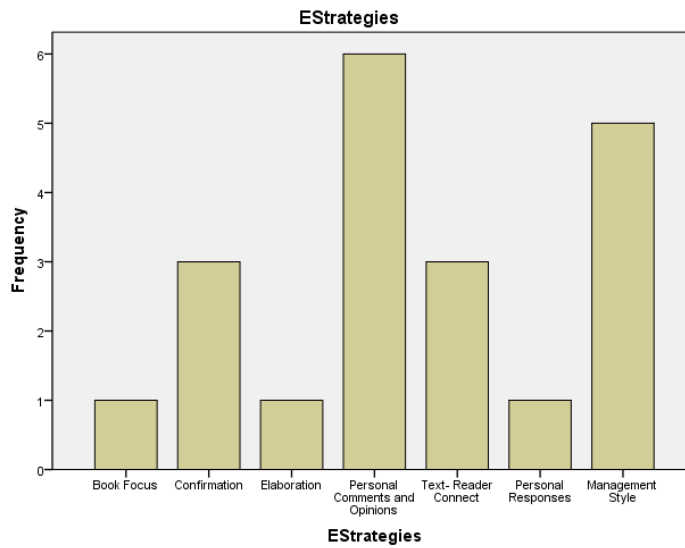


Chart 5. Overall Educator's Strategies in Case 4

Related to her “Personal and Management Strategies”, the educator in Case 4 applied them in total of six times: one occurrence of “Personal Responses” (5 %) and five times of “Management Style” (25%). These strategies were employed to manage the behaviours of children during the interaction (coded 3 times, 50 %) and then to manage the reading session (coded 2 times, 33.3 %) as well as to give personal responses (coded once, 16.7 %). Furthermore, the management style she specifically employed was only the implicit management style.

3.5. Case 5

There were 13 strategies coded in this case: 11 instructional strategies and 2 personal and management strategies. The educator in Case 5 did not apply “Recall” and “Evaluation” strategies. Interestingly in this case, as seen on table 10 on the following page, “Management Style” was the strategy used most frequently by the educator (54 times out of 233; 23.3 %). “Confirmation” and “Naming and Labelling” strategies came afterwards with the frequencies of 45 times (19.3 %) and 34 times (14.6 %) respectively.

The educator in Case 5 utilized instructional strategies primarily to request information from children (coded 77 times, 51.3 %) and then as well to provide information (coded 73 times, 48.7 %). Out of the 77 requests for information, 44 were delivered in forms of “Open” / Wh- Questions and 33 were in forms of “Closed” (Yes/No) Questions.

Going into her confirmation strategy, the educator in this case used more confirmatory words and/ or acts to confirm children’s ideas and/ or responses (coded 22 times, 48.9 %) then followed by repeating children’s ideas (coded 15 times, 33.3 %) and asking for confirmation (coded 8 times, 17.8 %).

Strategies	Frequency	Percent
Book Focus	1	,4
Naming and Labelling	34	14,6
Picture Description	24	10,3
Confirmation	45	19,3
Correction	5	2,1
Elaboration	11	4,7
Personal Comments and Opinions	4	1,7
Text Prediction and Inferences	19	8,2
Text- Reader Connect	18	7,7
Text Vocabulary	1	,4
General Knowledge	7	3,0
Personal Responses	10	4,3
Management Style	54	23,2
Total	233	100,0

Table 10. Frequencies and Percentages of Overall Educator’s Strategies in Case 5

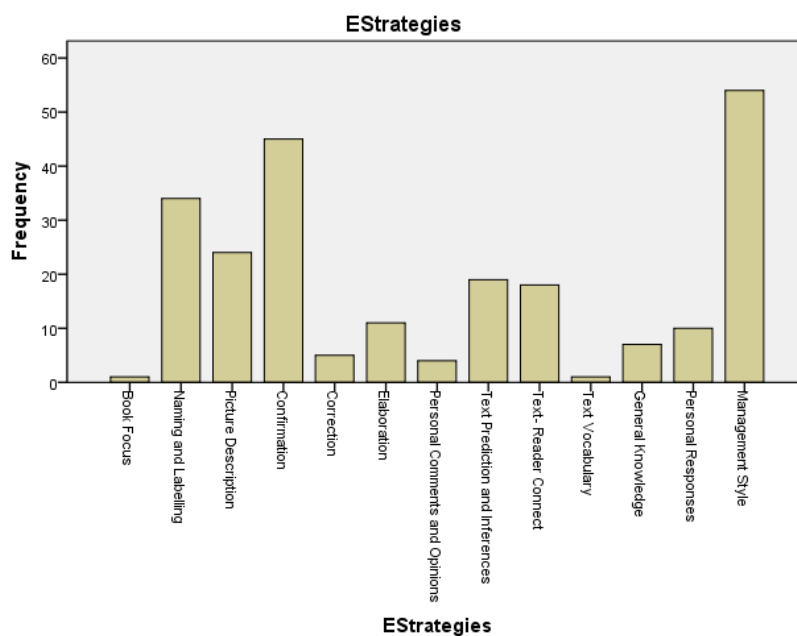


Chart 6. Overall Educator’s Strategies in Case 5

Related to “Naming and Labelling”, she requested children to name and label (coded 26 times, 76.5 %) more than provided them with the names and labels herself (coded 8 times, 23.5 %). As to her correction strategy, the educator in this case only corrected the language usage of the children (coded 5 times, 100 %).

As mentioned previously, “Management Style” was surprisingly the most frequently applied strategy in this case. The educator mostly employed the strategy to manage children’s behaviours during the interaction (coded 48 times, 75 %), give her personal responses (coded 10 times, 15.6 %) and then manage the reading session (coded 6 times, 9.4 %). Concerning the types of management style, she used more implicit management style (coded 33 times, 68.8 %) than explicit management style (coded 15 times, 31.3 %).

4. Overall Observed and Coded Children’s Behaviours

The analysis phase conducted in the current study was able to identify two categories of the observed children’s behaviours during the practices of shared book reading namely children’s responses and children’s self- initiations. Based on the overall frequency calculations, children responded more than initiated during the extra textual interaction in the shared book reading session. Responses were coded 588 times (76.07 %) whereas self- initiations were coded 185 times (23.93 %).

The most frequently occurring children’s responses were: “Naming and Labelling” (coded 245 times, 31.69 %), “Confirmation” (coded 117 times, 15.14 %) and “Correction/ Contradiction” (coded 77 times, 9.96 %). These responses were triggered by educators’ strategies and as well by their peer behaviours. The frequency calculations showed that 513 of children responses (66.36 %) were directed to educators and only 75 responses were addressed to their peers (9.46 %). While, the most frequently occurring children’s self-initiations were: “Naming and Labelling” (coded 55 times, 7.11 %), “Asking Questions” (coded 39 times, 5.05 %) and “Picture Description” (coded 36 times, 4.66 %).

In addition to the abovementioned findings, the analysis phase also revealed three different children’s behaviour types, namely verbal behaviours, non-verbal behaviours and verbal & non-verbal behaviours. Overall, children responded and as well initiated verbally, as shown by the frequency of verbal behaviours (coded 392 times, 50.70 %), followed by the combination of verbal & non- verbal behaviours (coded 279 times, 36.10 %) and then non- verbal behaviours came last (coded 102 times, 13.20 %). The complete tabulation of overall coded children’s behaviours can be found on appendix number 51 in the appendices list page 71 and as well shown in the following chart 7.

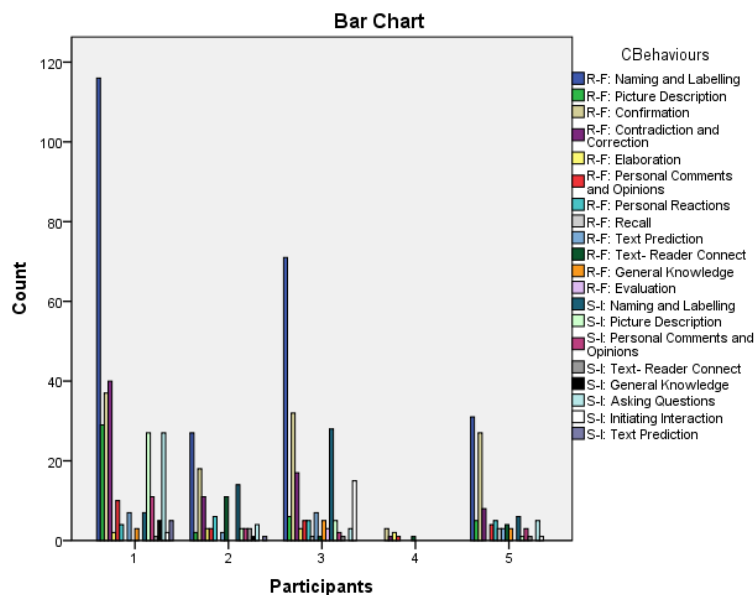


Chart 7. Overall Coded Children’s Behaviours

At the first glance, there were observable differences of the coded children’s behaviours in each case. A series of Chi Square test was conducted to see whether the differences in terms of frequencies were statistically significant. However, due to the limitation in the methodology, there were only behaviours which appeared in all cases could be calculated. It was only possible for the Chi Square test to be conducted for children’s responses in all five cases and children’s initiations in four cases (Case 4 was

excluded since there was no children's self-initiation observed). The results of the test were as follows.

Participants * CBehaviours Crosstabulation

Count

		CBehaviours			Total
		R-F: Confirmation	R-F: Contradiction and Correction	R-F: Personal Comments and Opinions	
Participants	Case1	37	40	10	87
	Case2	18	11	3	32
	Case3	32	17	5	54
	Case4	3	1	1	5
	Case5	27	8	4	39
Total		117	77	23	217

Figure 6. Crosstabulation of Selected Children's Responses

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,521 ^a	8	,230
Likelihood Ratio	10,738	8	,217
Linear-by-Linear Association	2,727	1	,099
N of Valid Cases	217		

Figure 7. The Chi Square Test Results of Selected Children's Responses

The result of the statistical test above showed that for selected children's responses which could be observed in all five cases (i.e. confirmation, contradiction and correction and personal comments), there was no significant difference. The obtained $\chi^2 = 10.521$ was smaller than χ^2 table = 14.607; whereas the P value = .230 which was larger than $\alpha = .05$. It means that particularly in these four responses, the difference in terms of frequencies was not significant among different groups of children. However, again as a reminder, due to the limitation of methodology, this result does not apply to the overall responses produced by children.

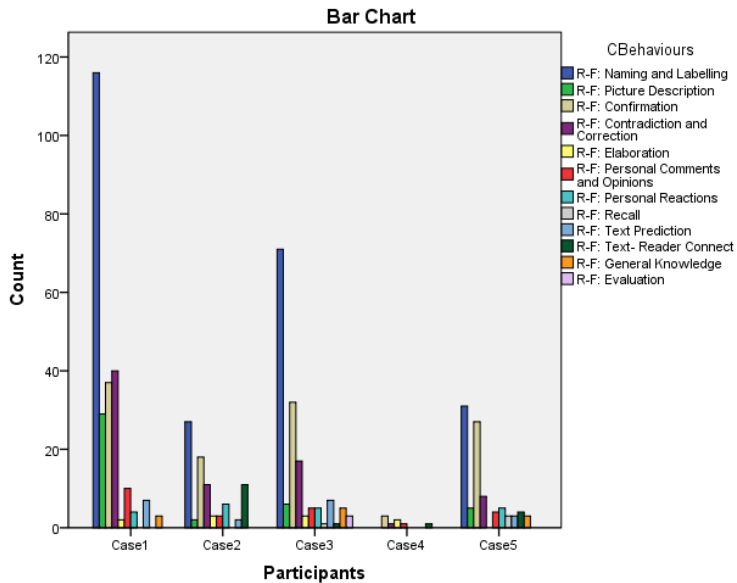


Chart 8. Overall Coded Children's Responses

On the other hand, the Chi Square test results for selected children's self- initiations (i.e. Naming & Labelling; Picture Description; Personal Comments; Text- Reader Connect and Asking Questions) indicated that there was a statistically significant difference among the observed cases. The obtained $\chi^2 = 59.884$ was larger than χ^2 table = 21.026; whereas the P value = .00 which was smaller than $\alpha = .05$.

Participants * CBehaviours Crosstabulation

Count		CBehaviours					Total
		S-I: Naming and Labelling	S-I: Picture Description	S-I: Personal Comments and Opinions	S-I: Text- Reader Connect	S-I: Asking Questions	
Participants	1	7	27	11	1	27	73
	2	14	3	3	3	4	27
	3	28	5	2	1	3	39
	5	6	1	3	1	5	16
	Total	55	36	19	6	39	155

Figure 8. Crosstabulation of Selected Children's Self- Initiations

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59,884 ^a	12	,000
Likelihood Ratio	63,586	12	,000
Linear-by-Linear Association	6,494	1	,011
N of Valid Cases	155		

Figure 9. The Chi Square Test Results of Selected Children’s Initiations

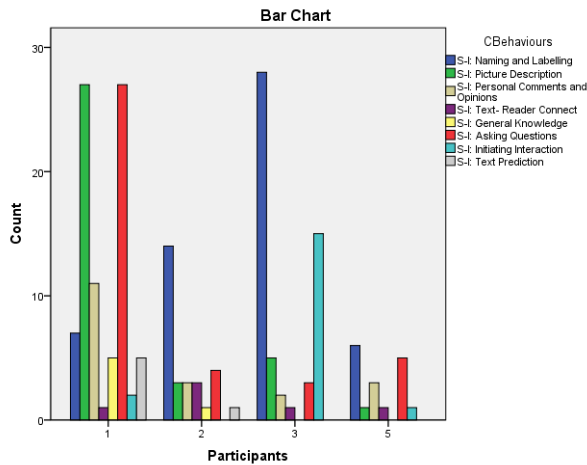


Chart 9. Overall Coded Children’s Self- Initiations

There were three different kinds of children’s behaviours in communicating/ participating during the interactions in the videotaped shared book reading session, namely: 1) Verbal Behaviours; 2) Non- Verbal Behaviours and 3) Verbal & Non-Verbal Behaviours, as shown in the following chart 10.

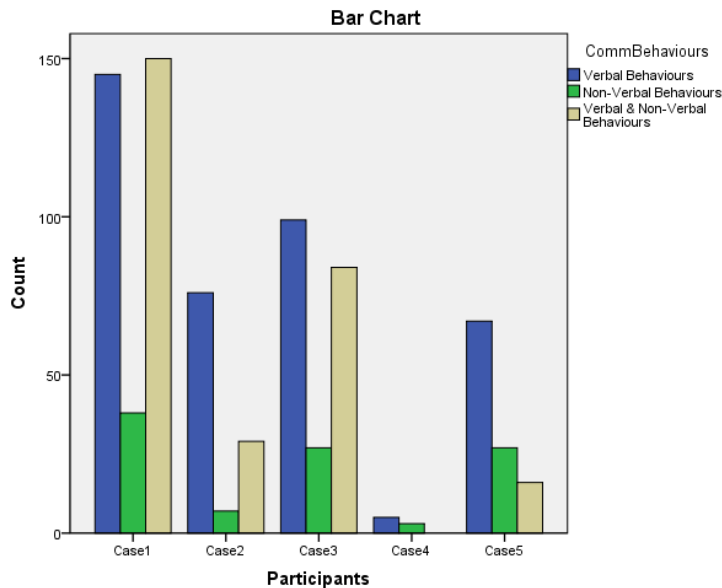


Chart 10. Children's Communicating Behaviours

Further findings on children's behaviours in each case will be discussed in the following sections.

4.1. Case 1

There were in total 17 children behaviours coded from Case 1. 9 behaviours belonged to the category "Responses" (coded 248 times) whereas 8 other were under the category "Self- Initiations" (coded 85 times).

As seen on the table 11 and chart 11, responses to "Naming and Labelling" coded 116 times (34.8 %), were much more than other behaviours. In the second place, responses in forms of "Contradictions and Corrections" were coded 40 times (12.0 %) followed by responses in forms of "Confirmation" (coded 37 times, 11.1 %).

Concerning children's self- initiations, "Picture Description" and "Asking Questions" were coded 27 times (8.1 %) and as well the most frequent behaviours. Furthermore, two behaviours initiated by children were also quite frequent, namely

“Personal Comments and Opinions” (coded 11 times, 3.3 %) and “Naming and Labelling” (coded 7 times, 2.1 %).

Besides their own initiatives (coded 85 times, 25.52 %), children’s behaviours in this case were triggered primarily by the educator’s strategies (coded 233 times, 66.96 %) and then by their peer (coded 25 times, 7.51 %). Most of the behaviours were verbal accompanied by non-verbal behaviours (coded 150 times, 45.04 %). Verbal behaviours occurred 145 times (43.54 %) and non-verbal behaviours were found 38 times (11.41 %).

Behaviours	Frequency	Percent
<u>Responses:</u>		
Naming and Labelling	116	34,8
Picture Description	29	8,7
Confirmation	37	11,1
Contradiction and Correction	40	12,0
Elaboration	2	,6
Personal Comments and Opinions	10	3,0
Personal Reactions	4	1,2
Text Prediction	7	2,1
General Knowledge	3	,9
<u>Self- Initiations:</u>		
Naming and Labelling	7	2,1
Picture Description	27	8,1
Personal Comments and Opinions	11	3,3
Text- Reader Connect	1	,3
General Knowledge	5	1,5
Asking Questions	27	8,1
Initiating Interaction	2	,6
Text Prediction	5	1,5
Total	333	100,0

Table 11. Overall Coded Children Behaviours in Case 1

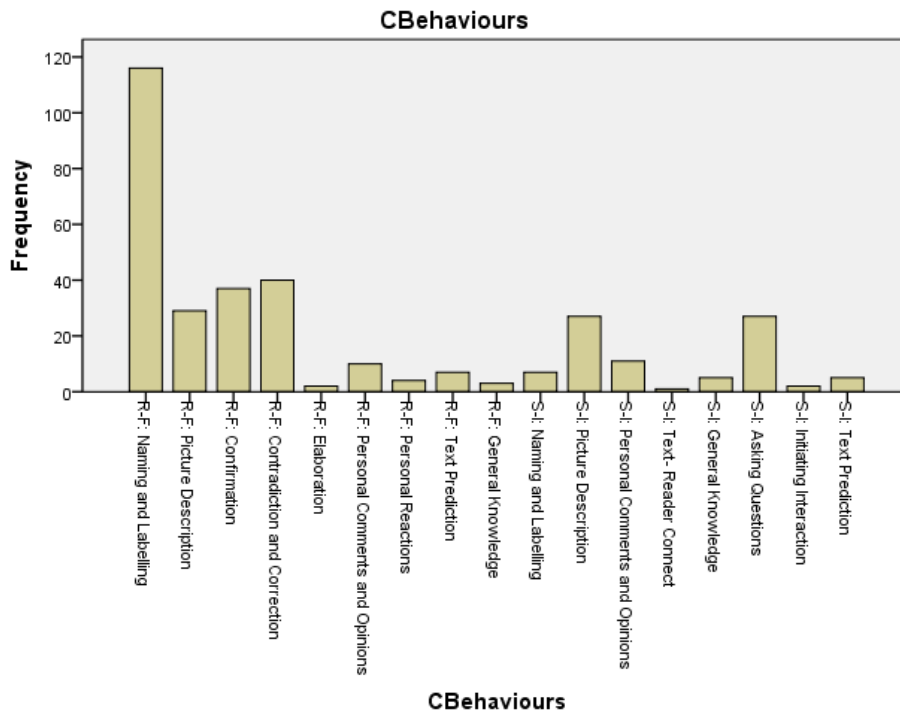


Chart 11. Children’s behaviours in Case 1

4.2. Case 2

The behaviours of children in Case 2 comprised of 9 responses (coded 83 times) and 7 self- initiations (coded 29 times). As shown on the table 12 and chart 12 on the following page, the most frequently occurred responses were “Naming and Labelling” (coded 27 times, 24.1 %) followed by “Confirmation” (coded 18 times, 16.1 %) and then “Contradiction and Correction” as well as “Text- Reader Connect” (coded both 11 times, 9.8 %).

Behaviours	Frequency	Percent
<u>Responses:</u>		
Naming and Labelling	27	24,1
Picture Description	2	1,8
Confirmation	18	16,1
Contradiction and Correction	11	9,8
Elaboration	3	2,7
Personal Comments and Opinions	3	2,7
Personal Reactions	6	5,4
Text Prediction	2	1,8
Text- Reader Connect	11	9,8
<u>Self- Initiations:</u>		
Naming and Labelling	14	12,5
Picture Description	3	2,7
Personal Comments and Opinions	3	2,7
Text- Reader Connect	3	2,7
General Knowledge	1	,9
Asking Questions	4	3,6
Text Prediction	1	,9
Total	112	100,0

Table 12. Overall Coded Behaviours in Case 2

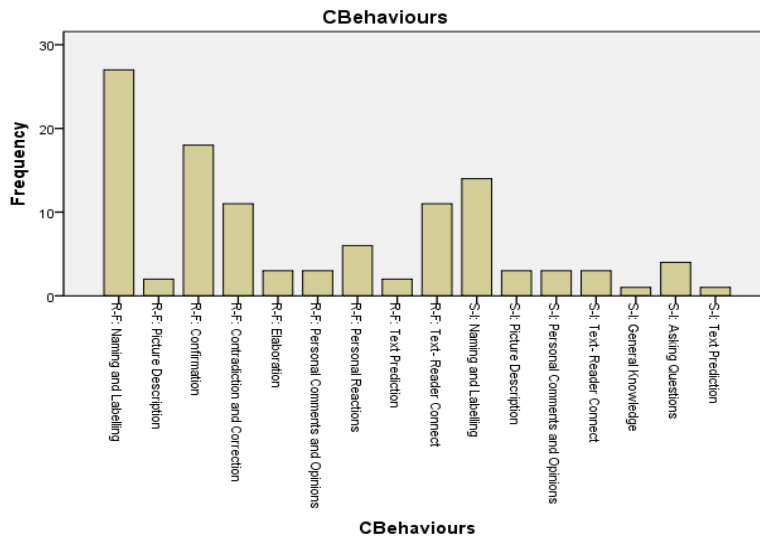


Chart 12. Children Behaviours in Case 2

In addition, children in Case 2 were found to initiate “Naming and Labelling” most of the time (coded 14 times, 12.5 %). They also asked questions (coded 4 times, 3.6 %) and quite several times described picture, commented personally and tried to connect the text/ story to their own lives or experiences (the three behaviours were coded 3 times each, 2.7 %).

The children’s behaviours in Case 2 were triggered mostly by educators’ strategies (coded 69 times, 61.61 %). As mentioned previously, 29 behaviours (25.89 %) were their own initiatives and 14 behaviours (12.50 %) were in response to peer behaviours. Moreover, they behaved more verbally (coded 76 times, 67.86 %). Verbal behaviours accompanied by non-verbal behaviours were coded 29 times (25.89 %) and non-verbal behaviours were coded only 7 times (6.25 %).

4.3. Case 3

In Case 3, a total of 210 children behaviours were coded: 156 belonged to “Responses” and 54 others were “Self- Initiations”. As displayed on the table 13 on the following

page, responses which were given primarily by the children in this case were “Naming and Labelling” (coded 71 times, 33.81 %), “Confirmation” (coded 32 times, 15.24 %) and “Contradiction and Correction” (coded 17 times, 8.09 %). In terms of their self-initiations, the children in Case 3 also did more “Naming and Labelling” (coded 28 times, 13.33 %), followed by their efforts to initiate a personal interaction (coded 15 times, 7.14 %) and describe pictures (coded 5 times, 2.4 %).

Behaviours	Frequency	Percent
<u>Responses:</u>		
Naming and Labelling	71	33,8
Picture Description	6	2,9
Confirmation	32	15,2
Contradiction and Correction	17	8,1
Elaboration	3	1,4
Personal Comments and Opinions	5	2,4
Personal Reactions	5	2,4
Recall	1	,5
Text Prediction	7	3,3
Text- Reader Connect	1	,5
General Knowledge	5	2,4
Evaluation	3	1,4
<u>Self- Initiations:</u>		
Naming and Labelling	28	13,3
Picture Description	5	2,4
Personal Comments and Opinions	2	1,0
Text- Reader Connect	1	,5
Asking Questions	3	1,4
Initiating Interaction	15	7,1
Total	210	100,0

Table 13. Overall Coded Children’s Behaviours in Case 3

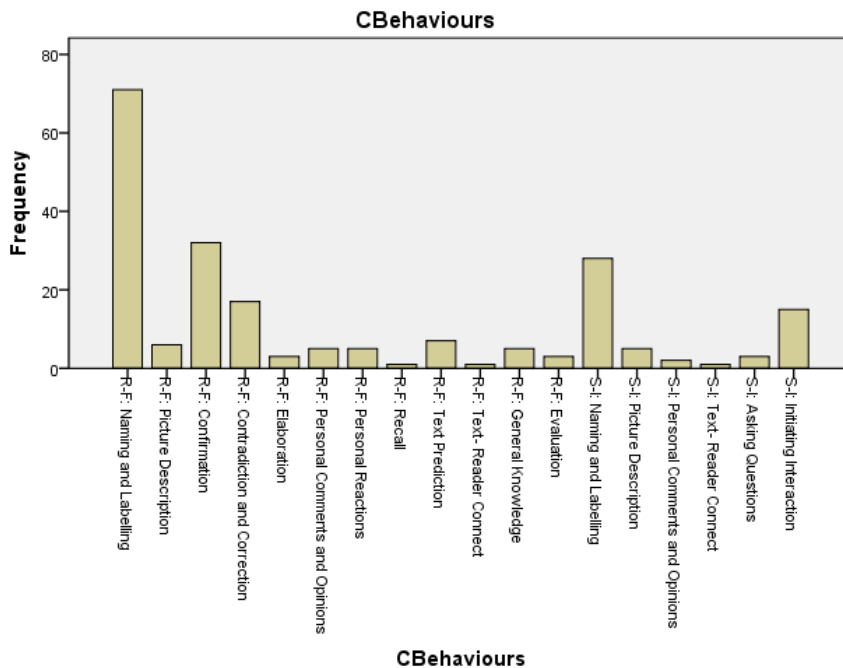


Chart 13. Children behaviours in Case 3

Moreover, most of the children’s behaviours were triggered by the educator (coded 129 times, 61.43 %). Other behaviours were children’s self-initiations (coded 54 times, 25.71 %) and then a few others were stimulated by their peer (coded 27 times, 12.86 %). In addition, the children in Case 3 were found to exhibit more verbal behaviours (coded 99 times, 47.14 %). The combination of verbal and non-verbal behaviours occurred 84 times (40 %) whereas non-verbal behaviours were observed 27 times (12.86 %).

4.4. Case 4

Case 4 could be seen as quite different from all other videotaped cases because it had the shortest duration and accordingly there was not so much interaction happening during the videotaped book reading session. The children in this case did not seem to initiate anything; therefore their behaviours were only in forms of responses to the

educator’s strategies. As displayed on the table 14 below, there were five responses coded, namely “Confirmation” (which was also the most frequently occurring behaviour, coded 3 times, 37.5 %), “Contradiction and Correction” (coded once, 12.5 %), “Elaboration” (which was the second mostly appearing behaviour, coded 2 times, 25.0 %), “Personal Comments and Opinions” and “Text- Reader Connect” (both coded once, 12.5 %).

Behaviours	Frequency	Percent
<u>Responses:</u>		
Confirmation	3	37,5
Contradiction and Correction	1	12,5
Elaboration	2	25,0
Personal Comments and Opinions	1	12,5
Text- Reader Connect	1	12,5
Total	8	100,0

Table 14. Overall Coded Children’s Behaviours in Case 4

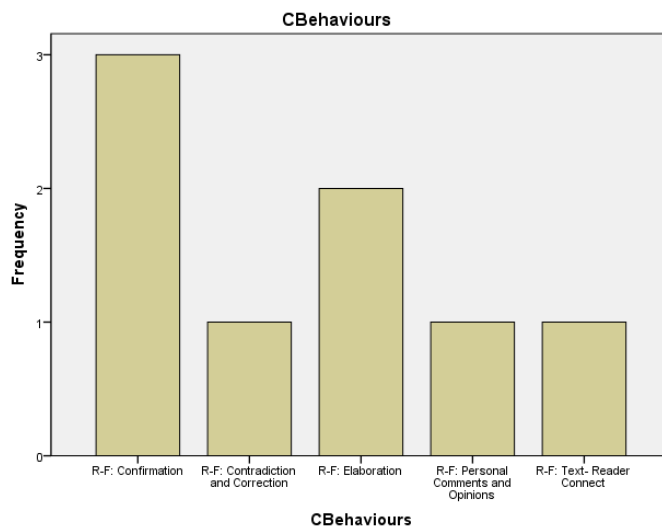


Chart 14. Children’s behaviours in Case 4

In this case, it was clear that all responses (coded 8, 100 %) were addressed to educator's strategies. There was no indication of self- initiations and peer interaction. In addition, five of the behaviours were verbal (62.5 %) while three other behaviours were non-verbal (37.5 %).

4.5. Case 5

There were overall 16 behaviours coded in Case 5. 10 behaviours were categorized under "Responses" and the other 6 were children's "Self- Initiations". The most dominant children's responses in this case were: "Naming and Labelling" (coded 31 times, 28.2 %), "Confirmation" (coded 27 times, 24.5 %) and then "Contradiction and Correction" (coded 8 times, 7.3 %).

Concerning "Self- Initiations", children were found to do most often "Naming and Labelling" (coded 6 times, 5.5 %), asked questions (coded 5 times, 4.5 %) and gave their personal comments and opinions (coded 3 times, 2.7 %). The tabulated findings can be seen on the table 15 and chart 15 on the following pages.

Regarding its trigger, the children in Case 5 responded mostly to the educator's strategies (coded 82 times, 75.93 %). They also initiated on their own quite several times (coded 17 times, 15.74) but somewhat rarely reacted to their peer's behaviours (coded 9 times, 8.33 %). These children also behaved most of the time verbally (coded 65 times, 60.19 %). They showed 27 times of non-verbal behaviours (25 %) and 16 times verbal accompanied by non- verbal behaviours (14.81 %).

Behaviours	Frequency	Percent
<u>Responses:</u>		
Naming and Labelling	31	28,2
Picture Description	5	4,5
Confirmation	27	24,5
Contradiction and Correction	8	7,3
Personal Comments and Opinions	4	3,6
Personal Reactions	5	4,5
Recall	3	2,7
Text Prediction	3	2,7
Text- Reader Connect	4	3,6
General Knowledge	3	2,7
<u>Self- Initiations:</u>		
Naming and Labelling	6	5,5
Picture Description	1	,9
Personal Comments and Opinions	3	2,7
Text- Reader Connect	1	,9
Asking Questions	5	4,5
Initiating Interaction	1	,9
Total	110	100,0

Table 15. Overall Coded Children's Behaviours in Case 5

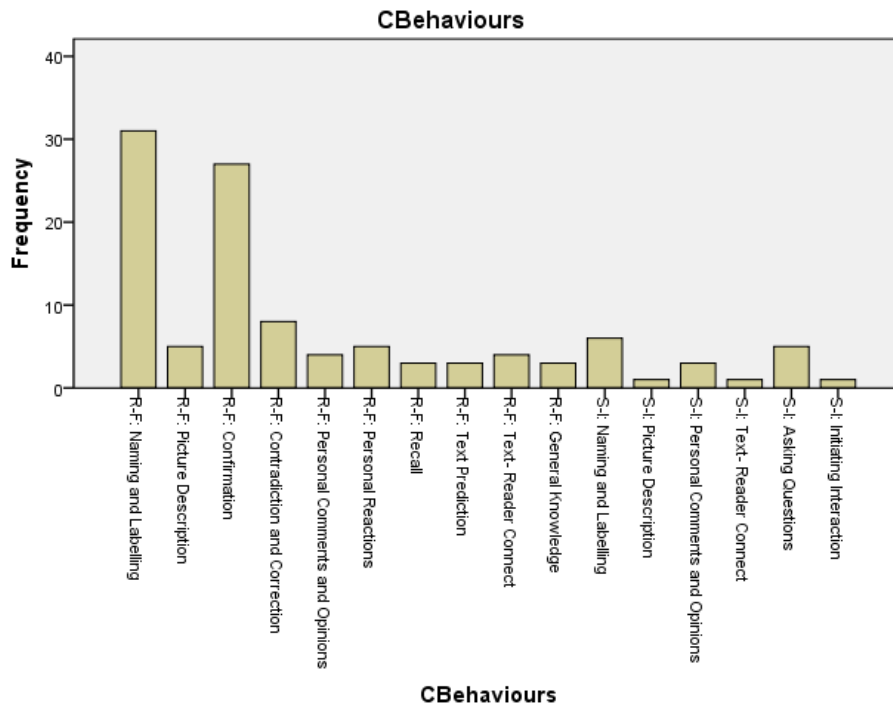


Chart 15. Children’s behaviours in Case 5

5. Correlation between Educators’ Strategies and Children’s Responses

As previously discussed in the theoretical chapter, some researchers found an observable routine of interaction taking place during adult- child shared book reading activity (Ninio & Bruner, 1978; Cochran- Smith, 1986; De-Bruin Parecki, 1999 and De Temple & Snow, 2003). Consequently, in the current study, it was presumed that a dialogue between the educator and children observed during the videotaped book reading session would be to some extent an example of a “trigger- response” mechanism. From overall coded educator’s strategies and children’s behaviours (specifically responses), there were several categories which might apply to this “trigger- response” mechanism, i.e. “Naming and Labelling”, “Picture Description”, “Text Prediction”, “Text Reader Connect” and “General Knowledge”. Thus, a non-parametric correlation measurement called Cramer’s V was employed to check whether under these particular categories, the educator’s strategies were related to children’s responses and whether the correlation was strong enough and significant.

Taking into consideration the fact that each participating educator was not alike in applying her strategies during the shared book reading session, the correlation measurement was done per case as follows.

5.1. Correlation Measurement in Case 1

The result of correlation measurement between educator’s strategies and children’s responses in Case 1 is shown by the following figure 9.

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal Phi	,281			,000
Cramer's V	,281			,000
Interval by Interval Pearson's R	-,243	,048	-4,625	,000 ^c
Ordinal by Ordinal Spearman Correlation	-,280	,050	-5,389	,000 ^c
N of Valid Cases	343			

Figure 10. Correlation Measurement in Case 1

Looking at figure 10 above, there was an indication of a positive relationship between frequencies of educator’s strategies and children’s responses as shown by the value of Cramer’s V coefficient (.281). The *P* Value of .00 was also smaller than α level of 0.05, which could be interpreted as “significant”. However, the coefficient value below .3 showed that the relationship seemed to be rather “weak” to “moderate”. Charts 16 and 17 in the next page will display the frequency distribution of the correlated strategies and responses in Case 1.

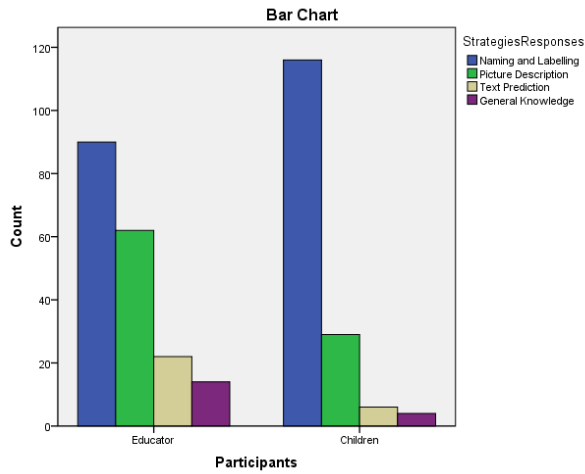


Chart 16. The correlated educator’s strategies and children’s responses in Case 1

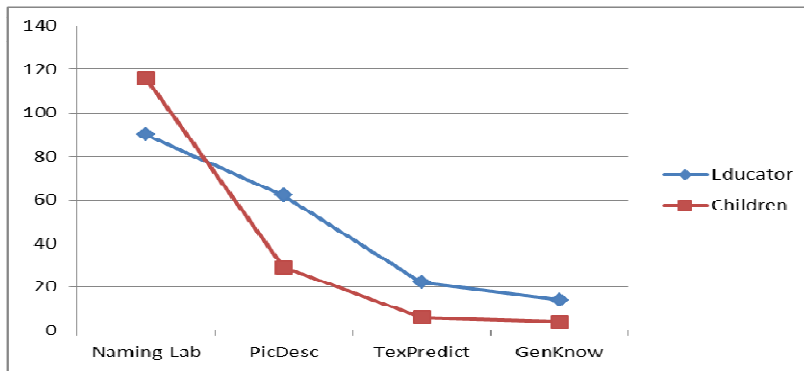


Chart 17. The correlated educator’s strategies and children’s responses in Case 1

5.2. Correlation Measurement in Case 2

The result of the correlation measurement between educator’s strategies and children’s responses in Case 2 can be seen on the following figure 8. Charts 18 and 19 present the frequency distribution of the correlated strategies and responses.

Figure 11 below showed that the Cramer's V coefficient was .357 which indicated that there was a positive relation and "strong" correlation. The *P* Value of .008 was also smaller than α level of 0.05 and could be interpreted as "significant".

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,357			,008
	Cramer's V	,357			,008
Interval by Interval	Pearson's R	-,037	,105	-,360	,720 ^c
Ordinal by Ordinal	Spearman Correlation	-,113	,107	-1,091	,278 ^c
N of Valid Cases		94			

Figure 11. Correlation Measurement in Case 2

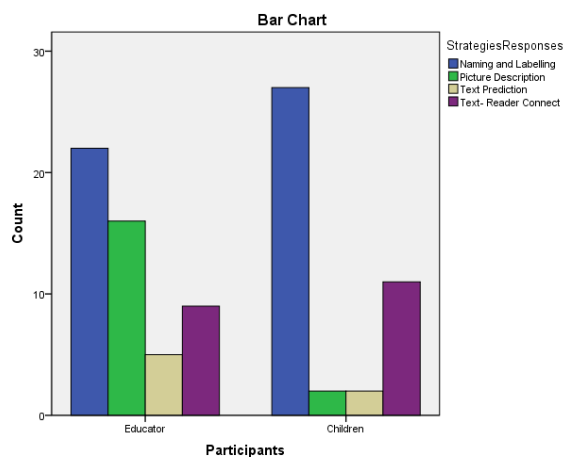


Chart 18. The correlated educator's strategies and children's responses in Case 2

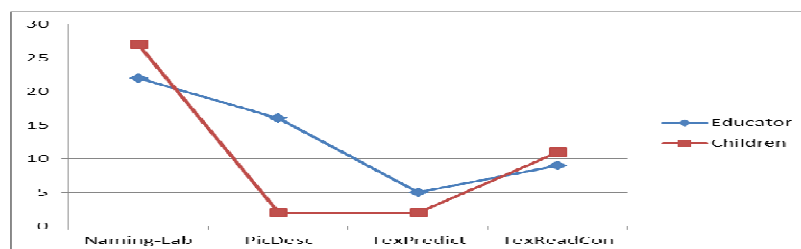


Chart 19. The correlated educator's strategies and children's responses in Case

5.3. Correlation Measurement in Case 3

Figure 12 below presents the result of the correlation measurement between educator's strategies and children's responses in Case 3. The Cramer's V coefficient was .343, which means that there was a positive strong correlation between educator's strategies and children's responses. The *P* Value of .00 was smaller than α level of 0.05, which indicated that it was "significance".

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,343			,000
	Cramer's V	,343			,000
Interval by Interval	Pearson's R	-,203	,075	-2,799	,006 ^c
Ordinal by Ordinal	Spearman Correlation	-,288	,070	-4,051	,000 ^c
N of Valid Cases		184			

Figure 12. Correlation Measurement in Case 3

The following charts 20 and 21 display the frequency distribution of the correlated educator's strategies and children's responses.

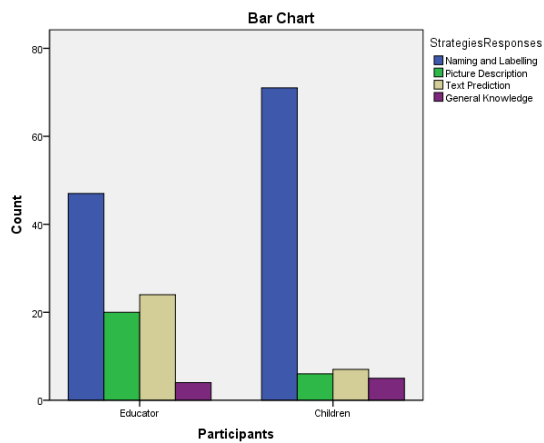


Chart 20. The correlated educator's strategies and children's responses in Case 3

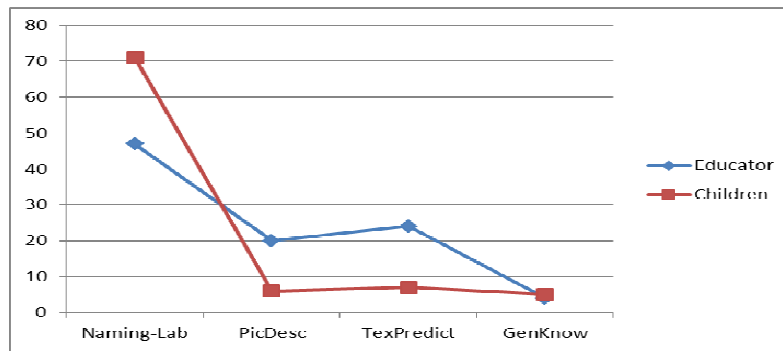


Chart 21. The correlated educator's strategies and children's responses in Case 3

5.4. Correlation Measurement in Case 4

There was no correlation measurement conducted for Case 4 since it had only a small numbers of both educator's strategies and children's responses. However, a descriptive qualitative analysis of the interaction between educator and children in Case 4 will be explained in the next "Interpretation and Discussion" section.

5.5. Correlation Measurement in Case 5

The correlation measurement between educator's strategies and children's responses in Case 5 will be presented in the following figure 12.

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,327			,003
	Cramer's V	,327			,003
	Contingency Coefficient	,311			,003
Interval by Interval	Pearson's R	-,228	,080	-2,829	,005 ^c
Ordinal by Ordinal	Spearman Correlation	-,269	,080	-3,374	,001 ^c
N of Valid Cases		148			

Figure 13. Correlation Measurement in Case 5

As could be read on figure 13 above, the Cramer's V coefficient was .327 which demonstrated a positive strong relationship between educator's strategies and children's responses. The *P* Value of .003 was smaller than α level of 0.05, which pointed out a significant correlation. The frequency distribution of both correlated categories will be shown in charts 22 and 23.

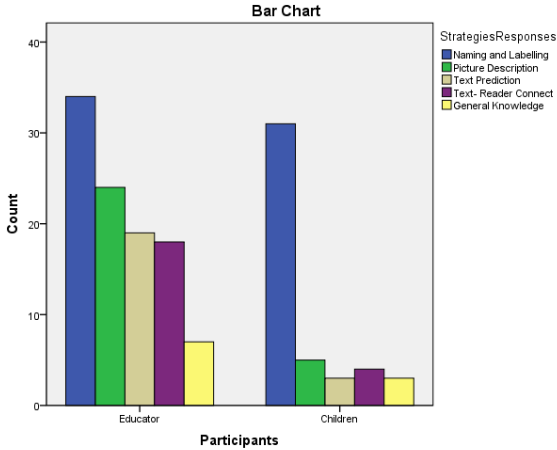


Chart 22. The correlated educator's strategies and children's responses in Case 5

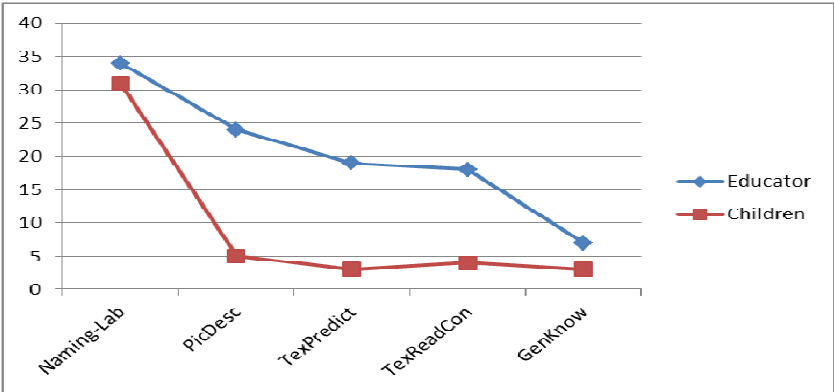


Chart 23. The correlated educator's strategies and children's responses in Case 5

6. Cognitive Levels of Educators' Strategies

In addition to the primary analyses on frequency measurements of coded educator strategies and children's behaviours, a secondary analysis was also conducted to find out some more detailed information related to educators' strategies and children's responses observed during the videotaped dialogic oriented shared book reading practices. One interesting aspect was concerning the cognitive levels of educators' strategies (i.e. cognitive levels or all inputs and demands produced by educators) and also the cognitive levels of children's responses.

Educators' levels of cognitive input and demand were analysed based on the categorization developed by Moschovaki & Meadows (2005; cf. theoretical chapter, pages 29-30). Based on this categories scheme, participating educators' utterances were coded. Descriptive and non-parametric statistics were performed afterwards in order to calculate the frequency as well as to see if there was variance among the participants. The results of the frequency measurement indicated that educators' low cognitive input and demand level occurred mostly (coded 408 times, 45.79 %). Interestingly, three out of five educators in this case study utilized predominantly "medium cognitive input and demand level" (the second mostly occurred when measured as an overall; coded 371 times, 41.64 %). High cognitive level demand was the least frequently used in all observed cases (coded 112 times, 12.57 %). Moreover, there was also an overall statistically significant difference (variance) of educators' cognitive input and demand levels as indicated by the result of the Chi Square test. Case 4 was again excluded in this statistical measurement since there was no existence of high cognitive level strategies. The obtained $\chi^2 = 68.728$ was larger than the χ^2 table = 12.592; P value = .00 was smaller $\alpha = .05$. This result is displayed in the following figure 14 and chart 24.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	68,728 ^a	6	,000
Likelihood Ratio	69,144	6	,000
Linear-by-Linear Association	40,334	1	,000
N of Valid Cases	877		

Figure 14. The Chi Square Test for Variance for Overall Educators' Cognitive Input and Demand Levels

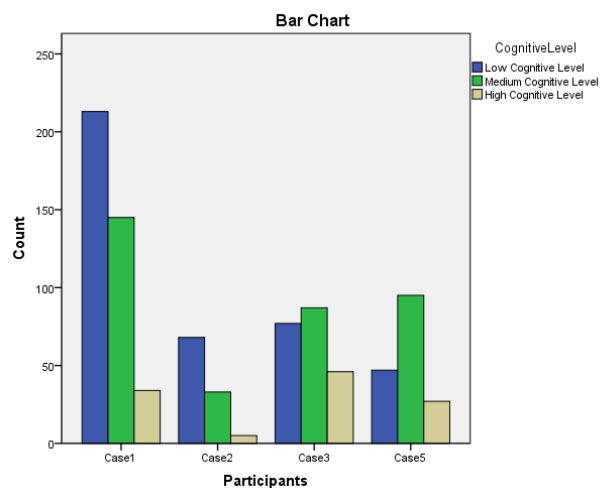


Chart 24. Overall Educators' Cognitive Input and Demand Levels

Considering this statistically significant variance, the cognitive input and demand levels of educators would be best presented, described and explained per case, as follows.

6.1. Educator's Cognitive Input and Demand Level in Case 1

The inputs and demands (total coded strategies: 392 times) given by the educator in Case 1 were primarily of low cognitive level (coded 213 times, 54.3 %). Furthermore, 145 of her inputs and demands belonged to medium cognitive level (37 %) and the rest 34 were categorized under high cognitive level (8.7 %).

Cognitive Level	Frequency	Percent
Low Cognitive Level	213	54,3
Medium Cognitive Level	145	37,0
High Cognitive Level	34	8,7
Total	392	100,0

Table 16. Educator's cognitive input and demand level in Case 1

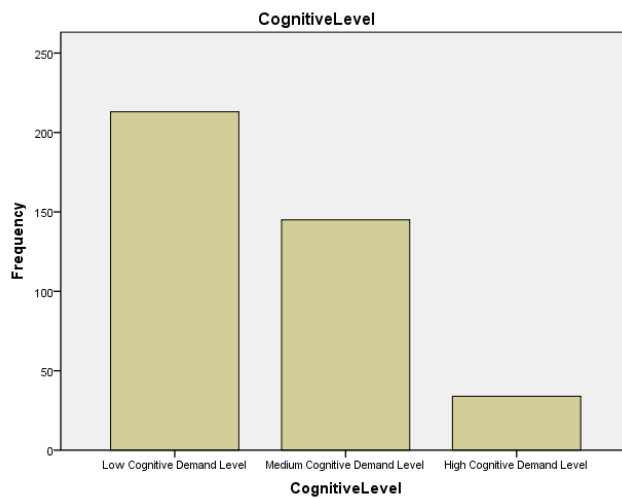


Chart 25. Educator's cognitive input and demand level in Case 1

6.2. Educator's Cognitive Input and Demand Level in Case 2

The educator in Case 2 seemed to operate her strategies of giving inputs and demands mainly in low cognitive level (coded 68 times, 64.2 %). As seen on the table 17 below,

the frequency of her medium cognitive level inputs and demands, coded 33 times (31.1 %) was only about a half of her low cognitive inputs and demands. Furthermore, the frequency of high cognitive level inputs and demands in this case was very low (coded 5 times, 4.7 %).

Cognitive Level	Frequency	Percent
Low Cognitive Level	68	64,2
Medium Cognitive Level	33	31,1
High Cognitive Level	5	4,7
Total	106	100,0

Table 17. Educator’s cognitive input and demand level in Case 2

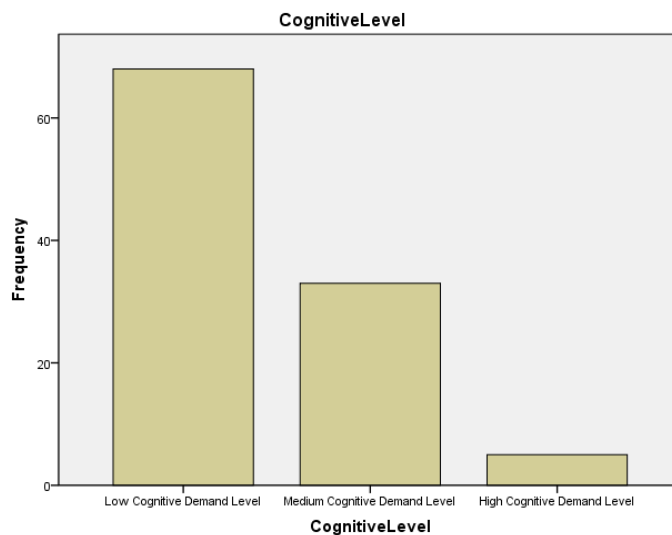


Chart 26. Educator’s cognitive input and demand level in Case 2

6.3. Educator’s Cognitive Input and Demand Level in Case 3

In Case 3, the educator gave more inputs and made more demands in medium cognitive level (coded 87 times, 41.4 %) than in low cognitive level (coded 77 times, 36.7 %) and in high cognitive level (coded 46 times, 21.9 %). These findings are shown in the table 18 and chart 27 below.

Cognitive Level	Frequency	Percent
Low Cognitive Level	77	36,7
Medium Cognitive Level	87	41,4
High Cognitive Level	46	21,9
Total	210	100,0

Table 18. Educator's cognitive input and demand level in Case 3

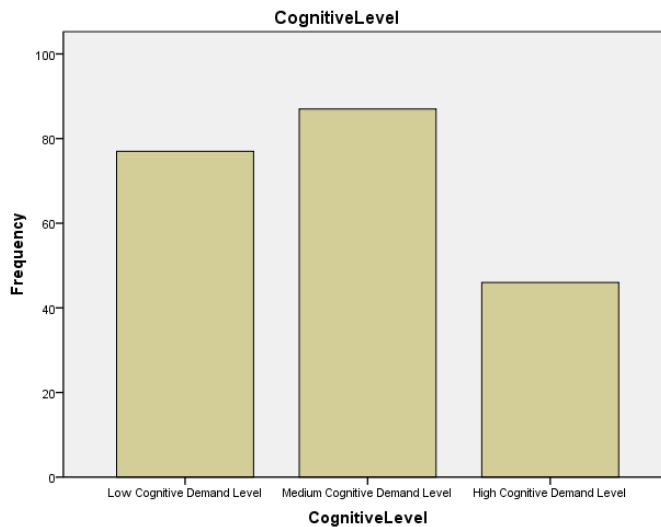


Chart 27. Educator's cognitive input and demand level in Case 3

6.4. Educator's Cognitive Input and Demand Level in Case 4

In case 4, there were only two levels of cognitive input and demand observed, namely low cognitive and medium cognitive level. The educator in this case applied in total 11 inputs and demands (78.6 %) which belonged to the medium cognitive level and 3 others (21.4 %) belonged to low cognitive level.

Cognitive Level	Frequency	Percent
Low Cognitive Level	3	21,4
Medium Cognitive Level	11	78,6
Total	14	100,0

Table 19. Educator’s cognitive input and demand level in Case 4

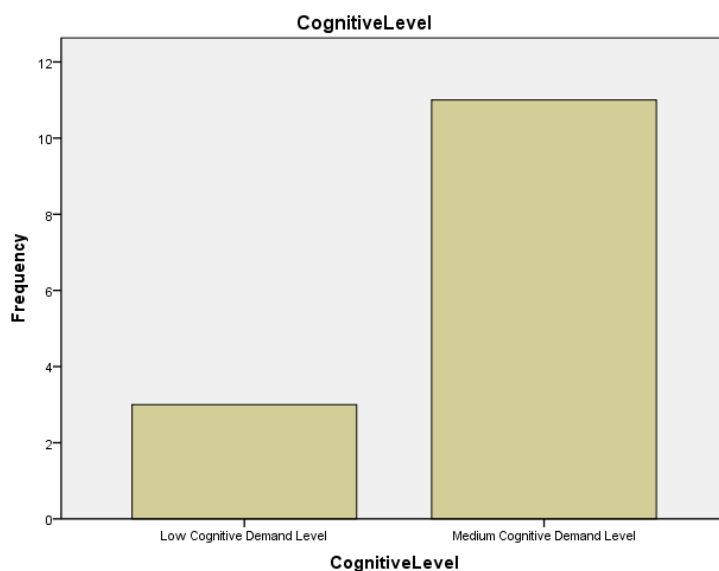


Chart 28. Educator’s cognitive input and demand level in Case 4

6.5. Educator’s Cognitive Input and Demand Level in Case 5

During her practice of shared book reading, the educator in Case 5 provided predominantly inputs and demands which could be considered as of medium cognitive level (coded 95 times, 56.2 %). This number was twice as much as the low cognitive inputs and demands she gave (coded 47 times, 27.8%) and more than three times of her use of high cognitive inputs and demands (coded 27 times, 16 %). These findings are displayed in the following table 20 and chart 29.

Cognitive Level	Frequency	Percent
Low Cognitive Level	47	27,8
Medium Cognitive Level	95	56,2
High Cognitive Level	27	16,0
Total	169	100,0

Table 20. Educator’s cognitive input and demand level in Case 5

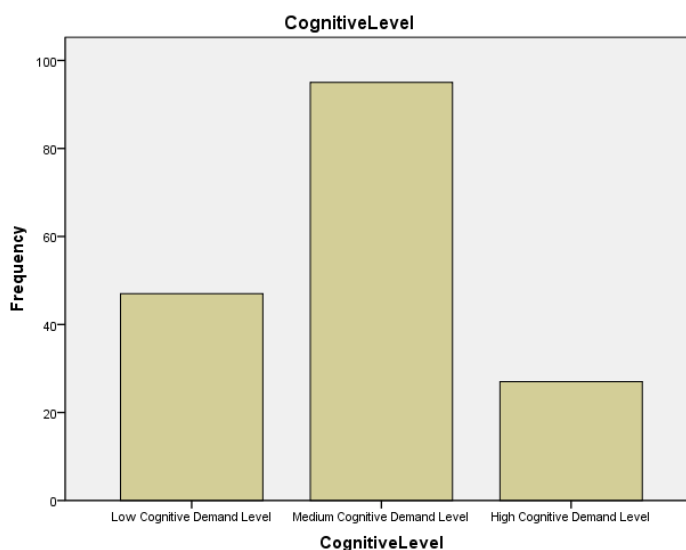


Chart 29. Educator’s cognitive input and demand level in Case 5

7. Cognitive Level of Children’s Responses

The cognitive levels of children’s responses were also analysed in this study by using the categorization by Moschovaki & Meadow (2005), which was similar to the one used for analysing educators’ strategies. The frequency calculation showed that most of children’s responses were in the domain of low cognitive level (coded 333 times, 65.2%) followed by the medium cognitive level responses (coded 145 times, 28.4 %) in the second place and then the third, the high cognitive level responses (coded 33 times, 6.5 %). These findings are shown in the following table 21 and visually illustrated by chart 30.

Cognitive Level	Frequency	Percent
Low Cognitive Level	333	65,2
Medium Cognitive Level	145	28,4
High Cognitive Level	33	6,5
Total	511	100,0

Table 21. Overall Coded Cognitive Level of Children’s Responses

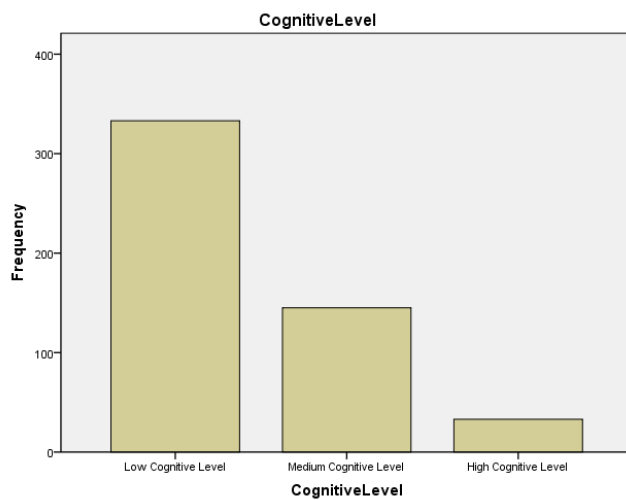


Chart 30. Overall Coded Cognitive Level of Children’s Responses

In addition to the frequency calculation, a Chi Square test was conducted to see whether there was a difference among the groups (excluding Case 4). The result indicated that there was a significant difference since the obtained $\chi^2 = 21.103$ was larger than χ^2 table = 12.592. Moreover, the P value = .002, was smaller than α value = .05. This can be seen on the following figure 15 and charts 31 and 32.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21,103 ^a	6	,002
Likelihood Ratio	22,017	6	,001
Linear-by-Linear Association	,058	1	,810
N of Valid Cases	503		

Figure 15. The Chi Square Test for Overall Coded Cognitive Level of Children's Responses

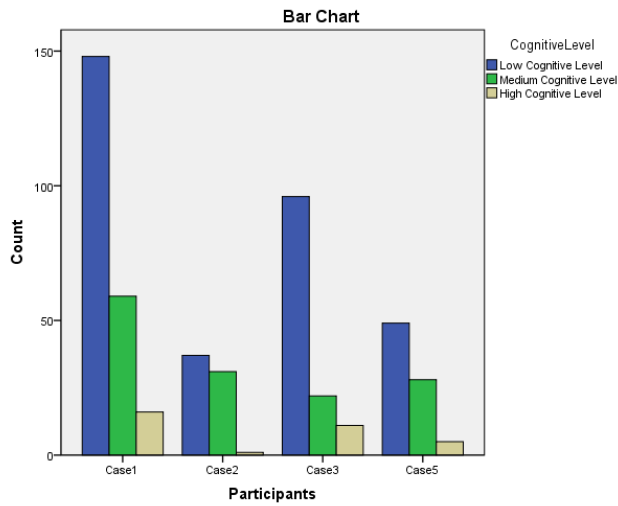


Chart 31. Overall Coded Cognitive Level of Children's Responses

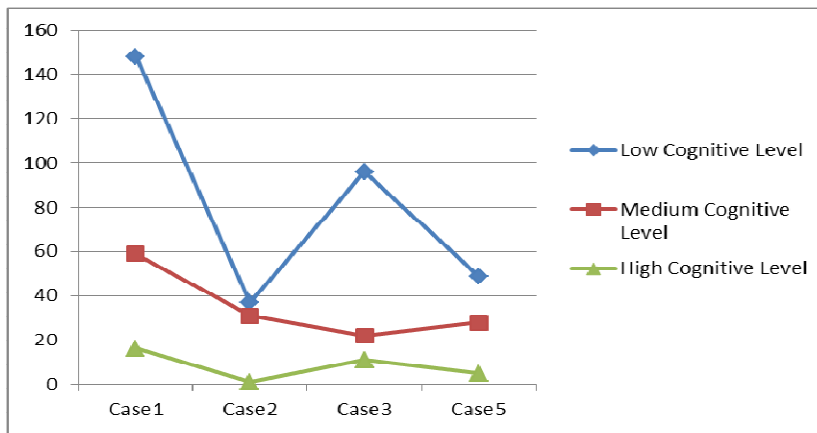


Chart 32. Overall Coded Cognitive Level of Children's Responses

The cognitive levels of children's responses per case are presented in the following sections.

7.1. Cognitive Levels of Children's Responses in Case 1

The children in Case 1 responded most of the time in low cognitive level behaviours (coded 148 times, 66.4 %). Moreover, 59 of their responses (26.5 %) belonged to medium cognitive level and only 16 of the responses (7.2 %) were high cognitive. These results are displayed in the following table 22 and chart 33.

Cognitive Levels	Frequency	Percentage
Low Cognitive Level	148	66,4
Medium Cognitive Level	59	26,5
High Cognitive Level	16	7,2
Total	223	100,0

Table 22. Cognitive Levels of Children's Responses in Case 1

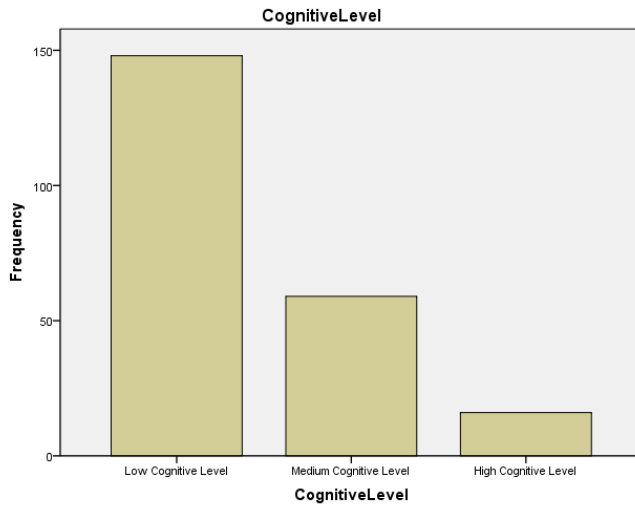


Chart 33. Cognitive Levels of Children's Responses in Case 1

7.2. Cognitive Levels of Children's Responses in Case 2

Similar to the children in Case 1, the children in Case 2 were also observed to respond mostly in low cognitive level behaviours (coded 37 times, 53.6 %). The medium cognitive responses came as the second most frequently coded (31 times, 44.9 %) and only one occurrence of high cognitive level response was found (1.4 %). These findings are illustrated in the table 23 and chart 34 below.

Cognitive Levels	Frequency	Percentage
Low Cognitive Level	37	53,6
Medium Cognitive Level	31	44,9
High Cognitive Level	1	1,4
Total	69	100,0

Table 23. Cognitive Levels of Children's Responses in Case 2

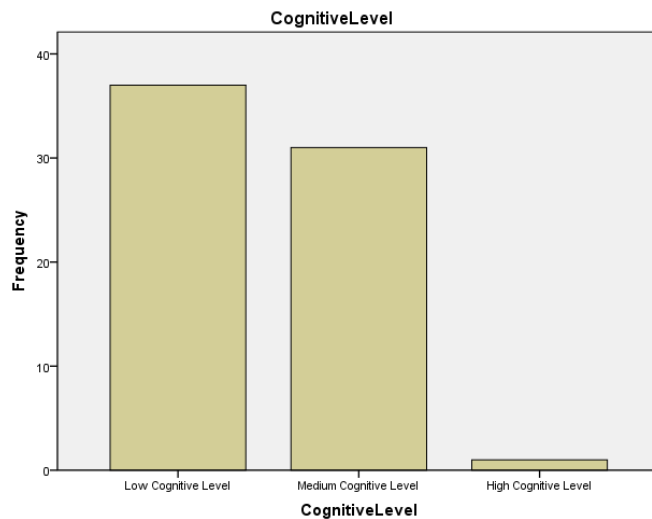


Chart 34. Cognitive Levels of Children's Responses in Case 2

7.3. Cognitive Levels of Children's Responses in Case 3

The children in Case 3 also responded most of the time in low cognitive level behaviours (coded 96 times, 74.4 %). Medium cognitive level responses occurred quite rarely (coded 22 times, 17.1 %) and high cognitive level responses were found to be the least occurring, i.e. coded 11 times (8.5 %). The table 24 and chart 35 below will display these findings.

Cognitive Levels	Frequency	Percentage
Low Cognitive Level	96	74,4
Medium Cognitive Level	22	17,1
High Cognitive Level	11	8,5
Total	129	100,0

Table 24. Cognitive Levels of Children's Responses in Case 3

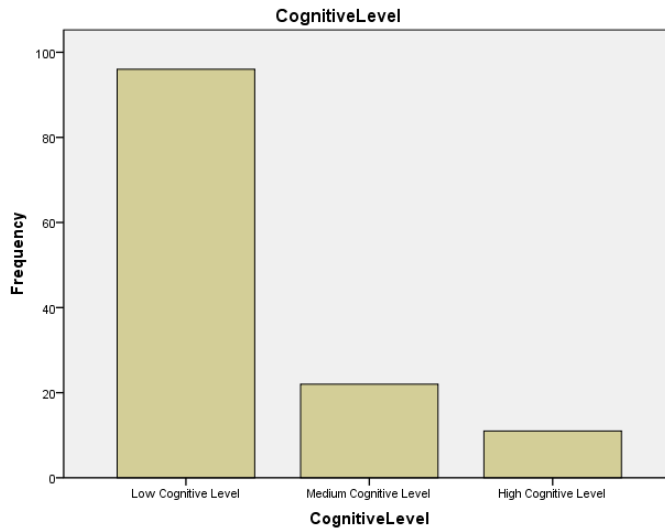


Chart 35. Cognitive Levels of Children's Responses in Case 3

7.4. Cognitive Levels of Children's Responses in Case 4

Different from the children in the previous three cases, the children in Case 4, despite their very small numbers of behaviours, responded more in medium cognitive levels (coded 5 times out of 8, 62.5 %). The low cognitive responses were found 3 times (37.5 %) and unfortunately no high cognitive level response was observed. These findings are displayed in the following table 25 and chart 36.

Cognitive Levels	Frequency	Percentage
Low Cognitive Level	3	37,5
Medium Cognitive Level	5	62,5
Total	8	100,0

Table 25. Cognitive Levels of Children's Responses in Case 4

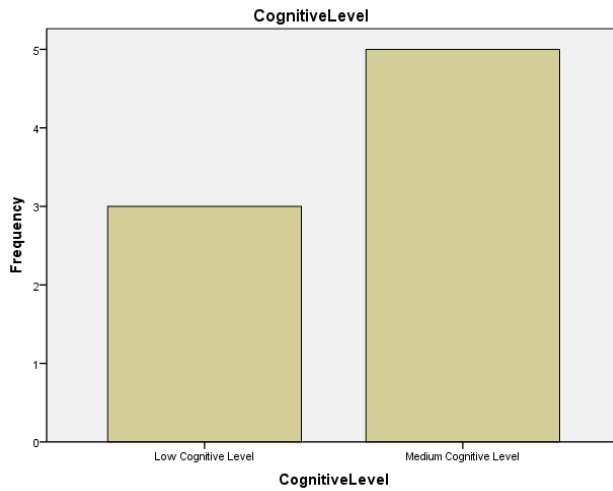


Chart 36. Cognitive Levels of Children's Responses in Case 4

7.5. Cognitive Levels of Children's Responses in Case 5

The children in Case 5 exhibited similar patterns as the children in Cases 1, 2 and 3. They responded most frequently in low cognitive level behaviours, followed by medium cognitive level behaviours and then a few of high cognitive level responses. The frequencies for each cognitive level of responses were 49 times (59.8 %), 28 times (34.1 %) and 5 times (6.1 %) respectively. These findings are illustrated in the following table 26 and chart 37.

Cognitive Levels	Frequency	Percentage
Low Cognitive Level	49	59,8
Medium Cognitive Level	28	34,1
High Cognitive Level	5	6,1
Total	82	100,0

Table 26. Cognitive Levels of Children's Responses in Case 5

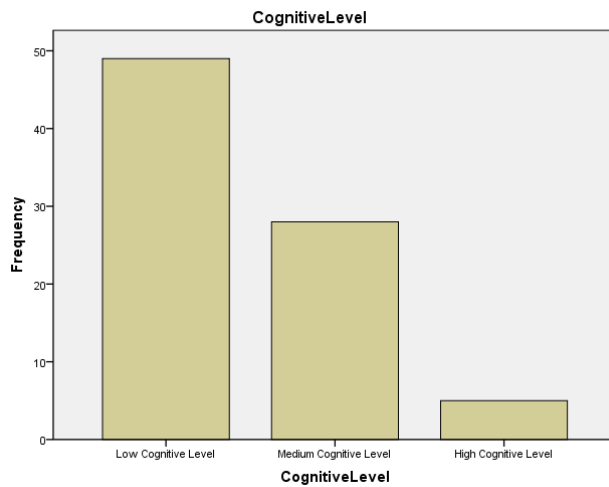


Chart 37. Cognitive Levels of Children's Responses in Case 5

8. Correlation between Educator's and Children's Cognitive Levels

As interaction was a focus in this current study, it was reckoned that the cognitive levels of each participating educator were to some degree related to the cognitive levels of children's responses. Therefore, Cramer's V correlation test was applied in order to check this assumption. The findings of the Cramer's V correlation test for each case are presented in the following sections.

8.1. Correlation of Cognitive Levels in Case 1

The Cramer's V correlation coefficient computed for assessing correlation between the cognitive levels of educator's strategies and children's responses in Case 1 revealed a positive, significant yet weak relation (The V value was .119 with a P value of .013 which was smaller than the set α level of .05). Thus, it could be interpreted as there might be some relevant relation concerning the frequency of educator's cognitive level of strategies with the responses of children. This finding is shown on the figure 16 and illustrated by charts 38 and 39 below.

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,119			,013
	Cramer's V	,119			,013
	Contingency Coefficient	,118			,013
Interval by Interval	Pearson's R	-,101	,040	-2,520	,012 ^c
Ordinal by Ordinal	Spearman Correlation	-,111	,040	-2,776	,006 ^c
N of Valid Cases		615			

Figure 16. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 1

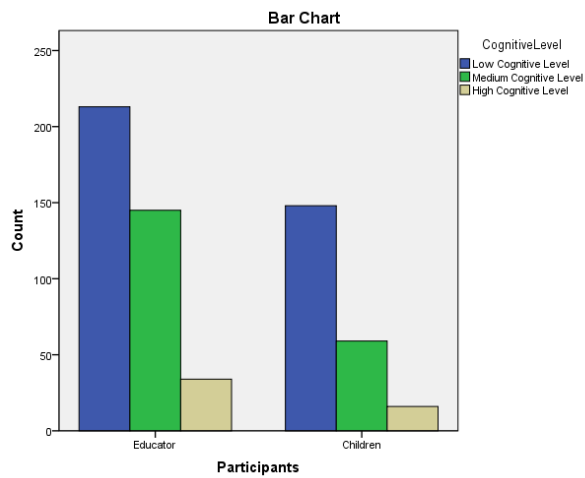


Chart 38. Educator's and Children's Cognitive Levels in Case 1

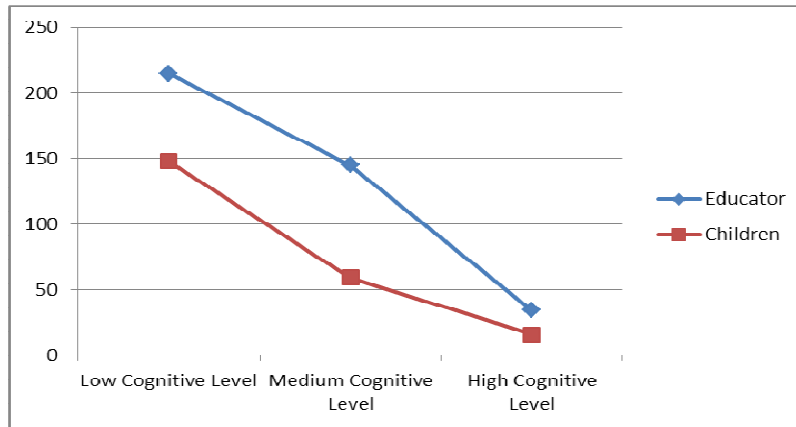


Chart 39. Educator's and Children's Cognitive Levels in Case 1

8.2. Correlation of Cognitive Levels in Case 2

The correlation measurement findings presented by the following figure 17 showed that there was no significant relationship between educator's and children's cognitive levels in Case 2. This was clearly demonstrated by the value of the P level of .120, which was bigger than the set α level of .05. The relationship itself was also rather weak as shown by the Cramer's V coefficient of .156.

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,156			,120
	Cramer's V	,156			,120
	Contingency Coefficient	,154			,120
Interval by Interval	Pearson's R	,063	,075	,834	,405 ^c
Ordinal by Ordinal	Spearman Correlation	,087	,076	1,155	,250 ^c
N of Valid Cases		175			

Figure 17. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 2

Charts 40 and 41 below will illustrate the frequency of educator’s and children’s cognitive levels in this case.

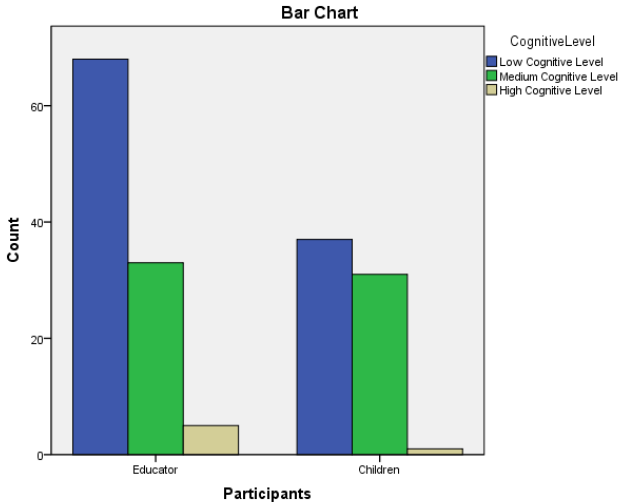


Chart 40. Educator’s and Children’s Cognitive Levels in Case 2

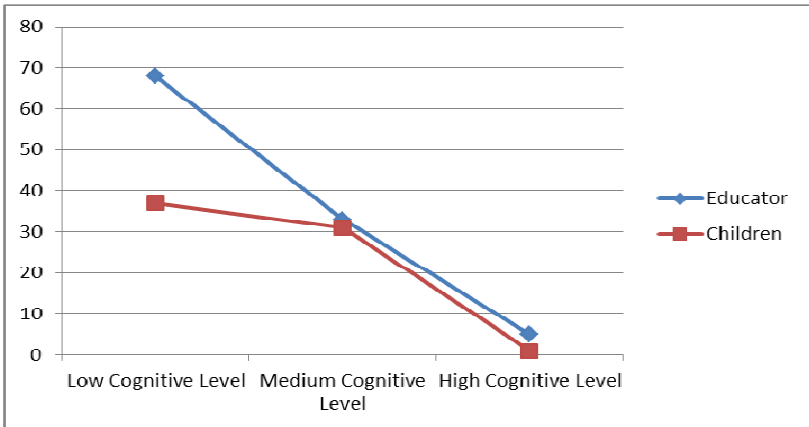


Chart 41. Educator’s and Children’s Cognitive Levels in Case 2

8.3. Correlation of Cognitive Levels in Case 3

Looking at the correlation measurement result which is shown in figure 18 below, it can be stated that there was a relation between educator’s and children’s cognitive levels in

Case 3. The relation could be considered as strong and it was as well stronger compared to the previous two cases as seen from the correlation coefficient of .367. Furthermore, the *P* level also indicated a significant relation (the value was .00, smaller than the set α level of .05).

Symmetric Measures					
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.	
Nominal by Nominal	Phi	,367		,000	
	Cramer's V	,367		,000	
	Contingency Coefficient	,344		,000	
Interval by Interval	Pearson's R	-,331	,048	-6,446	,000 ^c
Ordinal by Ordinal	Spearman Correlation	-,351	,049	-6,871	,000 ^d
N of Valid Cases		339			

Figure 18. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 3

The following charts 42 and 43 will present the frequency of educator's and children's cognitive levels in Case 3.

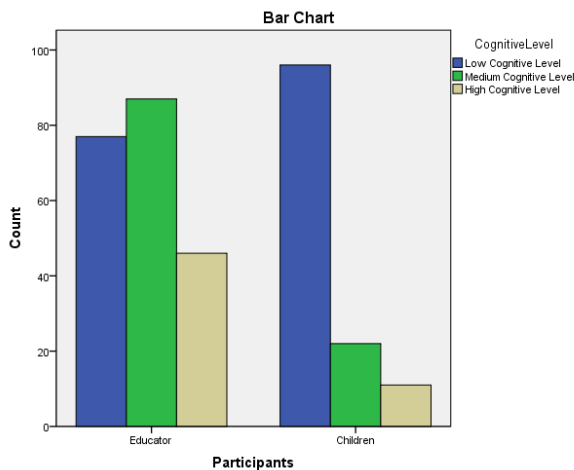


Chart 42. Educator's and Children's Cognitive Levels in Case 3

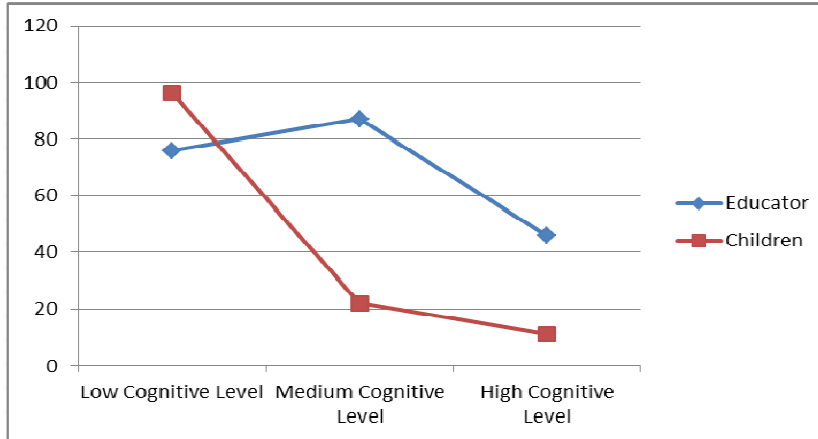


Chart 43. Educator's and Children's Cognitive Levels in Case 3

8.4. Correlation of Cognitive Levels in Case 4

Based on the correlation measurement which results are recorded in the following figure 19, it could be interpreted that there was a rather weak and insignificant relation between the frequencies of educator's and children's cognitive levels in Case 4. The Cramer's V coefficient was .174 and the *P* value was .416, which was bigger than the set α level of .05.

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	-,174			,416
	Cramer's V	,174			,416
	Contingency Coefficient	,171			,416
Interval by Interval	Pearson's R	-,174	,218	-,788	,440 ^c
Ordinal by Ordinal	Spearman Correlation	-,174	,218	-,788	,440 ^c
N of Valid Cases		22			

Figure 19. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 4

The frequency of educator's and children's cognitive level in Case 4 will be visually illustrated by charts 44 and 45 on the following page.

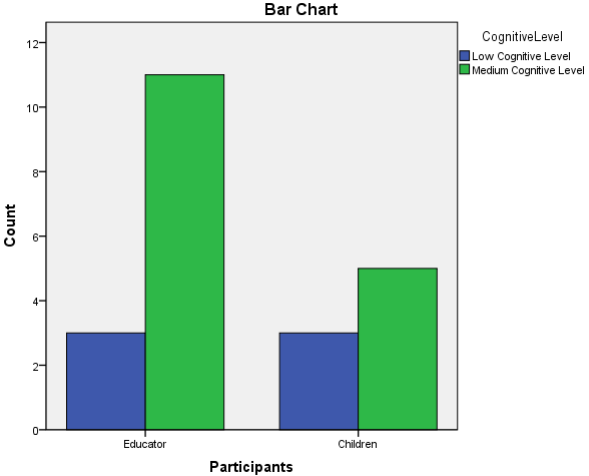


Chart 44. Educator's and Children's Cognitive Levels in Case 4

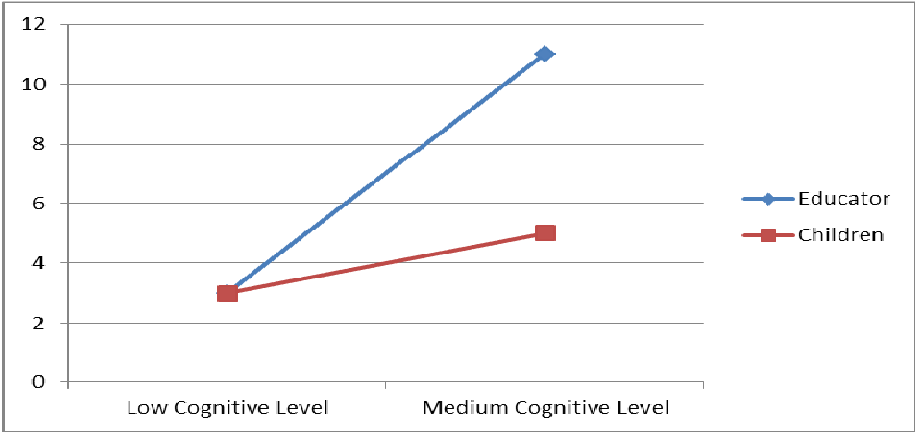


Chart 45. Educator's and Children's Cognitive Levels in Case 4

8.5. Correlation of Cognitive Levels in Case 5

There was a significant strong relation found between the frequency of educator's and children's cognitive levels in Case 5. This could be seen from the value of Cramer's V

coefficient, which was .312, and the P value of .00 which was smaller than the set α level of .05 (see the following figure 20 as well as charts 46 and 47).

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	,312			,000
	Cramer's V	,312			,000
	Contingency Coefficient	,298			,000
Interval by Interval	Pearson's R	-,294	,058	-4,855	,000 ^c
Ordinal by Ordinal	Spearman Correlation	-,304	,059	-5,035	,000 ^c
N of Valid Cases		251			

Figure 20. Correlation Measurement between Educator's and Children's Cognitive Levels in Case 5

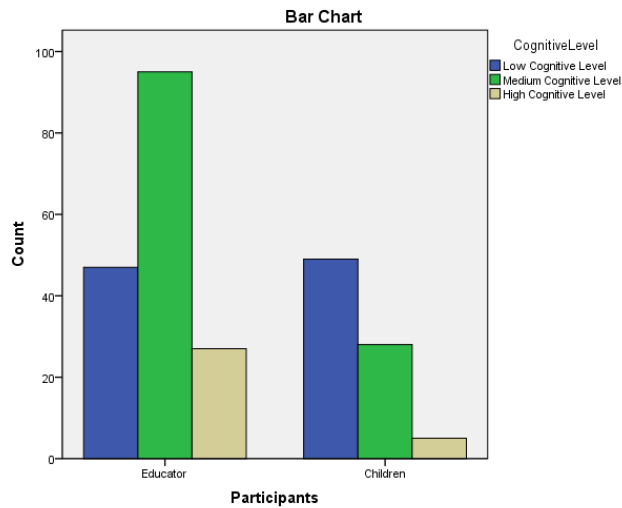


Chart 46. Educator's and Children's Cognitive Levels in Case 5

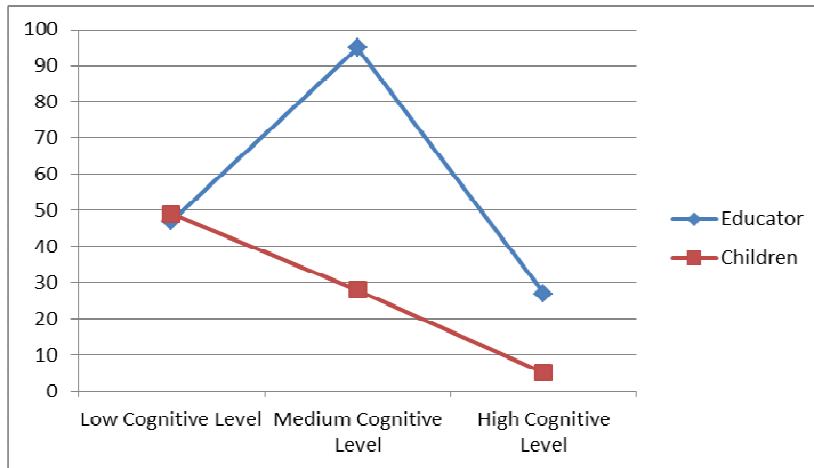


Chart 47. Educator’s and Children’s Cognitive Levels in Case 5

The relation between the cognitive levels of educator’s strategies and children’s responses in this case seemed to be stronger than Cases 1, 2 and 4, yet weaker than Case 3.

Summary of Findings Presentation

The findings of this study encompassed several aspects, namely: 1) Overall profiles of the videotaped shared book reading sessions; 2) Forms of interaction observed during the videotaped shared book reading sessions; 3) Coded educators’ strategies; 4) Coded children’s behaviours, and 5) Cognitive levels of educators’ strategies and children’s responses.

Although the participating educators in this study were provided with a similar general instruction to perform “a dialogic book reading”, looking at the overall profiles which were summarized based on the videotaped data, their performances in terms of reading styles and strategies differed. However, there were three main structures of the reading activities which could be found in all cases, i.e. 1) Before Reading Activity; 2) While- Reading Activity and 3) After Reading Activity.

Moreover, there were patterns of interaction forms observed in all cases. When distinguished based on the participants, there were particularly three forms of interaction. The first form was the one-to-one adult (in this case, the educator) – child interaction. The second was the peer interaction, which took place when two or more children were interacting with one another. The last form was the group interaction, in which there were dialogues or interactions between the educators with the groups of children.

During the interactions, educators applied several strategies which were coded under two main categories in this study: 1) Instructional strategies and 2) Personal and Management strategies. Participations of children, observed through their behaviours during the book reading session, were coded as: 1) Responses and 2) Self- Initiations. These coded educators' strategies and children's behaviours were analysed by using descriptive statistics (frequency calculations) and then were also correlated. In addition, the cognitive levels of educators' strategies and children's behaviours were also analysed.

Further interpretations and discussions of the findings presented in this section will be found in the following sections.

VII. Interpretations and Discussions

1. Overall Profiles of the Videotaped Shared Book Reading Sessions

As presented and briefly discussed already in the previous sections on “Findings Presentation”, the educators participating in this study exhibited quite a variance in their practices of the so- called “dialogic oriented shared book reading”. Although there were no empirical evidences gathered in this study which could further support the possible assumption that the variance might be due to a mismatch in the educators' previous knowledge or understanding on the concepts and procedures of dialogic book reading, the obtained findings might be seen as to some extent resonating what Huebner & Meltzoff (2005) have previously indicated from their study that adults (in their case:

parents, in this case: educators) did not intuitively perform the so-called “dialogic book reading” without explicit instruction.

Moreover, previous empirical studies on dialogic book reading have hinted that researchers in the field who worked with dialogic book reading as their main research interests such as Whitehurst et al. (1988), Arnold et al (1994) as well as Dale et al. (1996) trained the adult participants in their studies before assessing their performances. Thus, it could be reckoned that in the case of the educators in this study, the absence of a standardized training was most likely a determining attribute to explain the variant practices of dialogic book reading.

Referring back to the findings related to the overall profiles of the videotaped book reading activities, it was stated that despite the variances observed, there were also similarities in the way the participating educators generally structured the reading sessions. This general structure was to some extent following the basic phases for reading, which comprised three main activities, i.e. 1) Before Reading (Pre-Reading); 2) During Reading (While-Reading), and 3) After Reading (Post-Reading). Interactions in forms of dialogues between the educators and children also appeared in all cases. Still, an important and essential question whether these observed practices could be and should be considered as the empirically prescribed dialogic book reading or whether they were to be regarded as other types of reading remained.

According to Whitehurst (1992), in dialogic book reading, adult and child have a conversation about a book. In this sense, the participating educators in the current study seemed to conform to this principle. Yet, Whitehurst (1992) also mentioned that “the adult’s role is to help the child become the teller of the story” by making use of specific strategies called “PEER” and “CROWD”, which supposedly enabled the switch of roles between adult and child in order that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Trivette and Dunst, 2007). Reaching to this point, a more careful cross-check and interpretation should be made. The “PEER” strategies, standing for “*Prompting*”, “*Evaluating*”, “*Expanding*” and “*Repeating*”, were indeed manifested in the strategies utilized by

some of the participating educators. The other strategies, “CROWD”- the abbreviation of “*Completion Prompts*”, “*Recall Prompts*”, “*Open-Ended Prompts*”, “*Wh- Prompts*” and “*Distancing Prompts*”- also seemed to be applied by some educators (further explanations will be found in the next section concerning educators’ strategies). However, taking into accounts the overall frequency calculations of educators’ strategies and children’s responses in all cases, it could be argued that educators were still dominating the shared book reading activities and the proportions of children’s participations did not reflect the idea that they were the storytellers. Consequently, one of the important characteristics of dialogic book reading was to some degree violated in this case.

Furthermore, when taking a rather closer look at each case, it was also presumed that the participating educators made use of different reading styles, as reflected by the strategies they were applying during the videotaped shared book reading session. Another additional question then emerged as to which reading styles their practices could eventually be categorized at all. So far, previous studies have identified types of adult- child book reading practices as well as the reading styles (cf. e.g. Whitehurst, 1992; Reese et al, 2003). Shared/ joint book reading, interactive book reading and dialogic book reading were amongst the most popular adult- child reading practices discussed in the research field (cf. Trivette & Dunst, 2007). In addition, Dickinson & Smith (1994) and Reese et al (2003) mentioned four adult reading styles namely: 1) Describer; 2) Comprehender (Co-Constructive); 3) Didactic Interactional, and 4) Performance Oriented. Each of this type and style of reading has its own distinctive characteristics and could be possibly identified through observing and classifying behaviours of the participants. Thus, the following sections will accommodate further discussions on educators’ strategies both as an overall as well as per case to see the possible categories the observed book reading sessions in this study could well fit in to.

2. Educators’ Strategies

As already discussed in the previous section, an adult- child shared book reading session could be well identified and assessed by looking at the behaviours of its

participants. Consequently, how educators applied their strategies during the videotaped shared book reading activities, which included as well their use of language and linguistic input, was on top of the list of the core aspects to analyse in this current study.

In the analysis phase of this study, educators' strategies were coded and the frequencies were calculated. The coded educators' strategies fell into two main categories, namely: 1). Instructional Strategies, which composed of 13 different sub categories, and 2). Personal and Management Style, which encompassed 2 different sub categories. The descriptive statistics results showed that the participating educators were not alike in utilizing the strategies. Still, there were three most frequently occurring strategies, i.e. "Confirmation", "Naming and Labelling" and "Management Style". These findings were in line with the findings of several other studies. For instance, a study conducted by Ninio & Bruner (1978) suggested that "feedback" was one of the routine interactive dialogues observed in an adult- child shared book reading session. Cochran- Smith (1986) also pointed out that there were obvious question-answer turn-taking patterns in adult- child interaction during a shared book reading session. In the same way, Dickinson et al (2003) stated that one of the activities mostly done by the kindergarten teachers observed in their study during the shared book reading with children was "giving simple feedback". Therefore, it was somewhat explicable why "Confirmation", which could be well considered as a form of "feedback" and as well as an "answer", was the most frequently occurring strategies in most of the cases in this current study.

Furthermore, a quite considerable number of research results (cf. Ninio & Bruner, 1978; Ninio, 1980; Haynes & Saunders, 1998; Dickinson et al, 2003, and Moschovaki & Meadows, 2005) discussed "Naming and Labelling" as the most common activities found in an adult- child shared book reading session, and likewise, this was demonstrated by almost all educators participating in this current study.

While, concerning the occurrence of "Management Style" strategies as one of the most frequently coded in this current study, other researchers such as Morrow & Smith (1990) also observed in their study that there was one particular category of the verbal behaviours exhibited by adults which was aimed at managing the interaction in

shared book reading situation. These managing behaviours, however, varied depending on the specific demands of managing different group sizes (Morrow & Smith, 1990). Dickinson et al (2003) in the same manner indicated that kindergarten teachers spent much of their time during the shared book reading session doing organizational tasks.

Besides these three predominantly used strategies, the findings of this study also disclosed other strategies manifested in adult-child shared book reading which were theoretically and empirically regarded as crucial and beneficial in terms of supporting children's learning, such as the higher cognitive level strategies which involved the meta-communication strategies and decontextualized language (cf. theoretical chapter). Therefore, it would be relevant to further discuss them in details. However, since there was a significant variance of strategies applied by the participating educators in this study, a general conclusion on whether the participating educators performed the similar types of book reading could not be drawn.

Nevertheless, as pointed out earlier in the preceding section on the overall profiles of the observed, based on the obtained findings, it could generally be inferred that none of the educators participating in this study truly practiced the so-called "dialogic book reading", which was prescribed theoretically and empirically by previous studies, in terms of strictly following its procedures. In a certain degree, as reflected by the coded strategies, all the educators involved forms of interaction in their "dialogic oriented" shared book reading practices and some of the strategies were indeed manifestations of the PEER and CROWD strategies. However, it would be best to look closer at each case what types and styles of book reading they were actually conducting. In addition, by going down to each case, examples of children's learning the second language facilitated by the various types of shared book reading practices performed by the participating educators could also be seen clearer. A more elaborated discussion on educator's strategies in each case will be presented in the following sections.

2.1. Educator's Strategies in Case 1

2.1.1. Instructional Strategies

The educator in Case 1 preferred discussing the story and the pictures in the book to merely reading it out loud to the children, which was a clear indication of an effort to create an interactive or a dialogic oriented situation. Accordingly, the interaction during the whole session was dominated by naming and labelling as well as picture description activities. She also tended to give more feedbacks, mostly confirmation to children's behaviours. The confirmation was done primarily by using confirmatory words and/ or acts, then by asking confirmatory questions and also by restating children's utterances. Other types of strategies utilized by the educator in this case which could also be regarded as "feedbacks" were "elaboration", in which she elaborated on and expanded children's ideas, and "correction", in which she corrected children's language use and ideas.

In general, the educator in Case 1 utilized her instructional strategies more to provide information than to request for information. However, this proportion was not all the time the same for each strategy. For instance, when it comes to "Naming and Labelling" activity, this educator seemed to ask children to name and label more than herself providing the names and labels. She was also found to ask more open questions than closed questions. Moreover, the educator in this case also tended to use more low cognitive level strategies, both in giving inputs to the children as well as in demanding responses from the children. Some medium level strategies such as making inferences from pictures or relating the story to children's life and experiences as well as some high level strategies such as text prediction and reasoning could also be found, though not in a significant numbers as compared to the low cognitive ones. Below are some examples, which were taken from the transcript, as well as related discussions on how the educator's instructional strategies were applied during the interaction in the videotaped shared book reading session.

Example 1: Naming and Labelling (Requesting)

Educator : **wo ist der denn?**
Where is he then?
Child 1 : ((pointing))

(Excerpt 19. Transcript 1 Case 1)

In the example 1 above, there was a short sequence of interaction in which the educator requested children to find a character in a picture in the book by using an open question.

Example 2: Naming and Labelling (Providing)

Educator : Und jetzt GEHT **der kleine Esel ((pointing))** mit **seiner Mama ((pointing))**
And now the little donkey ((pointing)) is going with his mother ((pointing))
Educator : in **ein GESCHÄFT ((pointing))**
In(to) a SHOP ((pointing))
Educator : **Das hier ist ein GESCHÄFT ((pointing)) (--)**
This here is a SHOP ((pointing)) (--)

(Excerpt 20. Transcript 1 Case 1)

In the first line of this example, the educator implicitly labelled the characters in the story by pointing at their pictures. In the second line, she repeated the same strategy, whereas in the third line, she clearly made a statement which labelled a particular object in the picture. Besides “Naming and Labelling”, the educator also requested children to describe pictures by asking them questions as well as providing them with picture descriptions, which were mainly concerning what the characters were doing or what was happening in the pictures. As described earlier in the previous section on “instruments” and “coding scheme” (cf. pages 59- 62), these two activities were closely related and therefore the clear-cut definitions on each activity should properly be stated otherwise they tended to overlap in the coding process. The previous example 2 could best illustrate this overlap. The first and second line of the educator’s utterance might also be interpreted as a picture description activity although the pointing cues referred more to naming and labelling. Clearer examples of picture description can be seen from the examples 3 and 4 below.

Example 3: Picture Description (Requesting)

Educator : ja, **was macht denn jetzt da der kleine Esel?**
Yes, what is the little donkey doing there now?
Child 4 : [(Spielzeug gesucht)]
[(looking for a toy)]

(Excerpt 21. Transcript 1 Case 1)

Example 4: Picture Description (Providing)

Educator : **Und die beiden, der kleine Esel und seine Mama, die gehen jetzt da**
((pointing))
And the two of them, the little donkey and his mother, they are going there now
((pointing))
Educator : **in das Geschäft** (---) *((turning the page))*
Into that shop (---) *((turning the page))*

(Excerpt 22. Transcript 1 Case 1)

Another strategy which was frequently used by the educator in Case 1 was “confirmation”. The following examples 5, 6 and 7 will illustrate the three different types of confirmation strategies employed by the educators in this case.

Example 5: Confirmation (Using Confirmatory Words and/ or Acts)

Child 4 : ein Spielzeug
A toy
Educator : **genau ((nodding))**
Exactly ((nodding))

(Excerpt 23. Transcript 1 Case 1)

The educator used verbal and non- verbal cues together, a confirmatory word and an act in the example above. A typical German confirmatory word “*genau*” (English: exactly) was used here instead of simply saying “*Ja*” (English: Yes).

Example 6: Confirmation (Using Confirmatory Questions)

- Child 3 : aber die⁸ ist doch nicht klein ((pointing))
But (s)he is indeed not small ((pointing))
- Educator : **wer ist nicht klein?**
Who is not small?
- Child 3 : der ((pointing))
He ((pointing))
- Educator : **Findste nicht? Dass der klein ist?**
Don't you find so? That he is small?

(Excerpt 24. Transcript 1 Case 1)

There were two questions raised by the educator in example 6. Both aimed at clarifying Child 3's idea on a different level. The first question was mainly asked to confirm Child 3's previous statement on somebody or a particular character in the picture that she thought was not small in size. To a certain degree, this particular question might also reflect a "Naming and Labelling" function, yet in this context, it served more as a confirmatory question at a rather low cognitive level. The second question, on the other hand, acted in a slightly higher level, as it indicated that the educator was also enquiring the child not only to clarify but also to some extent give a reason or infer about the size of that particular character they were discussing based on the picture. Furthermore, there was also an indication of applying a meta-communication strategy, in which the educator as one participant of the interaction made an attempt to clarify the previous utterance of the child as another participant.

Example 7: Confirmation (Repeating Children's Ideas)

- Child 1 and Child 2 : die zieht
She pulls
- Child 1 : die zieht den
She pulls him
- Educator : **die zieht den**
She pulls him

(Excerpt 25. Transcript 1 Case 1)

⁸ An incorrect use of article by the child, one of the most common errors produced by a child who learns German as a Second Language

In the example 7 above, the educator simply did the confirmation by repeating the child's idea, without any further elaboration. This is quite different from the following example 8, in which the educator gave feedback by elaborating on the child's idea, i.e. adding more adjective attributes to the same noun that was pointed out by the child in his utterance. The confirmation and elaboration strategies applied by the educator here were to some degree similar to the ideas of the "evaluating" and "expanding" strategies included in the PEER strategies particular to dialogic book reading.

Example 8: Elaboration

Child 4 : noch ein Schwanz ((pointing))
Another tail ((pointing))
Educator : **da ist der lange grüne Schwanz**
There is the long, green tail

(Excerpt 26. Transcript 1 Case 1)

Example 9: Correction (Language Use)

Child 3 : [wo ist die Haus?] hier, ne? ((pointing))
[where is the house?] here, right? ((pointing))
Educator : **das ist EIN Haus.**
That is A house

(Excerpt 27. Transcript 1 Case 1)

As seen in the example 9 above, the educator corrected Child 3's use of article in her immediate feedback. However, the correction could be considered as "implicit" because the educator used another type of article, i.e. indefinite article "ein", instead of directly replacing the child's incorrect use of the definite article "die" into the correct form "das". Furthermore, the educator also corrected children's ideas and concepts as seen in the example 8 below.

Example 10: Correction (Ideas/ Concept)

Child 4 : noch ein Drache⁹ ((pointing))
Another kite ((pointing))
Educator : **nee ((shaking head)) da hat er einen Teddy gefunden** ((pointing))
No ((shaking head)) there he found a teddy(bear) ((pointing))

(Excerpt 28. Transcript 1 Case 1)

In addition to the low- medium cognitive strategies related to pictures and stories in the book, there were also some other activities in which the educator in this case employed higher cognitive level strategies. There were four strategies which were coded as manifesting “medium” to “high” cognitive level, namely: 1) Text- Reader Connect; 2) Text Prediction; 3) Text Vocabulary, and 4) General Knowledge. These strategies were also found to reflect the uses of “decontextualized language”. The following excerpts from the transcript will exemplify these four strategies.

Example 11: Text- Reader Connect

Educator : **Guck mal was wir anhaben. was haben wir denn heute an?**
Look what we are wearing. What are we wearing today?
Child 4 : Hosen
Trousers

(Excerpt 29. Transcript 1 Case 1)

Referring back to the frequency calculation in the previous findings presentation section (cf. page 76), this strategy was found only three times, which means that it was very rarely used by the educator. This was rather not fulfilling the ideas of a characteristic owned by interactive and dialogic book reading, in which utterances relating the story to children’s experiences were recommended (cf. Morrow, 1990 and Zevenbergen & Whitehurst, 2003). Specifically to the dialogic book reading strategies, it belonged to the “Distancing Prompts” in the CROWD strategies. “Text- Reader

⁹ An incorrect noun form; the child said ”*Drache*“ (English: Dragon) instead of ”*Drachen*“ (English: Kite)

Connect” strategy was included in the “medium cognitive demand” level (cf. Moschovaki & Meadows, 2005) and it was also in line with the particular type of decontextualized language namely “Text-to-Life Utterances”. Moreover, not only did such an utterance operate at a higher cognitive and linguistic level, but also it triggered children to start talking and narrating. As stated by Cochran- Smith (1986), the “conversations that promoted the most interest and response from both child and adult were those that made connections between real life and text”.

Interestingly, the educator in this case employed “Text Prediction” strategy quite more often. This strategy was included in the high cognitive demand level and as well could be classified as an “Interpretation” type of utterances in the framework of decontextualized language. This strategy was coded 21 times. Example 12 below is an instance of such a strategy.

Example 12: Text Prediction

Educator : **warum gehen die jetzt schon nach Hause?** ((directed towards C1))
Why are they going back home already now? ((directed towards C1))
Child 1 : weil es dunkel ist
Because it's dark

(Excerpt 30. Transcript 1 Case 1)

In this example, the educator asked the child to predict the reason why something happened in the story, which demonstrated a demand of thinking skills beyond what was mentioned by the texts in the story.

Furthermore, a discussion on text vocabulary that was considered as beyond the low cognitive activities of naming and labelling objects and characters also existed, as shown by the following example 13, although it occurred only once.

Example 13: Text Vocabulary

Educator : **Was könnte das denn für ein Geschäft sein?** ((gazing directed towards C4))
What kind of shop could it be then? ((gazing directed towards C4))

Child 4 : Geschenkladen
Gift shop

Educator : **ein Geschenkladen**, ja, oder was es auch; guck mal, hier liegt schon was
draußen ((pointing))
A gift shop, yes, or what it is as well; look, there is already something here
((pointing))

Educator : Was liegt da? ((pointing))
What's there? ((pointing))

Child 4 : Spielzeuge
Toys

Educator : genau ((nodding)) **Also könnt das ein?** ((gazing directed towards C4)) (2.0)
Right ((nodding)). So, it could be a? ((gazing directed towards C4)) (2.0)

Educator : **Ein Spielzeuggeschäft sein**
A toy shop

(Excerpt 31. Transcript 1 Case 1)

The particular word from the text which was discussed in the above example was “*Geschäft*” (English: shop). The educator made an effort to assist the child (in this case only to one particular child, as indicated by the non-verbal cues of gazing directions) to acquire the word “*Spielzeuggeschäft*” (English: toy shop) by giving some prompts. If compared to the PEER and CROWD strategies which belonged to dialogic book reading, in this sequence of interaction, the educator used “Wh- prompts” and as well “Completion prompts” and in addition, she also repeated the child’s response. Concerning decontextualized language, this type of language used by the educator could be well fit in the “Explanatory” category.

Another high cognitive strategy which was utilized pretty often by the educator in this case was “General Knowledge”, as shown by the following example 14.

Example 14: General Knowledge

Educator : **was macht man denn wenn man ein Geschenk abgeben will?**
What do people do when they want to give a gift?

(Excerpt 32, Transcript 1 Case 1)

In this example, the educator attempted to relate the topic of the story (i.e. birthday) to the real life and ask the children to demonstrate their general knowledge which in this case was about what people usually do when they wanted to give a gift to somebody else. Pretty much similar as the “Text- Reader Connect” strategy discussed earlier, “General Knowledge” could be interpreted as manifesting the “Distancing Prompts” from the dialogic book reading CROWD strategies as well as the “Text-to-Life” categories of decontextualized language.

As also presented in the findings presentation section and mentioned earlier, the educator in this case did not only employ instructional strategies but also she made use of personal and management strategies during her practice of shared book reading session. Thus, the following section will discuss further the findings on the educator’s personal and management strategies.

2.1.2. Personal and Management Strategies

Compared with the frequency of occurrences of her instructional strategies, the educator in Case 1 seemed not to employ personal and management strategies that much. She only gave a few personal responses and was found to apply more of the management strategies to manage the behaviours of the children during the shared book reading activity. She employed both the explicit and implicit management style (cf. Dickinson et al, 2003) and in addition to that, she interestingly used such a non-verbal cue as gazing direction in order to give floors to children during the interaction. The examples below will provide some evidences for this.

Example 1: Explicit Management Style (Calling for Children’s Attention)

Educator : **Ja hallo**, was sehen wir denn jetzt hier?
Yes, hello, what do we see here now?

(Excerpt 33, Transcript 1 Case 1)

From the example above, it could be seen that the educator made an attempt to direct the children's attention to a particular picture in the book by saying the word "hallo", which was quite typically used in order to call for attention. There was also another instance of an explicit management style used by the educator in this case; that is by using the word "Guck" (English: look), which as well functioned to call for or to direct attention, as shown in the following example 2.

Example 2: Explicit Management Style (Calling for Children's Attention)

Educator : Da. **Guck mal**
There. Look
Educator : Da hinten im Geschäft. **Guck!**
There at the back in the shop. Look!

(Excerpt 34, Transcript 1 Case 1)

Aside from these instances of explicit management style, there were more evidences of implicit management style utilized by the educator in this case, as displayed by the following examples 3, 4, 5 and 6.

Example 3: Implicit Management Style (Calling Children's Name)

Educator : wer ist das, **Senniya?** ((pointing))
Who is that, Senniya? ((pointing))
Child 1 : Jaki
Jaki

(Excerpt 35, Transcript 1 Case 1)

The educator called the name of the child (in this case Child 1) in order to give her the floor to answer the question directly. This was also done indirectly by a non-verbal cue, as mentioned earlier, in forms of gazing direction.

Example 4: Implicit Management Style (Looking at Children)

Educator : wer ist das? ((pointing)) ((**gazing directed towards C3**))
Who is that? ((pointing)) ((gazing directed towards C3))

Child 3 : ()¹⁰ ne? ((pointing))
(), right? ((pointing))

(Excerpt 36, Transcript 1 Case 1)

Besides these two strategies which apparently served to manage the floor in the interaction, there were two more strategies included in the implicit management style, which aimed at managing children's attention and controlling the focus of the group, i.e. by asking questions as what is exemplified in the next example and by using management utterances. These two strategies are exemplified in the following examples 5 and 6.

Example 5: Implicit Management Style (Asking Question to Control the Group)

Educator : **könnt ihr den kleinen Esel sehen?**
Could you all see the little donkey?

(Excerpt 37, Transcript 1 Case 1)

Example 6: Implicit Management Style (Using Management Utterances)

Educator : **wir können ja gleich mal gucken** ob die Mama in das Haus passt
We could see soon if the mother fits in the house

Educator : **Vielleicht sehen wir das ja gleich.**(---)
Maybe we'll see that soon (---)

(Excerpt 38, Transcript 1 Case 1)

From the aforementioned explanations and examples, it looked like the variety of strategies applied by the educator in this case could facilitate more interactive dialogues during the shared book reading activity. Still, overall, as reflected by the frequency calculations of the educator's strategies and children's behaviours, the educator in this case seemed to be more dominant than the children.

As observed, the educator in Case 1 was trying to be as interactive and as dialogic as possible and to some degree the PEER and CROWD strategies could be

¹⁰ The utterance of the child could not be heard clearly

detected, still what she was practicing here could not be considered as the manifestation of the theoretically and empirically prescribed dialogic book reading. On the other hand, her practice of book reading conformed more to the interactive shared book reading, which was defined by Trivette & Dunst (2007) as a type of reading practice in which an adult reads a book to a child or a small group of children and uses a variety of techniques to engage the children in the text. In addition to that, she could as well be regarded as more to a “describer” since most of the activities during the reading session were related to spending a higher portion of time doing low cognitive level labeling and describing the pictures (cf. Reese et al, 2003). However, she also demonstrated a characteristic of a “comprehender” or employing a “co-constructive” style because she provided some analytical questions, too (cf. Reese at, 2003).

Furthermore, according to studies conducted by other researchers such as Durkin (1966), Teale (1981), DeBruin- Parecki (1999), Reese et al (2003) and Trivette & Dunst (2007), interactive reading and “describer” style would be beneficial to improve children’s vocabulary gain, particularly younger children. Further question than emerged as to what extent this would be applicable to the situation observed in Case 1. Although an effort of statistical measurement to gain some ideas about possible correlation was conducted (cf. findings presentation section), for sure an inference of causality could not be possibly made due to the limitation of methodology coverage.

For Case 1, it was found that the educator’s strategies significantly correlated to the children’s responses, though the correlation was indicated as weak. Regarding to the cognitive level, it was found as well that there was a significant yet weak correlation. So, it could be argued that to a certain degree, the educator’s strategies might have triggered children’s responses, which could be as well in the similar cognitive level. Nevertheless, in terms of the frequencies of occurrences of these two correlated variables, they did not seem to relate to each other that much. A closer view on how the educator provided both cognitive and linguistic input as well as how she demanded responses from children and how children responded would be able to provide more insights to the obtained statistical measurement. This will be explained further more in the designated section in this chapter discussing the correlation and congruence of the educator strategies and children responses.

2.2. Educator's Strategies in Case 2

2.2.1. Instructional Strategies

As described earlier in the previous section on the overall profiles of the videotaped shared book reading sessions, the educator in Case 2 read the book aloud to the children. Still, she attempted to have interactive parts and accordingly made use of 12 instructional strategies during the whole book reading session. Similar to the educator in Case 1, the educator in Case 2 also spent much of the time doing naming and labelling and picture description activities. Furthermore, she was found to dedicate a lot of time confirming children's behaviours, too, even though her other types of feedbacks i.e. "Elaboration" and "Correction" did not occur that much frequent.

Looking generally at the instructional strategies employed by the educator in this case, they were meant to provide information to the children more than to request for information. During the naming and labelling activity, for instance, she tended to provide the names and labels to the children rather than to ask them to name and label. When she confirmed the children's behaviours, she repeated the children's utterances and used the confirmatory words and/or acts. Not so many confirmatory questions were asked, on the other hand. Thus, it could be argued that the shared book reading session in this case was primarily dominated and structured by the educator herself.

Regarding the cognitive levels of her strategies, the educator in this case seemed to give more low cognitive level inputs as well as low cognitive demands. However, some medium and high cognitive level strategies such as "Text- Reader Connect", "Text Prediction" and "General Knowledge" existed, too. The following examples and explanations taken from the excerpts of the transcript will illustrate each of the highlighted strategy utilized by the educator in this case.

Example 1: Naming and Labelling (Requesting)

Educator : **Was ist das denn hier?**

Educator *And here (2.0), one sees a lot of toys= it is a toy shop (---)*
 : **und da kaufen die jetzt ein Geschenk für seinen Freund. (-) den Jaki**
 And now they are buying a gift for his friend there. (-) Jaki

(Excerpt 42, Transcript 2 Case 2)

In example 3, the educator simply asked the children to describe the activity done by the characters in the story, while in example 4 she provided a more elaborated description, starting slightly by introducing the particular word “*Spielzeuggeschäft*” (English: toy shop) and then proceeded by telling out what the characters were doing in the toy shop as depicted by the particular pictures they were discussing on. These two examples displayed the same category of activities yet the strategies used by the educator here indeed operated in a different cognitive level. Her request of picture description in example 3 could be considered as a low cognitive level demand whereas her input in example 4 could well be fitted to more a medium cognitive level as indicated by the occurrence of vocabulary analysis. Furthermore, this type of utterances also reflected to a certain degree the “Explanatory” category of decontextualized language.

As stated previously, one of the mostly used strategies that the educator used in Case 2 was “Confirmation”. Unlike the educator in Case 1 who predominantly used confirmatory words and acts, the educator in Case 2 most of the time restated or repeated the children’s utterances. The following examples 5, 6 and 7 will make clearer how these strategies were utilized.

Example 5: Confirmation (Using Confirmatory Words and Acts)

Child 4 : der will das haben ((pointing))
 He wants to have that ((pointing))
Educator : **genau**
 Exactly

(Excerpt 43, Transcript 2 Case 2)

In this short sequence of interaction, the educator confirmed the idea of the child directly by using the common German confirmatory word “*genau*” (English: exactly).

Educator : **ganz viele Teddys, ne? Verschiedene Teddys.**
A lot of teddy (bears), right? Different sorts of teddy (bears).

(Excerpt 46, Transcript 2 Case 2)

In this sequence of interaction, the educator firstly confirmed the child's utterance and then she extended it by adding relevant information. Consequently, the feedback was not only meant as a confirmation but also more as an elaboration of the idea. In addition, this feedback could be seen as voicing the "Expand" category included in the dialogic book reading PEER strategies.

Besides "Confirmation" and "Elaboration", the educator in this case also gave feedback in forms of "Correction". There were two kinds of correction provided, one was related to children's language use and the other was more to their concept or ideas.

Example 9: Correction (Language Use)

Child 1 : ein Drache
*A kite**
Educator : **ein Drachen.**
A kite

(Excerpt 47, Transcript 2 Case 2)

As shown by example 9 above, in this short stretch of interaction, the educator gave an immediate feedback by correcting the noun form that the child uttered. However, referring back to the findings presentation section, in this case, the correction on language use did not seem to appear as frequently as the correction on children's ideas or concepts, which is shown in the following example 10.

Example 10: Correction (Ideas/ Concepts)

Child 3 : ein ESEL
A donkey
Educator : **ein (---)Esel, aber der hat hier oben noch wie (---) zwei Hörner =das könnte ein (2.0) [Steinbock] oder ein Widder sein.**

A (---) donkey, but he has up here something like two horns= it could be a (2.0)
[goat] or a ram

(Excerpt 48, Transcript 2 Case 2)

In this example, the educator firstly restated the child's idea but afterwards she contradicted the idea and then corrected it by further discussing the object by providing visual cues from the picture i.e. "zwei Hörner" (two horns) to derive to a conclusion on what the object could really be (in this case what animal it was). This type of language use could be regarded as operating in a higher cognitive level; to be more specific, it fitted in the medium cognitive level discussion. Furthermore, speaking of the concept of decontextualized language, this type of verbal input could be classified as belonging to an "Explanatory" utterance.

As well exemplified in the previous example 10, the educator in this case also attempted to provide the children with inputs and demands of higher cognitive levels despite the predominant uses of the low cognitive strategies. Connecting the story to the children's life experiences was amongst these strategies which occurred quite frequently. Other higher level strategies included "Text Prediction", "Text Vocabulary" and "General Knowledge", though they occurred very much less frequently. The following examples will illustrate how the educator in this case applied these strategies.

Example 11: Text- Reader Connect

Educator : **[habt ihr-] Habt ihr auch eine Kiste oder einen Schrank zuhause wo**
[Do you] Do you also have a box or a cupboard at home where
Educator : **[Spielzeug drin ist]?**
There are toys inside?

(Excerpts 49, Transcript 2 Case 2)

In this example, the educator related an object i.e. "Kiste" (English: box) that they saw in the picture in the box to the children's real life or experiences. This type of question could be considered as fulfilling one of the key prompting strategies of a dialogic book

reading namely “Distancing Prompts” and as well regarded as exemplifying the use of decontextualized language namely the “Text-to-Life” utterance.

Example 12: Text Prediction

- Educator : **Vielleicht (---) [Hat die Mama gemerkt]**
Maybe (---) [the mother noticed]
- Educator : (-) **dass der Jak-; ähm; dass der kleine Esel sich auch einen Drachen zum Geburtstag wünscht, und [ist nochmal] ins Geschäft gegangen und hat ihm auch einen Drachen gekauft**
(-) that Jak-; uhm; that the little donkey also wished to get a kite for his birthday, and she went once again to the shop to buy him a kite, too

(Excerpt 50, Transcript 2 Case 2)

In example 12 above, the educator provided a prediction of something which happened in the story but beyond the information given by the actual texts being read. This high cognitive level input given by the educator matched the “Interpretation” category of decontextualize language.

Moreover, in this case, the educator also discussed words found in the text, as shown by the following example 13.

Example 13: Text Vocabulary

- Educator : „Aber nirgends anstoßen. Hörst du kleiner?“(-- Sagt **Ibis**.(-- „Sonst (-) machst du noch etwas kaputt“.¹³
- Educator : Das hier, ist **IBIS**.
This here is IBIS
- Educator : **Ibis ist der Verkäufer im Spielwarengeschäft**
Ibis is the seller in the toy shop (2.0)

(Excerpt 51, Transcript 2 Case 2)

At first, this example might look like an example of a naming and labelling activity, which to some extent was true. Yet, there was something more than merely an identification of an object or character happening in this case as could be seen that in

¹³ This line was a part of the texts from the picture book “*Der Kleine Esel und Sein Geschenk für Jaki*”

her third line, the educator extended the description of “Ibis”. Thus, this strategy could well be considered as belonging to a medium cognitive level input and reflecting the “Explanatory” category of decontextualized language.

Another higher cognitive level strategy used by the educator in this case, though rather rarely, was “General Knowledge”, in which there was a discussion on the knowledge of the world, as illustrated in the following example 14.

Example 14: General Knowledge

Educator : **und im Sommer wenn´s warm ist**
And in the summer time when it is warm
Educator : **und wir draußen planschen gehen** ((pointing to the direction outside the room))
And we go splashing outside ((pointing to the direction outside the room))
Educator : **gehst du in die Schule**
You’re going to (Primary) school

(Excerpt 52, Transcript 2 Case 2)

This example shows that the educator attempted to relate the discussion they were having with the general knowledge, in this case related to season changes. As discussed previously, this type of input manifested the “Distancing Prompts” of the dialogic book reading CROWD strategies and also the “Text-to-Life” category of decontextualized language.

Reading through the examples and explanation above, instructional strategies were indeed the strategies dominating the overall shared book reading session in Case 2. Yet, the educator also made use of several personal and management strategies. These strategies will be explained further in the next section.

2.2.2. Personal and Management Strategies

There were only 16 strategies coded as “Personal and Management Strategies” in Case 2 (cf. findings presentation section). Almost similar to the educator in Case 1, the educator in Case 2 also used these strategies to manage the children’s behaviours during the interaction in the shared book reading session. A small portion was given to react personally to the children as well as to manage the reading session itself.

Furthermore, the educator in this case employed slightly more implicit management style than explicit management style. These management strategies will be explained further as follows.

Example 1: Explicit Management Style (Calling for Children’s Attention)

Educator : [**guck mal**] da ist schon geschmückt
[look] it's already decorated there

(Excerpt 53, Transcript 2 Case 2)

It could be seen from example 1 above that the educator tried to directly call for children’s attention to a specific picture in the book by using the expression “*guck mal*” (English: look). This form was indeed the only form indicating an explicit management style that the educator in this case used.

As stated before, the educator in this case demonstrated more implicit management style. She called the children’s names, gazed at the children and asked questions to focus the group attention to the book or to the picture in the book. These strategies will be exemplified in the following examples 2, 3 and 4.

Example 2: Implicit Management Style (Calling Children’s Name)

Educator : Siehst du ihn, **Mohammed Selim?** ((pointing))
Do you see him, Mohammed Selim? ((pointing))

(Excerpt 54, Transcript 2 Case 2)

In the example quoted above, the educator called the name of a specific child and as well used a non-verbal cue i.e. pointing in order to direct the focus of the attention to a specific object in the picture.

Example 3: Implicit Management Style (Looking at Children)

Educator : meist **du** in dem kann man schwimmen? ((gazing directed towards C5))
Do you mean that one can swim in that? ((gazing directed towards C5))

(Excerpt 55, Transcript 2 Case 2)

In example 3, the educator gazed specifically at a child, with whom she was interacting at that moment. This would help to make clear for all other children in the group that the personal pronoun “*du*” (English: you) in her sentence would refer to Child 5.

Example 4: Implicit Management Style (Asking Questions to Control the Group)

Educator : und da; **wer kann denn die Torte sehen?**
And there; who can see the cake?

(Excerpt 56, Transcript 2 Case 2)

Here, the educator asked a question addressed to all children to control the attention of the group to a particular object in the picture, i.e. a cake.

Besides these three examples, there was another strategy applied by the educator in this case which can also be classified as the manifestation of an implicit management style. The educator in this case made use of pointing, in addition to calling the name and gazing, as a floor selection strategy. These two strategies can be seen in the following example 5.

Example 5: Implicit Management Style (Pointing at Children)

Educator : Ihr beiden ((**pointing at C2 and C4**)) habt im März Geburtstag
Both of you ((pointing at C2 and C4)) have birthdays in March
(Excerpt 57, Transcript 2 Case 2)

In this example, while mentioning the subject references “*ihr beiden*” (English: both of you), the educator pointed at the specific children being addressed at that particular sequence of group interaction.

After the discussions and examples of all strategies employed by the educator in Case 2 as presented above, it is therefore arguable that the kind of shared book reading activity she practiced was not fully a dialogic book reading situation. A characteristic of dialogic book reading such as applications of specific strategies occurred, yet when viewed further, her practice of shared book reading was more to an interactive book reading, just like the previous Case 1. Regarding the style, however, this educator seemed to be a describer, regarding naming and labelling as well as picture description as the main activities observed in this case.

Quite similarly to Case 1, the interactive reading and “describer” style employed by the educator in this case might have a possible advantage related to the improvement of children’s vocabulary gain. However, as has been stated earlier when discussing the previous Case 1, the type of inference of causal effects could not be possibly made due to the limitation of methodology coverage in this study. Still, a non-parametric correlation measurement could be conducted in order to get an insight whether the applied educator’s strategies had a relation with children’s responses. The value of the correlation coefficient (i.e. Cramer’s V) for Case 2 indicated that there was a significant relation though it could be considered as weak. However, compared to the coefficient obtained for Case 1, the value obtained for Case 2 was slightly higher.

Hence, it could be stated that in this case, the educator’s strategies might to some extent stimulated children’s response. Moreover, the responses might also be in the same cognitive level, as indicated by the significant coefficient value calculated for the cognitive level as well. Yet, like what could be concluded for the previous Case 1,

concerning the frequencies of occurrences of these two correlated variables, there might be only a low relation. A closer look at this correlation will be explained more in the designated section discussing the correlation and congruence of the educator strategies and children responses in this chapter.

2.3. Educator's Strategies in Case 3

2.3.1. Instructional Strategies

Very much alike the educators in the previous two cases, the educator in Case 3 also allocated most of her time during the videotaped shared book reading session to do naming and labelling activities and to give feedbacks in forms of confirmation. She employed her instructional strategies primarily to request for information more than to provide information to the children. Accordingly, she asked more open questions than closed questions. In her naming and labelling activities, she was also found to request the children to name and label rather than simply providing them with names and labels herself. Moreover, in confirming children's behaviours, she used most of the time confirmatory words and acts, followed by confirmatory questions and then a few times restating children's ideas. Her other kinds of feedbacks also included "Correction" and "Elaboration". Up to this point, it seemed that the shared book reading practice performed by the educator in Case 3 was quite close in similarity to her counterpart in Case 1, except that she read aloud to the children, which did not happen in the practice of the educator in Case 1.

Furthermore, the educator in Case 3 was quite distinctive because she was observed to be providing higher cognitive level inputs and demands. Going back to the frequency calculation results, it was indicated that the educator in this case made use of medium cognitive level strategies the most. This was different from the previous cases in which low cognitive level strategies and discussions dominated the whole book reading sessions. Such a strategy as "Text Prediction" was frequently utilized. She did not seem employ "Text- Reader Connect" strategies. Nevertheless, "General Knowledge" strategies existed as well as other higher cognitive level strategy such as

“Evaluation”. The latter could be a highlight for this case since amongst other videotaped cases a direct and explicit evaluation of the book was only done by this educator. These strategies will be made clearer by the following examples.

Example 1: Naming and Labelling (Requesting)

Educator : [und **was**] **ist das?** ((pointing))
Child 4 : [hier] ((pointing))

(Excerpt 58, Transcript 3 Case 3)

In the first example above, the educator requested a label of a particular object or picture in the book in a direct manner. She also provided a non-verbal cue namely pointing to support her question.

Example 2: Naming and Labelling (Providing)

Educator : Jaki, hat Geburtstag. **Der KLEINE ESEL ((pointing))** geht mit **MAMA-ESEL ((pointing))**
It's Jaki's birthday. The LITTLE DONKEY ((pointing)) goes with MOTHER-DONKEY ((pointing))

(Excerpt 59, Transcript 3 Case 3)

On the other hand, in example 2, the educator implicitly named and labelled two particular characters in the picture while reading the text aloud to the children. Again she made use of pointing as a non-verbal cue to help her.

Moreover, there were also more complex activities with regards to discussing pictures in the book which were coded as “Picture Description” activities. In this type of activity, the educator requested and provided descriptions of situations in the pictures, or in other words what was happening in the picture, as displayed in the following examples 3 and 4.

Example 3: Picture Description (Requesting)

Educator : Guck mal, **was macht der kleine Esel jetzt?** (---) wo er bei seinem Freund ist
Look, what is the little donkey doing now? (---) when he is with his friend

Educator : = **Was macht der mit dem Drachen?**
= what is he doing with the kite?

(2.0)

(Excerpt 60, Transcript 3 Case 3)

The educator asked two questions to stimulate the children to describe a particular picture. At first, she requested a more general answer of what the character was doing in the picture and then she elaborated her input by posing the second question which sounded more specific, i.e. asking what the character was doing with the kite. These two questions could also be considered as operating in a different cognitive level. The first tended to be a lower cognitive level in which the children were only required to describe based on the picture but the second question might trigger them to make a sort of inference based on the pictures. Thus, it could be considered as a medium cognitive level discussion.

Example 4: Picture Description (Providing)

Educator : **Und jetzt sucht er ihm was anderes** ((pointing))

(Excerpt 61, Transcript 3 Case 3)

It could be seen in the example 4 above that the educator described a particular situation in the picture and as well she used a non-verbal cue i.e. pointing, which could help her convey the description.

As mentioned earlier, the educator in this case was also found to give feedbacks in forms of confirmation, correction and elaboration, which will be explored further in the following examples 5 to 10.

Example 5: Confirmation (Using Confirmatory Words and/ or Acts)

Child 1 : weil (---) ähm das muss der Esel ((pointing)) äh Freund geben
Because (---) uhm the little donkey ((pointing)) must give it uh to his friend
Educator : **!GUT!** Azlecan= hast du aber super gut zugehört. **Genau** (--)
!GUT! Azlecan= you heard it very well. Exactly (--)

(Excerpt 62, Transcript 3 Case 3)

Besides using the common confirmatory word “*genau*”, example 5 above showed that the educator also used the verbal probing “*gut*” followed by a praise to show her agreement with the child’s idea. Another way of confirmation strategy, i.e. using confirmatory questions, will be illustrated in the next example, example 6.

Example 6: Confirmation (Using Confirmatory Questions)

Child 6 : nein, das ist gelb ((pointing))
No, that is yellow ((pointing))
Educator : **wo ist gelb?**
Where is yellow?
Child 6 : ((pointing))
Educator : **Das?** ((gazing directed towards C6))
That? ((gazing directed towards C6))

(Excerpt 63, Transcript 3 Case 3)

In this example, the educator asked the child twice. First, she asked the child to confirm his idea of an object in the picture whose colour he thought was not yellow. Then after the child confirmed it, she asked once again by referring to the particular object pointed by the child. The latter question, by simply using a demonstrative reference “*das*” (English: that), could also be interpreted as repeating or restating the child’s idea which was conveyed by his use of the non-verbal cue “pointing”. Moreover, this particular example might be considered as a manifestation of meta-communication strategy applied by the educator, where there was a clarification attempt between the participants in the particular interaction. Example 7 below will provide a more specific instance of a confirmation strategy employed by the educator by restating or repeating children’s idea.

Example 7: Confirmation (Repeating Children's Ideas)

Child 6 : Federball
Badminton
Educator : **Federball**
Badminton

(Excerpt 64, Transcript 3 Case 3)

The above-mentioned three examples showed how the educator in Case 3 employed her confirmation strategies, as one big part of her feedbacks during the interaction in the shared book reading session. Other types of feedbacks observed in this case, as mentioned earlier, were “elaboration” and “correction”. Examples 8 to 10 below will illustrate each of them.

Example 8: Elaboration

Child 5 : der ist so klein ((hand movement))
He is so small ((hand movement))
Educator : mhm, ist n kleiner ne? **Der kann noch gar nicht sprechen. [Der weint immer]**
Hm, he is smaller, right? He cannot speak at all yet. [He always cries]

(Excerpt 65, Transcript 3 Case 3)

In this example, the educator firstly confirmed the child's idea and afterwards she added more information to it. Furthermore, the elaboration strategy could be considered as a manifestation of the “Expand” category known to the dialogic book reading PEER strategies.

Example 9: Correction (Language Use)

Child 1 : Teddybär?
Teddy bear?
Educator : **ein Teddybär**
A teddy bear

(Excerpt 66, Transcript 3 Case 3)

Example 9 displayed a sample in which the educator corrected the child's language use by providing the correct article which was supposed to be present in front of each noun form. Most of the time, the correction concerning the children's language use made by the educator in this case was related to this particular occurrence.

Furthermore, the educator was also observed to provide correction in terms of children's ideas or concepts, as follows.

Example 10: Correction (Ideas/ Concept)

Educator : hat die Mama das gesagt? Selber behalten, Danish?
Did the mother say that? Keep it for yourself, Danish?
Child 5 : ((nodding))
Educator : **Nein die Mama hat doch grade gesagt, nein, den musst du aber abgeben**
No, the mother has actually just said no, for sure you must give it away

(Excerpt 67, Transcript 3 Case 3)

In this example, the educator corrected the child's idea by firstly negating it and then she provided more information to verify her correction. In this case, the educator also applied another strategy which was coded as "Recall". The "Recall" strategy itself was indeed included in one of the PEER strategies particular to dialog book reading practice.

In addition to the strategies exemplified above, there were other strategies which belonged to a higher cognitive level and could as well be considered as indications of decontextualized language. Those strategies were "Text Prediction", "Text Vocabulary", "General Knowledge" and "Evaluation", which will be further examined in the following examples.

Example 11: Text Prediction

Educator : **und dann? =was passiert dann?**
And then? What happens then?
Child 1 : dann badet die¹⁴ kleine [Baby]
Then the small baby takes a bath

¹⁴An incorrect use of article by the child

(Excerpt 68, Transcript 3 Case 3)

It could be clearly seen from the example 11 above that the educator prompted the child to predict a possible coming event or situation in the story. This kind of strategy was in line with the concept of “Interpretation” strategy of decontextualized language.

Example 12: Text Vocabulary

Educator : Der kleine Esel springt aus dem Wägelchen
The little donkey jumps out of the cart
Educator : =**was ist denn eigentlich ein Wägelchen?**
= What is then a “cart“?
Child 1 : das (-) tut weh ((pointing))
That (-) hurts ((pointing))
Educator : nein, guckt mal ((turning the page)) ((pointing)) **Der WAGEN ist das. (---)**
ne?
No, look ((turning the page)) ((pointing)) it is a WAGON (---)
Educator : **WÄGELCHEN. Kann man auch dazu sagen.**
CART. One can also call it that way.

(Excerpt 69, Transcript 3 Case 3)

As seen in the example 12 above, the educator made an attempt to discuss a particular word used in the text, i.e. “Wägelchen” (English: cart). She began by asking the definition to the children and then she made use of the immediate recall strategy that is by turning to the previous page in which the picture of the particular object being discussed was already present. Afterwards, she mentioned another word which she assumed would be more familiar to the children and added a remark that the two words were synonymous. This particular strategy was included as a medium cognitive level discussion. Regarding the language context, this utterance fits the description of “Explanatory” utterance as one of the decontextualized language categories.

Unlike the educators in Case 1 and Case 2, the educator in Case 3 did not apply the “Text-Reader Connect” strategy (cf. findings presentation section). However, she still made some attempts to relate the story to the real life, as reflected by the “General Knowledge” strategies that she employed, even though they did not occur that much either. Instances of this particular strategy can be seen as follows.

Example 13: General Knowledge

- Educator : (---) **wie sieht denn ein Baby aus?**
(---) *What does a baby look like then?*
- Child 1 : so klein ((hand movement))
So small ((hand movement))
- Educator : **kann ein Baby schon so stehen?** ((gazing directed towards C5))
Can a baby stand like that already? ((gazing directed towards C5))

(Excerpt 70, Transcript 3 Case 3)

In this particular example, the educator prompted the child to think about and at the same time demonstrate his knowledge about a real life theme, i.e. a baby. She utilized two different strategies in forms of questions. In the first question, she started asking about a more general idea concerning a baby through the physical characteristic. Next, she requested more specific information by addressing a question whether a baby could already stand up the way a character in the book did. This strategy applied by the educator could be considered as fulfilling the criteria of “Distancing Prompts” particular to the dialogic book reading CROWD strategies as well as combining two types of decontextualized language, namely “Text-to-Life” and “Explanatory”. Moreover, since this type of demand required the child to think beyond what was there in the book, it could be considered as a high cognitive level discussion.

Moreover, the educator in this case was observed to be the only one among all the participating educators in this case who made use of an explicit evaluation strategy. She clearly requested the children in her group to state their opinions on the book being read to them. Below is the example of this strategy.

Example 14: Evaluation

- Educator : Danish, **wie hat dir denn das Buch gefallen?** ((gazing directed towards C5))
Danish, how did you like the book? ((gazing directed towards C5))
- Child 5 : ja ganz gut
Yes really good
- Educator : gut? **Was hat dir denn gefallen?**
Good? What did you like then?

(Excerpt 71, Transcript 3 Case 3)

In the sequence of interaction as sampled by the example 14 above, the educator asked two different questions. At first, she asked the child's personal preference of the book in a more general manner, to what extent he liked the book. After getting the response from the child, she continued by asking a more specific question on the thing(s) the child liked from the book. This type of strategy could be classified as "medium cognitive level discussion". Moreover, this type of strategy also indicated the use of decontextualized language namely "Interpretation" because it also steered children to give opinions concerning the book content.

Referring back to the findings of the frequency calculation for educator's strategies in Case 3, it was found that "Management Style", which was coded under the category of "Personal and Management Strategies", was one of the most frequently used strategies by the educator in this case (cf. findings presentation section). This was different from the findings of the previous two cases, Case 1 and Case 2. Therefore, it would be necessary to see further why this happened. The following section will provide more explanations about the educator's "Management Strategies".

2.3.2. Personal and Management Strategies

The personal and management strategies were coded 76 times in which 57 were under the sub category of "Management Style" and the other 19 were classified as the educator's personal responses during the interaction observed in the videotaped shared book reading session. Thus, "Management Style" as an independently coded strategy was the second most frequently appearing strategy used by the educator in Case 3. As reported earlier in the findings presentation section, these strategies were employed by the educator in order to manage the children's behaviours during the interaction.

Furthermore, the educator applied more of the implicit management style than the explicit one. Case 3 was quite a special case in terms of group size and as well as participants' cultural and linguistic background. As described previously in the demographic information section, there were 6 children with different first languages in this group. Thus, it was not surprising that the educator had to pay an extra effort in

managing the reading session. This possible influence of group size was in line with the previous results of the study conducted by Morrow & Smith (1990) which underlined that reading to a group with more number of participants was less effective than both the one-to-one reading situation and a smaller group reading situation. The following examples will instance the situations in which the educator applied the management style strategies.

Example 1: Explicit Management Style (Calling for Children's Attention)

Educator : **Guck mal** hier steht „er pflückt einen großen Strauß Blumen“ (-)
Look, here it's stated "he picks a big bunch of flowers" (-)

(Excerpt 72, Transcript 3 Case 3)

The educator in this example used the particular expression “*Guck mal*” to draw the children's attention to a visual cue (in this case, a particular line or text in the book). She used this expression several times during the reading session. In addition to that, she was also observed to employ a direct rule of participation as seen in the following example 2.

Example 2: Explicit Management Style (Direct Rules of Participation)

Educator : du, ich sprech grade mit Selim. Du kannst es mir gleich zeigen, okay? ((gazing directed towards C1))
You, I am speaking with Selim at the moment. You can show me that later, okay? ((gazing directed towards C1))

(Excerpt 73, Transcript 3 Case 3)

This example showed that the educator did not want the other child (in this case Child 1) to interrupt her interaction with the targeted child. She stated clearly to Child 1 that it was not her turn at the moment and she should wait for later. This type of explicit management style was not found in the previous two cases.

Yet, almost similar to the educators in Case 1 and 2, the educator in this case also employed more implicit management style strategies, as displayed in the following examples 3, 4 and 5.

Example 3: Implicit Management Style (Calling Children's Name)

Educator : Ah, ok **Azlecan**, du wollst noch was sagen
Ah, ok Azlecan, you'd still like to say something

(Excerpt 74, Transcript 3 Case 3)

In the example 3 above, the educator addressed a specific child by calling her name. She gave her the turn to speak in the interaction. Another way of doing the floor selection like this which was also observed in this case was by gazing direction or looking at the children, as exemplified in the example 4 below.

Example 4: Implicit Management Style (Looking at Children)

Educator : Was ist das? ((**gazing directed towards C3**))
What is that? ((gazing directed towards C3))
Child 3 : ein Mond ((pointing))
A moon ((pointing))

(Excerpt 75, Transcript 3 Case 3)

The educator simply directed her gaze towards a specific child to give him the floor in the interaction. In most occurrences, this strategy came together with the previous strategies, i.e. calling the children's name, too.

Another example of an implicit management style was in the form of asking questions to control the group's attention. This could also be found in this case, as shown by the following example 5.

Example 5: Implicit Management Style (Asking Questions to Control the Group)

Educator : **was meint ihr denn?** Ka- Kann der kleine äh Esel den Drachen abgeben?
Schafft der das?
What do you guys think then? Ca- Can the little uh donkey give the kite away?
Does he manage to do that?
Children : nein
No

(Excerpt 76, Transcript 3 Case 3)

In addition, the educator in Case 3 was also observed to use management utterances, as could be seen from the following example 6.

Example 6: Implicit Management Style (Using Management Utterances)

Educator : Ja, dann **wollen wir doch mal gucken** (---)
Yeah, we'll see then for sure

(Excerpt 77, Transcript 3 Case 3)

In this particular example, the educator used the strategy to manage the attention and focus of the group as well as to maintain the flow or interaction in the book reading session.

As shown in all the discussions and examples of all strategies employed by the educator in Case 3 in this section, it could be stated that she practiced to a certain extent some characteristics of dialogic book reading. Nevertheless, just like the previous two educators in the previously discussed cases, when these strategies were examined further, it could be somewhat concluded that the type of shared book reading performed in this case was also more to an example of an interactive book reading activity. In addition, this educator seemed to be somewhat a describer, taking into consideration that she spent much time doing naming and labelling as well as picture description as the main activities. Moreover, she could be as well to some degree a comprehender (cf. Reese et al, 2003) because she also tried to put analytical discussions during the book reading activity, too.

As what was done in Case 1 and Case 2, a non-parametric correlation measurement was conducted in order to find out whether the specific educator's strategies applied in this case related with the children's responses. The value of the Cramer's V correlation coefficient for this case showed that there was a significant

relation although it was weak. This value was slightly lower compared to the coefficient obtained for Case 2 but higher than the coefficient obtained in Case 1.

Consequently, it could be argued that in Case 3, the educator's strategies were the triggers to some children's responses. The responses might as well be in the same cognitive level. This was shown by the significant coefficient value computed for the cognitive levels of both educator's strategies and children's responses. Nevertheless, quite similar to the conclusions which could be drawn for the previous two cases, this significant relation might not depend on the frequencies. The correlation between educator's strategies and children's responses in Case 3 will be explored further in the designated section in this chapter.

2.4. Educator's Strategies in Case 4

2.4.1. Instructional Strategies

The shared book reading situation observed in Case 4 could be regarded as a quite special case, since it had rather different pattern from the other videotaped cases in this current study. As described previously in the findings presentation section (cf. page 82), this case had the shortest duration and as well the least strategies applied by the educator.

Although the educator also segmented her shared reading practice into three main parts namely "Before Reading", "While Reading" and "After Reading" which was similar to the other cases in this study, there was one observably obvious difference. While reading the text, the educator did not try to interact at all with the children. She mainly read the text out loud. Thus, there were no strategies applied during the reading of the book. The strategies- both instructional and personal & management strategies- were found in the other two parts of the whole reading activity, though. In the "Before Reading" part, the educator applied personal and management strategies and as well one "Book Focus" strategy when she introduced the title of the picture book to the children. Then she started reading aloud without interruption and after she finished reading, she

began asking some questions to children. In other words, the interaction happened primarily during this “After Reading” part.

Based on the frequency calculation of the strategies employed by the educator in Case 4, there were in total 20 strategies: 14 were instructional strategies and the other 6 were personal and management strategies. The educator in this case seemed to use these 14 instructional strategies equally to provide and request information. She interestingly used only closed questions, which required the children to answer first with “Yes or No”. Much different from the other cases, the educator in Case 4 used “Personal Comments and Opinions” mostly and then followed by “Confirmation” and “Text-Reader Connect”. No indications of naming and labelling or picture description activities found in this case. However, quite remarkably, the educator used more medium cognitive level strategies than the low level ones even though there was no occurrence of a single high cognitive level strategies found in this case. The following examples will illustrate the uses of instructional strategies by the educator in Case 4.

Example 1: Text- Reader Connect

Educator : **Habt ihr auch schon mal einen Drachen geschenkt bekommen?**
Have you ever got a kite as a gift as well?

(Excerpt 78, Transcript 4 Case 4)

From the example 1 above, it could be seen that the educator made an attempt to initiate an interaction by asking about children’s experience. This strategy was coded as “Text-Reader Connect”, which could be considered as a demand of medium cognitive level. It could be regarded as well as an application of the “Distancing Prompts” of the dialogic book reading CROWD strategies and also the “Text-to-Life” utterance belonging to decontextualized language.

Furthermore, the educator was also found to apply two types of confirmation strategies, i.e. using confirmatory questions and repeating the children’s response, as exemplified in the following examples 2 and 3.

Example 2: Confirmation (Using Confirmatory Questions)

Children : ((shaking heads))
Educator : **Wirklich nicht?**
Really (not)?

(Excerpt 79, Transcript 4 Case 4)

Example 3: Confirmation (Repeating Children's Idea)

Children : Nein
No
Educator : **Nein?**
No?

(Excerpt 80, Transcript 4 Case 4)

The confirmation strategies applied by the educator in this case indicated her meta-communication strategies, in which she tried to immediately clarify the responses of the children. Moreover, she also gave her personal comments and opinions as feedbacks to children, as shown by the example 4 below.

Example 4: Personal Comments and Opinions

Educator : **Vielleicht musst du mal gucken zu Hause (---)**
Maybe you have to look at it once again at home
Educator : **ob sie da auch ein Mandala mit Drachen hat**
Whether there is also a Mandala with a kite
Educator : **Dann kannst du das ja mal mitbringen, und dann können wir uns das mal angucken**
You can bring it along with you and we can look at it together
(2.0)

(Excerpt 81, Transcript 4 Case 4)

In this particular example, the educator gave her feedback by stating her personal comment and opinion. This kind of strategies applied by the educator could be classified as of a medium cognitive level input. Furthermore, it also prompted the child as another participant in this sequence of interaction to relate to his personal life

(“Distancing Prompts” of the CROWD Strategies and as well “Text-to-Life” Utterance” of the decontextualized language).

In addition to these instructional strategies applied by the educator in this case, there were also indications of personal and management strategies. These strategies will be explained further in the coming section.

2.4.2. Personal and Management Strategies

As described in the previous section, the educator in this case was observed to apply a number of personal and management strategies, which could be found mainly in the “Before Reading” part of the whole book reading activity. The frequency calculation in the analysis phase as reported in the findings presentation part indicated that she gave once “Personal Responses” and did five times of “Management Style” strategies.

Furthermore, in the similar manner as the educators in the previous three cases, these strategies were utilized by the educator in this case primarily to manage the behaviours of children during the interaction or the reading session. In addition to that, she was found to solely employ the implicit management style, as further highlighted by the examples below.

Example 1: Implicit Management Style (Calling Children’s Name and Looking at Children)

Educator : Siehst du was? (--) **Ibrahim?**
Do you see anything, Ibrahim?

(Excerpt 82, Transcript 4 Case 4)

In the example above, the educator called a particular child’s name as well as directed her gaze towards him in order to make sure that he could see the book which implicitly involved him physically in the shared reading session. This also appeared in the next example, example 2.

Example 2: Implicit Management Style (Calling Children's Name and Looking at Children)

Educator : Sonst kommst du ein bisschen näher. Ne? = Du auch, **Melik** ((gazing directed towards C4))
Otherwise you come a bit closer, yeah? You, too, Melik

(Excerpt 83, Transcript 4 Case 4)

In the next example, the educator applied another strategy, which was classified as a management utterance.

Example 3: Implicit Management Style (Management Utterance)

Educator : **Mal sehen was der für ein Geschenk bekommt.**
We'll see what kind of gift he gets

(Excerpt 84, Transcript 4 Case 4)

The educator used this strategy to somewhat lead the focus of the group's attention. In this manner, this strategy functioned rather similarly to another type of implicit management style strategy namely asking questions to focus the attention of the group.

Examples of all strategies employed by the educator in Case 4 described and exemplified in this section showed that she performed a quite different type of shared book reading despite what she understood about dialogic book reading. To some degree, a few characteristics of dialogic book reading appeared. However, when taking a real closer look at these strategies, it appeared that the practice of the shared book reading performed by the educator in this case tended to fit more to the so-called "performance based" oriented reading style, which was defined by Reese et al (2003) as done "with few interruptions and an analytic discussion at the end of the reading which focuses on story comprehension, definition of unusual words and the relation of the book to children's experiences".

Moreover, this reading style was argued to be beneficial for children's text comprehension (cf. Reese et al, 2003) because it was supposed to involve analytic discussions. However, going back specifically to Case 4 in this study, this could not be easily proved, In the first place due to the limitation of the methodology coverage and then at the second place, the interactive part in this case was considerably short.

Therefore, different from all other cases in this study, there was no measurement of statistical correlation done for this case. Nevertheless, a more qualitative exploration could still be done to see the congruence between educator's strategies and children's responses in this particular case, which will be described further later in the designated section of this chapter.

2.5. Educator's Strategies in Case 5

2.5.1. Instructional Strategies

The educator in Case 5 made use of 11 instructional strategies during her practice of shared book reading. Much alike the educators in Case 1, 2 and 3, the educator in this case also spent considerably more time in doing picture related activities i.e. "Naming and Labelling" and "Picture Description". She also segmented the reading session in a rather similar way to the educator in Case 2 and 3, in which she still read the text aloud to the children and had interactive parts in between. She also was observed to give feedbacks quite often, particularly in forms of "Confirmation". Like the educators in Case 1 and 3, the educator in this case also confirmed the children's behaviours by mainly using confirmatory words and/ or acts. Furthermore, she was found to repeat children's ideas and ask confirmatory questions. Other types of feedbacks given by this educator that could be highlighted as well were "Elaboration" and "Correction", though in this case these two strategies were not found quite frequently.

Moreover, the educator in this case utilized instructional strategies to request information more than merely provide it to the children. This was similar to the

educators in Case 1 and Case 3. She also asked more open questions than closed questions to the children. Concerning the cognitive levels of her applied strategies, this educator was found to be pretty alike her fellow educators in Case 3 and 4 who operated more medium cognitive level inputs and demands rather than the educators in Case 1 and 2 who predominantly used the low cognitive level strategies. The specific strategy of higher cognitive level mostly applied by the educator in this case was “Text Prediction”, which was followed by “Text- Reader Connect” then “General Knowledge”. A discussion on “Text Vocabulary” occurred once only. How the educator in this case made use of the various strategies during the videotaped book reading session will be further reflected by the following examples and explanations.

Example 1: Naming and Labelling (Requesting)

Educator : **Was ist das denn hier oben?** (---) ((**pointing**))
What is it up here then? (---) ((*pointing*))
Educator : **Eine Idee was das sein Könnte?**
Any idea what it could be?

(Excerpt 85, Transcript 5 Case 5)

In the first example given above, the educator requested the children to specifically name and label a particular object in the picture that she pointed. She asked two different questions as her demands. The latter question which followed up her first request could be seen as more of a trigger for the children to infer based on the picture they were discussing. This type of demand could be included into a medium cognitive level discussion because it involved an indication of inferring from the picture. The educator did not seem to operate only on a lower cognitive level to simply ask the children to provide a name or a label of something which might have been already familiar to them.

Example 2: Naming and Labelling (Providing)

Educator : = **Das ist ja der Jaki ne?** ((**pointing**)) (---) **mit dem Drachen**
That's indeed Jaki, right? ((*pointing*)) (---) *with the kite*

(Excerpt 86, Transcript 5 Case 5)

In example 2, the educator provided a label of a particular character in the story. This labelling activity was also more than a simple, low cognitive level labelling. Here, it could be inferred that she implicitly provided an inference of a picture by providing a label and as well a visual cue (in this case the picture of the kite) which could be used to identify that particular character. In addition to this naming and labelling activity, the educator in this case also engaged the children in more complex interactions related to picture description activities, as displayed in the following examples 3 and 4.

Example 3: Picture Description (Requesting)

Educator : = **und was macht das Schwein?**
= *and what is the pig doing?*

(Excerpt 87, Transcript 5 Case 5)

Here, the educator asked the children to describe specifically what a character was doing in the picture. In the next example, example 4, she provided a description of a situation portrayed in the picture.

Example 4: Picture Description (Providing)

Educator : **Hier ist auch schon überall geschmückt, ne? ((pointing))**
Here it's been also all decorated already, rite (right ??)? ((pointing))

(Excerpt 88, Transcript 5 Case 5)

It could as well be implicitly figured out that in the example 4 above that the educator did not merely attempt to describe a picture on her own, but she also made an inference based on the picture and to a certain degree engage the children by inserting some sort of a question tag at the end of her utterance. This particular strategy could be regarded as of the medium cognitive level input.

As previously mentioned, the educator in Case 5 was found to give a considerable number of confirmations to the children during the observed shared book

reading situation. Indeed “Confirmation” was the most frequently coded instructional strategy. The following excerpts from the transcript will give more insights to the three different confirmation strategies applied by the educator in this case.

Example 5: Confirmation (Using Confirmatory Words and/ or Acts)

Child 1 : [Kuchen essen]
[Eating cake]
Educator : **Aach, genau!** ((gazing directed towards C1)) ((pointing at C1))
Aah, exactly! ((gazing directed towards C1)) ((pointing at C1))

(Excerpt 89, Transcript 5 Case 5)

This example showed the situation in which the educator confirmed a child’s idea by using the common confirmatory word “*genau*” (English: exactly) while also emphasizing it by the use of the preceding exclamation “*Aach*”. In addition, she also made clear that she was confirming to a specific child, in this case Child 1, as indicated by her non-verbal cues i.e. gazing direction and pointing act. Furthermore, the educator in this case also asked confirmatory questions in order to clarify children’s behaviours, as shown in the example 6 below.

Example 6: Confirmation (Using Confirmatory Questions)

Child 4 : ((shaking head))
Educator : *meinst du der hat sich das ausgedacht?*
Do you mean he made it up?
Child 4 : ((nodding))

(Excerpt 90, Transcript 5 Case 5)

In the example above, the educator asked a confirmatory question to clarify the child’s previous idea. This strategy could also be regarded as an application of a meta-communication strategy by the educator.

Example 7: Confirmation (Repeating Children's Ideas)

Child 4 : ich glaub nicht
I believe not
Educator : **du glaubst nicht.** (-)
You believe not.

(Excerpt 91, Transcript 5 Case 5)

One other strategy utilized by the educator in this case to confirm children's ideas was by a repetition or restatement, as shown by the example 7 above. In this example, she restated the child's utterance. Moreover, there were several times when the educator gave feedbacks not only to confirm the children's ideas but also to elaborate and correct them. These occurrences were coded as "Elaboration" and "Correction", which will be exemplified in the following examples 8 to 10.

Example 8: Elaboration

Child 2 : das (4.0) das, das hier ((pointing))
This (4.0) this, this here ((pointing))
Educator : **ein anderes Spielzeug (---) sucht der raus. Was er verschenken kann**
He's looking for (---) another toy. Something he can give away as a gift

(Excerpt 92, Transcript 5 Case 5)

In the example above, the educator elaborated the child's idea from a simple labelling activity into a more complete and complex sentence which combined a picture description (in the first part of the utterance) and a naming and labelling (in the second part of the utterance). In addition, the elaboration strategy could be regarded as in line with the "Expand" category of the dialogic book reading PEER strategies (cf. Whitehurst, 1992).

Furthermore, the educator also corrected children, however, different from the previous cases, she was only observed to correct children's language uses. The following two examples, example 9 and example 10 will illustrate this correction strategy.

Example 9: Correction (Language Use)

Child 1 : Drache
 *Kite*¹⁵
Educator : **der Drachen**
 A kite

(Excerpt 93, Transcript 5 Case 5)

In this example, the educator corrected the child by providing the correct use of article as well as the correct noun form. As also found in the previous cases, in this case Child 1 exhibited the common error found by children who are still in the phases of acquiring second language acquisition, i.e. related to the word and article forms (cf. Tracy, 2008). The educator seemed to realize it and then she corrected the error directly in her immediate feedback. An almost similar case could be seen in the following example 10.

Example 10: Correction: Language Use

Child 2 : Sternen¹⁶. Blauen
 Stars. Blue.
Educator : **blaue Sterne**
 Blue stars

(Excerpt 94, Transcript 5 Case 5)

Here, the educator corrected the child by also giving the correct forms. The child mentioned the noun and the adjective separately in her utterance and then the educator directly gave her feedback by uttering the correct noun phrase form.

Looking at the examples presented above, it could be argued that the educator in this case operated her strategies of providing verbal inputs and demands in a slightly higher cognitive and linguistic level. This was also revealed by other strategies she applied, namely “Text- Reader Connect”, “Text Prediction”, “Text Vocabulary” and “General Knowledge”, which are displayed in the following examples.

¹⁵ An incorrect noun form used by the child

¹⁶ An incorrect noun form used by the child

Example 11: Text- Reader Connect

Educator : Sagt mal
Say
Educator : **habt ihr auch schon mal jemandem ein Geschenk gemacht?**
Have you ever made a gift for someone already?

(Excerpt 95, Transcript 5 Case 5)

In the above sample, the educator tried to relate the story in the book to children's own experience. She prompted the children to tell whether they had experiences similar to the character in the book being read. This strategy was in line with the "Distancing Prompts" of the dialogic book reading CROWD strategies. Moreover, by using this strategy, the educator could also be considered as applying the use of "text-to-life" utterance particular to the concept of decontextualized language. Regarding the cognitive level matrix, this kind of strategy could be well included in the medium cognitive level discussion.

Furthermore, the educator in this case also prompted the children to do text prediction. This high level cognitive input and demand goes hand in hand with the concept of "interpretation" utterance of the decontextualized language categories (cf. Morgan & Goldstein, 2004). The following example 12 will instance this particular strategy.

Example 12: Text Prediction

Educator : **was meint ihr? Wird er sich freuen wenn er so einen Drachen bekommt?**
What do you think? Will he be glad when he gets such a kite?

(Excerpt 96, Transcript 5 Case 5)

This example shows that the educator asked the children to predict a possibility of something which might happen next to the character in the book. This kind of prediction was beyond what was stated in the text. Hence, it was regarded as requiring a higher capacity of thinking skills.

Another strategy which could be included in the medium cognitive level category used by the educator in this case is “Text Vocabulary”. In the example 13 below, the educator made use of the vocabulary used in the text.

Example 13: Text Vocabulary

Child 1 : und das Schwein?
And the pig?
Educator : wo ist das **Geburtstagsferkel**¹⁷?
Where is the birthday piglet?

(Excerpt 97, Transcript 5 Case 5)

In this example, the educator tried indirectly to provide the children with the new vocabulary they got from the text. The continuation of this short stretch of interaction displayed here would give a clearer description on whether the children got the idea of the word used by the educator. This, however, will be explained further in the designated session discussing the congruence of educator’s strategies and children’s responses in this chapter.

Though the frequency of its occurrence was not much, “General Knowledge” strategy was observable in this case. This strategy goes together with the other strategy previously explained namely “Text- Reader Connect”. In the framework of dialogic book reading strategies, this strategy could be classified as “Distancing Prompts”. Moreover, speaking of the use of decontextualized language, this strategy went into the “Text-to-Life” utterance category. The example for this strategy is provided below.

Example 14: General Knowledge

Educator : **Habt ihr eine Idee wie man den Drachen steigen lassen kann?**
Do you have any idea how one can fly a kite?

(Excerpt 98, Transcript 5 Case 5)

¹⁷ This particular word “Geburtstagsferkel“ was mentioned by the educator when she read the text aloud to the children

This example clearly indicated that the educator requested children to demonstrate their knowledge of the world, in this case how to fly a kite. This strategy for sure required children to think more and distance themselves from the story.

Up to this point, all the instructional strategies applied by the educator have been exemplified. In the coming section, how the educator in this case utilized her personal and management strategies will be discussed in details.

2.5.2. Personal and Management Strategies

Quite surprisingly, when referring back to the frequency calculation of the coded educator's strategies in this case, "Management Style" was the most frequently appearing (cf. findings presentation section, page 84). This finding seemed to be similar to Case 3, in which "Management Style" was one of the most frequently coded strategies. However, looking closer to overall profile, these two cases were indeed different. The educator in Case 3 had to employ more management strategies because the size of her group was indeed the biggest. It was also argued in the literature (cf. Morrow & Smith, 1990) that dealing with a bigger group could bring such a disadvantage.

In the case of this group, however, it seemed like the educator tried to be well structured in performing the interaction. She clearly selected the floor and the turn-taking procedures seemed to be obvious. According to the frequency calculation results, 48 times out of her 54 coded management style strategies were aimed at managing children's behaviours during the interaction. However, she was found to employ more implicit management style strategies than the explicit ones. How this educator made use of her management style strategies will be displayed by the following examples.

Example 1: Explicit Management Style (Calling for Children's Attention)

Educator : **guckt mal hier**
Look here

(Excerpt 99, Transcript 5 Case 5)

In this example, the educator directly called for children's attention by directing them to a specific point in the book that she would like to focus on. This educator also performed another type of explicit management style, by making clear the rule of the participation in the interaction. As mentioned previously above, she was observed to specifically select the floor and manage the turns to participate. The next example, example 2, will show how she conveyed this rule of participation to the children in the group.

Example 2: Explicit Management Style (Direct Rules of Participation)

Educator : **Heißt du auch Ernest?** ((gazing directed towards C2)) ((laughing))
Are you also called Ernest? ((gazing directed towards C2)) ((laughing))
Educator : **ich hab Ernest gefragt, ne?** (-)
I asked Ernest, rite (right ??)? (-)

(Excerpt 100, Transcript 5 Case 5)

The educator mentioned a particular child's name and then she confirmed it to the other child who happened to respond to her. Furthermore, as could already be seen from the excerpt above, this educator made use of name calling and as well gaze direction in order to manage the interaction. These two strategies were categorized under the implicit management style and functioned to select the floor and maintain children's attention too. The two strategies will be shown below.

Example 3: Implicit Management Style (Calling Children's Name)

Educator : **Der deckt schon den Kuchen auf den Tisch. Für wen denn, Fiola?**
He found already a cake on the table. For whom then, Fiola?

(Excerpt 101, Transcript 5 Case 5)

In the example above, the educator called a specific child's name to give her the floor to answer her question. Meanwhile, as exemplified in the following example 4, she looked at the children to maintain the focus during the interaction.

Example 4: Implicit Management Style (Looking at Children)

Educator : = Der möchte unbedingt wissen, was in dem Geschenk ist ((**gazing directed towards C1**))
= *He wants to know for sure what is inside the gift ((gazing directed towards C1))*

(Excerpt 102, Transcript 5 Case 5)

In addition to the two strategies described above, there were two other strategies which also belonged to implicit management style that were applied by the educator in this case. They were “Using Management Utterance” and “Asking Questions to Control the Group”. The following two examples will illustrate these two strategies.

Example 5: Implicit Management Style (Using Management Utterance)

Educator : **Mal gucken wie’s weitergeht**
Let’s see how it goes

(Excerpt 103, Transcript 5 Case 5)

The educator used the management utterance in this case to manage the flow of the interaction.

Example 6: Implicit Management Style (Asking Questions to Control the Group)

Educator : **wollt ihr noch wissen wie die Geschichte weitergeht?**
Do you still want to know how the story goes on?

(Excerpt 104, Transcript 5 Case 5)

In the example 6 above, the educator asked this particular question both to manage the flow of the interaction as well as to maintain the focus of the children’s attention in the group.

All of the educator's strategies in Case 5 have been discussed in details in this section. Just like the other four cases which have been explored previously, another question remains as to whether the educator in this case practiced a dialogic book reading session. From the tabulation of the coded strategies, a conclusion could be reached that the educator in this case to a certain degree employed strategies in a similar manner to the dialogic book reading PEER and CROWD strategies. However, taking into consideration the fact that the educator was a dominant part of this shared book reading practice instead of the children, it could be inferred that the practice was more suited to the interactive book reading type.

Moreover, since the mostly done activities during the shared book reading session were related to discussing pictures, the educator in this case could be regarded as following a "describer" style. This was almost the same as all other educators observed in this case. Yet, regarding her levels of cognitive inputs and demands, which tended to be higher, and in addition the occurrences of some analytical discussions during the interactions in the book reading session, she could as well be a "comprehender" or co-constructive type of educator (cf. Reese et al, 2003).

Just like the other three cases, a statistical correlation measurement was also applied to see if there was a possible relation between the educator's strategies in this case and children's responses. The Cramer's V correlation coefficient for Case 5 indicated a significant relation. However, quite similar to the other three cases, the correlation was considered as weak. Comparing the coefficient value to those of the other three cases, the correlation in this case was stronger than the correlation found in Case 1. On the other hand, it was slightly weaker than the ones found in Case 2 and Case 3. The possible interpretation for this correlation measurement would be the possibility that the applied educator's strategies triggered children's responses. Nevertheless, the relation might not be depending that much on in terms of the frequencies of both variables (i.e. educator's strategies and children's responses). A more comprehensive look at the congruence of the strategies and the corresponding responses will be explored further later in the designated section in this chapter.

Summary and Discussion of Educators' Strategies

A rather comprehensive interpretation and discussion following the findings presentation concerning educators' strategies during their videotaped dialogic oriented book reading sessions have been presented in the sections above. The discussions afterwards lead to an overall conclusion that what was practiced by the educators participating in this study could not be considered as precisely the dialogic book reading prescribed in previous studies by experts in the fields such as Whitehurst (1992), Whitehurst & Zevenbergen (2003), Cutspec (2006) as well as Trivette & Dunst (2007). During their performances, the educators indeed tried to have interactive sessions and applied some strategies which could be identified as manifesting the PEER and CROWD strategies- the two strategies particular to dialogic book reading. Yet, the observable facts that all educators still dominated the whole reading session instead of letting the children to tell the stories- which was one of the recommended characteristics of the dialogic book reading- made it difficult to consider the observed practices to be perfectly fit in this particular reading type.

The practices of the shared book reading by the participating educators were significantly varied. They employed various strategies with different frequencies. Nevertheless, there were common instructional strategies employed by almost all the participating educators, such as "naming and labelling" and "confirmation". Moreover, concerning their management styles, all educators were found to utilize most of their strategies to manage children's behaviours during the interaction. They used more implicit management style (cf. Dickinson et al, 2003). When looked closer into each case, different types and styles of book reading such as "interactive reading", "describer style", "comprehender style" and "performance-oriented style" were disclosed, characterized by the frequencies of strategies used by the educators as well as the children's participation. According to the body of literature, all these types and styles of reading have their own advantages. However, due to the limitation of the methodology coverage of this study, these advantages might not be clearly revealed. The coming sections about children's behaviours as well as the congruence of the educators' strategies and children's responses are expected to be able to describe to some extent

the potential learning situations that could possibly exist in each of the reading type and style found in this study.

3. Children's Behaviours

One of the focuses of the current study was children's behaviours observed during the videotaped practices of the dialogic oriented shared book reading. In a similar manner to the educators' strategies, the children's behaviours observed in this study were also coded based on the developed coding scheme to be further analysed. The results of the analysis in forms of frequency calculations were presented earlier in the findings presentation section.

Based on the results of the frequency calculations for the overall observed and coded children's behaviours in this case, children participated in the shared book reading activities by mainly giving responses and as well self- initiations. Responses which the participating children in this study gave the most were the ones related to "Naming and Labelling". This particular finding conformed to the results of several previous studies (cf. Ninio & Bruner, 1978; Morrow & Smith, 1990; Fletcher & Jean-Francois, 1998, Moschovaki & Meadows, 2005). Moreover, this result did not seem to be surprising since the main activities during the book reading session led by the educators participating in this study were indeed related to pictures (naming and labelling, picture description), as described earlier in the previous section. In addition, there were two other types of responses which were quite often exhibited by the children in this study, namely "Confirmation" and "Correction and/ or Contradiction". These findings were to some extent resonated what Morrow & Smith (1990) found from their study that during the interaction in a group shared book reading setting, children were found to comment, repeat what others said, as well as elaborate on responses of their peers. Furthermore, another researcher, Sipe (2002) also indicated that children engaged expressively in the interaction during shared book reading sessions also by "talking back", "talking over" and "critiquing".

Concerning children's "Self- Initiation" behaviours coded in this study, it was found that they did more picture related activities as well (i.e. naming and labelling and picture description). In addition to that, the participating children were observed to ask questions quite frequently. Moreover, the children participating in this study did not only display verbal behaviours but also non- verbal behaviours and the combination of the two. Due to the nature of the book reading situation setting, they interacted not only with the adult (in this case, the educator) but as well with their peers (cf. Morrow & Smith, 1990).

For the educators, investigations into strategies they applied during the videotaped shared book reading practices were necessary in order to assess whether they really performed dialogic book reading as advocated by researchers in the field. Meanwhile, for children, it would also be necessary to note whether they behaved accordingly to the educators' strategies. So far, the findings regarding frequency calculations and distributions supported by the descriptive qualitative analysis on the educators' strategies both in general and in each case have signified that the practices observed in this study were not fully the dialogic book reading established and recommended by previous empirical studies. The further analysis could also to a certain degree disclose some patterns which eventually led to the classification of the educators into a more fitting reading style. Though it seemed like it was enough to make a conclusion concerning the reading styles only by looking at the educators' strategies, it would be much more interesting to see how children contributed to shape the interaction styles in the shared book reading situation.

Just like the case of the educators whose strategies were not alike to each other even though given the same instruction, the children's behaviours also statistically different from one case to another. Therefore, before a general conclusion could be drawn for all the cases, a further look at each case will be worthy. The sections following this section will present detailed discussions about coded children's behaviours in this study.

3.1. Children's Behaviours in Case 1

The observed children's behaviours in Case 1 were primarily in forms of responses to the educator's strategies. Some indications of the children's self-initiated behaviours were also found to occur pretty often whereas responses to peer were quite seldom. Furthermore, these behaviours could be considered as of low cognitive level. Medium and high cognitive level behaviours existed with a relatively lesser frequency. These findings will be explained further in the sections below.

3.1.1. Children's Responses

In Case 1, the children were found to give responses most frequently in forms of "Naming and Labelling". They were also observed to give confirmation as well as to contradict and/ or correct their interaction counterparts (cf. findings presentation section, pages 90- 91). In addition, these responses of the children were mostly in the low cognitive level. Some medium cognitive level, including the expanded confirmation, expanded contradiction and elaboration appeared and only a few of the high cognitive level responses such as the ones related to "Text Prediction" and "General Knowledge" could be detected. The following examples taken from the excerpts of the transcript will illustrate these responses given by the children in this case.

Example 1: Naming and Labelling

Educator : das ist; ja, was ist das
That is; yea, what is that?
Child 4 : **ein Spielzeug**
A toy

(Excerpt 105, Transcript 1 Case 1)

In this example, the child responded to the educator's request to name a particular object in the picture. The response was a simple naming and labelling of the object and could be considered as a low cognitive level utterance.

Example 2: Confirmation (Simple)

Educator : meint ihr das; dass der kleine Esel das Geschenk nimmt? ((gazing directed towards C3&C4))
Do you mean tha; that the little donkey takes that gift? ((gazing directed towards C3 & C4))

Child 1 and Child 2 : **[Ja]**
[Yes]

(Excerpt 106, Transcript 1 Case 1)

As can be seen from the previous example 2, the children gave a confirmation by simply answering "Yes" to the educator's confirmatory question. There was also another example in which the child gave a more complete answer as a confirmation, as exemplified by the following example 3.

Example 3: Confirmation (Elaborated)

Educator : ein Gelbes? Meinst du dass er ein gelbes nimmt? ((gazing directed towards C1))
A yellow one? Do you mean that he takes a yellow gift? ((gazing directed towards C1))

Child 1 : **er hat ein gelbes Geschenk**
He has a yellow gift

(Excerpt 107, Transcript 1 Case 1)

In the example above, Child 1 did not merely answer the closed-type of question addressed by the educator to confirm her previous idea. Instead, she gave a more elaborated statement. Moreover, in the same manner as the educator's confirmation strategy, for children to be able to give confirmation might also reflect their application of meta-communication skills in a conversation sequence (cf. Anderson et al, 1992).

The children in this case also contradicted and corrected their partners in the interaction, both in a simple and elaborated way. This category of responses will be presented in the following examples.

Example 4: Contradiction and/ or Correction (Simple)

Child 1 : hier hinten so ((pointing))
Here at the back like that ((pointing))
Child 4 : ((pointing))
Child 3 : **nein**
no

(Excerpt 108, Transcript 1 Case 1)

Child 3 in the example 4 above provided a simple contradiction to the ideas of her peers (Child 1 and Child 2). She stated her disagreement by saying “No”. Furthermore, this particular child also elaborated her simple contradiction in by a follow up utterance as exemplified below.

Example 5: Contradiction and/ or Correction (Elaborated)

Child 3 : [**hier kann man auch () machen**] ((pointing))
[here one can do () too] ((pointing))

(Excerpt 109, Transcript 1 Case 1)

There was another instance of an elaborated contradiction by the children. The following example 6 will illustrate it. This example is related to the sequence of interaction presented in example 3 earlier.

Example 6: Contradiction and/ or Correction (Elaborated)

Educator : wo ist denn das gelbe Geschenk, Tuba?
Where is the yellow gift then, Tuba?
Child 2 : ((pointing))
Child 4 : **das ist kein gelbes** ((gazing directed towards C1))
That's not yellow

(Excerpt 110, Transcript 1 Case 1)

It could be seen that Child 4 contradicted the idea of Child 1 about the colour of a particular object (i.e. the gift) that the group had been discussing before. In this example, Child 4 already used a rather elaborated negative form. The responses in forms of contradiction could be considered as belonging to medium cognitive level behaviours since they required to some extent thinking skills of increased difficulty.

As mentioned previously at the beginning of this section, some children's responses which could be regarded as high cognitive level behaviours also existed in this case. Two specific categories which belonged to the high cognitive level behaviours were responses related to text prediction and responses related to general knowledge. The following example 7 will show how children gave a response related to text prediction whereas example 8 will illustrate how children provided a response concerning general knowledge.

Example 7: Text Prediction

- Educator : Und wisst ihr was er; der kleine Esel jetzt seine Mama fragt? (---)
And do you know what he; the little donkey is asking his mother now? (---)
- Child 4 : ((shaking head))
- Educator : wann hab ICH Geburtstag?
When do I have my birthday?
- Educator : Weil der kleine Esel hat noch n ganz besonderen WUNSCH zu seinem Geburtstag
Because the little donkey still has a special wish for his birthday
- Educator : Was wünscht er sich wohl?
What does he really wish for?
- Child 1 : **ein Drachen?**
A kite?

(Excerpt 111, Transcript 1 Case 1)

In the example 7 above, the child responded to the educator's text prediction strategy. This response was considered as of the high cognitive level because it enquired the child to think beyond what was stated in the text and to a certain degree also without the assistance of visual cues such as pictures.

Example 8: General Knowledge

Educator : und dann? Wenn man den loslässt, was passiert dann? ((gazing directed towards C4))
And then? When one lets it (note: referring to a kite) go, what happens then? ((gazing directed towards C4))

Child 4 : **dann fliegt er**
Then it flies

(Excerpt 112, Transcript 1 Case 1)

The child's response in example 8 reflected his knowledge of how one could fly a kite and what happened when somebody tried to fly a kite. This type of utterance was certainly cognitively challenging. Hence, it was regarded as a high cognitive level utterance.

As the children's behaviours in this case also revealed occurrences of children's self-initiations, the following section will give clearer description and explanation on those particular behaviours.

3.1.2. Children's Self- Initiations

Quite interestingly, concerning children's self- initiations, "Picture Description" and "Asking Questions" were observed to be the most frequent behaviours exhibited by the children in case 1 (cf. findings presentation section). Moreover, the children in this case also gave "Personal Comments and Opinions" and did "Naming and Labelling" quite often. The examples below will provide more insights to each of these behaviours.

Example 9: Self- Initiated Picture Description

Child 3 : **hier kann man setze¹⁸ ((pointing)) Hier kann man setze¹⁹ und was machen ((hand movement))**
Here one can sit ((pointing)) here one can sit and do something ((hand movement))

(Excerpt 113, Transcript 1 Case 1)

The example above showed how a child initiated a picture description activity on her own. Moreover, the type of picture description that she initiated was not the simple description of what was happening in the picture. Rather, she seemed to distance herself from the story as indicated by the use of the pronoun “*man*” (English equivalence: One). In her utterance, she used an incorrect verb form (i.e. “*setze*”) but interestingly used the correct one for the word “*machen*”. According to Tracy (2008), this type of incorrect use was common to be produced by a child in the phase of acquiring German as a Second Language.

Example 10: Asking Questions

Child 3 : **aber wo ist der Papa?**
But where is the father?
Educator : **den seh ich jetzt hier auf dem Bild gar nicht = hast du recht**
I don't see him at all on the picture here at the moment= you're right

(Excerpt 114, Transcript 1 Case 1)

The child in this example asked a question about a particular character which did not appear in the picture when the group were reading the book together. In this case, most of the children's questions were related to the pictures in the book in a different cognitive level. Some tended to be asking for naming or labelling and the others involved a higher quality of thinking skills such as inferences. The child's question illustrated in the example 10 above could be regarded as a medium cognitive level discussion, since the child asked the particular question to clarify a picture. Moreover, there was also an indication that she assumed that there would be a specific character as “the father” in the story.

¹⁸ An incorrect verb form

¹⁹ An incorrect verb form

Another type of children's self-initiated behaviour which appeared quite often was "Personal Comments and Opinions". During the videotaped shared book reading session, children were observed to give their spontaneous comments on specific things such as pictures in the book. This behaviour will be displayed in the following example 11.

Example 11: Self- Initiated Personal Comments and Opinions

Child 4 : **die; die²⁰ Teddybär find' ich lustig** ((pointing))
I find the teddy bear funny ((pointing))

(Excerpt 115, Transcript 1 Case 1)

In this example, the child spontaneously gave his personal comment on a particular object in the picture. This kind of behaviour would be regarded as a low cognitive level discussion.

Besides responding to the naming and labelling strategies of the educator, the children in this case also initiated the activity themselves. This can be seen in the example 12 below.

Example 12: Self- Initiated Naming and Labelling

Child 1 : **und hier ist ein sterne Drachen** ((pointing))
And here is a starry kite ((pointing))
Educator : da steht noch ein Drachen
There's another kite there

(Excerpt 116, Transcript 1 Case 1)

In the example above, the child found a specific object in the picture in the book, namely a kite which seemed to be familiar to her. Then she spontaneously named the object.

In addition to the children's self- initiations described above, there was one occurrence of a self- initiated behaviour that should as well be highlighted in this case

²⁰ An incorrect article and grammatical gender agreement

despite its very rare frequency. This particular behaviour was the one related to text-reader connect, as exemplified in the following example 13.

Example 13: Self- Initiated Text- Reader Connect

Child 4 : **Ich hab mal so einen Drachen gesehen. So eine echte**²¹
I have seen a kite like that once. Like the real one.

(Excerpt 117, Transcript 1 Case 1)

As seen above, the child in this particular example started to connect something discussed in the text during the book reading session to his own experience.

According to Moschovaki & Meadows (2005), utterances concerning “text-reader connect” or “personal experiences” were one of the most frequently occurring forms of children’s spontaneous participation during a shared book reading situation. The situation observed in this study showed otherwise. To argue about why this could happen would be slightly difficult to do due to the limitation of the methodology coverage in this study. Nevertheless, looking at the educator’s applied strategies in Case 1, she herself did not provide inputs and demands that much significantly concerning this particular aspect. Therefore, it could be then possibly arguable that in this case the children most of the time merely followed the educator, which was also reported by the additional findings that the children’s behaviours coded in this case were triggered primarily by the educator’s strategies. A few were stimulated by their peers, though (cf. findings concerning peer interaction section).

Furthermore, as indicated by the additional findings, most of the children’s behaviours in this case were in forms of the combination of verbal utterances accompanied by non-verbal cues. This integrated verbal and non-verbal behaviour was considered as a way the children used to convey their thinking (cf. Bates et al, 1979, McNeill, 1992, Kelly et al, 2008).

²¹ An incorrect form of article

3.2. Children's Behaviours in Case 2

The children's behaviours in Case 2, in line with the ones in Case 1, were responses that were triggered mostly by the educators' strategies. Some self-initiated behaviours were found, although not that significantly many and responses to peers were as well rare. The following sections will illustrate these findings in a more detailed manner.

3.2.1. Children's Responses

Quite similar to the children in Case 1, the participating children in Case 2 responded the most in terms of "Naming and Labelling". They were also observed to give "Confirmation" and did "Correction and/ or Contradiction" quite frequently. Most of these responses given were considered as of low cognitive level, however, unlike the children in Case 1, the children in Case 2 were found to provide responses which related the story to their own life and/ or experiences. These responses were coded as medium cognitive level. The following excerpts of the transcript will further exemplify the responses provided by the children in Case 2.

Example 1: Naming and Labelling

Educator : was könnte das für ein Tier sein?
What kind of animal could that be?
Child 1 : **Esel**
Donkey

(Excerpt 118, Transcript 2 Case 2)

The first example above displayed one common situation in this case, in which the child responded to a naming and labelling request by the educator. The simple labelling by the child could be regarded as belonging to low cognitive level response.

Moreover, besides giving direct responses to particular strategies such as the one exemplified in example 1, the children in this case gave confirmation as well. The confirmations they gave were in forms of simple confirmation as illustrated in the next example 2 and also in forms of elaborated confirmation as shown in example 3.

Example 2: Confirmation (Simple)

Educator : Da muss die Mama ganz schön ziehen ne?
The mother must pull it very well, right?
Child 3 : **ja**
Yes

(Excerpt 119, Transcript 2 Case 2)

Here in this example, the child expressed her confirmation by simply saying “Yes” to the educator; whereas, in the example 3 below, the child gave a more elaborated confirmation.

Example 3: Confirmation (Elaborated)

Educator : guck mal, da ist schon geschmückt
Look, it's already decorated there
Child 3 : **ja, ist da. Da geschmückt**
Yes, it's there. Decorated there.

(Excerpt 120, Transcript 2 Case 2)

In example 3, the child did not simply confirm the educator’s preceding strategy by saying “yes”; instead she tried to give a longer stretch of utterance. Consequently, this response might not be plainly considered as a simple response even though it could also be assumed that the child seemed to repeat what the educator had said.

Furthermore, as noted earlier, the children in this case did not only confirm their interaction counterparts’ ideas yet they also disagreed by uttering their contradictions and/ or corrections. The examples 4 and 5 below will describe how the children performed this particular behaviour.

Example 4: Contradiction and/ Correction (Simple)

Child 5 : kann man auch schwimmen
One can also swim
Educator : meinst du in dem kann man schwimmen? ((gazing directed towards C5))
Do you mean that one can swim in that? ((gazing directed towards C5))
Child 2, 3, 4 : **nein ((shaking their heads))**
No ((shaking their heads))

(Excerpt 121, Transcript 2 Case 2)

It could be seen from the group interaction presented in the example above, that a child, namely Child 5, proposed an idea which was afterwards confirmed by the educator in the form of a confirmatory question. Then, other children in the group, i.e. Child 2, Child 3 and Child 4, contradicted this idea by uttering a simple negation “No”. Meanwhile, in the next example, the contradiction given by the child looked more elaborated.

Example 5: Contradiction and/ Correction (Elaborated)

Child 1 : ein Monddrache²²
 A moon kite
Educator : mhm ((humming))
Child 4 : **das ist kein Drache**²³
 That's not a kite

(Excerpt 122, Transcript 2 Case 2)

In example 5, Child 4 contradicted the idea of Child 1 concerning a label of a particular object in the picture. Rather than giving a simple negation as a contradiction, Child 4 uttered complete sentence with the use of negation form as well. This kind of response could be regarded as functioning in a medium cognitive level, in which it could be argued that she inferred based on a picture that the object they were specifically discussing might not be a kite, as labelled firstly by Child 1.

The two examples above reflected the children’s disagreement to the ideas of their peers. There was also an occurrence where the children disagreed with the educator and contradicted her idea, as shown in the example 6 below.

Example 6: Contradiction and/ or Correction (Elaborated)

Educator : Jaki und der kleine Esel (-) lassen den Drachen steigen
 Jaki and the little donkey (-) fly the kite

²² An incorrect noun form; Child 1 seemed to mix the word “*Drache*” (English: Dragon) and “*Drachen*” (English: Kite). This phenomenon was also observed in all other cases

²³ Similar case to Child 1; in addition, Child 4 also used the incorrect article- grammatical gender agreement

Educator : [ist das ein Spaß]
[Oh what fun it is]
 Child 3 : [**das ist doch kein Drachen**] ((pointing))
[that's not a kite] ((pointing))

(Excerpt 123, Transcript 2 Case 2)

It was shown in this example that Child 3 contradicted something mentioned by the educator. Moreover, she also used a non-verbal cue in order to make clearer her point. This utterance was regarded as a manifestation of the medium cognitive level response.

In addition to the examples discussed above, there were also several more children's responses in Case 2 which indicated a higher cognitive level, such as responses to "Text- Reader Connect" and "Text Prediction". Each of these responses will be exemplified below.

Example 7: Text- Reader Connect

Educator : ganz viele Teddys, ne? Verschiedene Teddys.
A lot of teddy (bears), right? Different sorts of teddy (bears).
 Child 4 : **Ich hab auch viele Teddys**
I also have a lot of teddy bears

(Excerpt 124, Transcript 2 Case 2)

The child in the example 7 above responded to the educator's utterance by relating the object in the picture being discussed to her personal life or experience. As discussed earlier in the section concerning children's responses in Case 1, some studies such as the ones conducted by Cochran- Smith (1986) and Moschovaki & Meadows (2005), which assessed adult- child shared book reading activities reported that children indeed produced responses which connected the story or the text with their own lives. Therefore, a rather frequent occurrence of this category of response in this study would also not be much surprising.

Example 8: Text Prediction/ Inferences

Educator : Was macht der kleine denn jetzt?
What is the little donkey doing now?
 Child 4 : [**da gibt's noch] ein Geschenk** ((pointing))

Child 5 *There is still another gift*
: **Ein Drache**²⁴
A kite
Educator : das hast du gut gesehen, Sera. Vielleicht (---) [Hat die Mama gemerkt]
You saw it well, Sera. Maybe (---) [the mother noticed]

(Excerpt 125, Transcript 2 Case 2)

At the first glance, it seemed like the two children here were doing a simple naming and labelling activity. However, what happened in this sequence of interaction was that Child 4 responded to the educator’s utterance (which was meant to be a picture description strategy) by inferring that a particular object in the picture could be another gift. This existence of a “gift” was not mentioned in the story at all. Child 5 then joined in the interaction by providing another inference based on the picture pointed by his fellow, Child 4. These inference responses belonged to medium and high cognitive level categories.

Furthermore, children’s self-initiated behaviours observed in Case 2 were not observed as many as children’s responses. However, they would still be worthy of discussion. These behaviours will be especially explained in details in the following section.

3.2.2. Children’s Self- Initiations

The participating children in Case 2 were quite alike their mates in Case 1 in a way that they did naming and labelling, described picture, asked questions, as well as connected the story to their own life and experiences on their own initiatives. Furthermore, the children in this case also spontaneously gave their personal comments and opinions. The following examples will illustrate how these self- initiated behaviours were done by the children.

Example 1: Self- Initiated Naming and Labelling

²⁴An incorrect noun form

Child 2 : **eine Frau**
A woman
Educator : einer kommt noch. =ich denke, dass ist eine (---)
Another one comes. I think that it is a (---)

(Excerpt 126, Transcript 2 Case 2)

In the first example above, the child initiated a naming and labelling activity on her own.

Example 2: Self- Initiated Picture Description

Child 4 : [**die**²⁵ **schiebt da**] ((pointing))
(S)he pushes there ((pointing))
Child 3 : Die schiebt da ((hand movement))
She pushes there ((hand movement))
Educator : das muss man so festhalten
One must hold it that way

(Excerpt 127, Transcript 2 Case 2)

Child 4 in the example 2 above initiated a picture description which was then responded by her peer (Child 3), who seemed to repeat what her idea was.

Example 3: Asking Questions

Child 3 : **wer ist das?** ((pointing))
Who is that? ((pointing))
Educator : das ist der kleine Esel
It's the little donkey

(Excerpt 128, Transcript 2 Case 2)

Children also asked questions. Most of the coded children's questions in this case were related to "Naming and Labelling" as displayed in the example 3 above. Furthermore,

²⁵ Incorrect use of grammatical gender reference; both the characters being discussed were males and the child here used the feminine article

they also made such spontaneous personal comments and opinions during the shared book reading session as shown in the following example 4.

Example 4: Self- Initiated Personal Comments and Opinions

(Educator reading the text: Jakis Augen (--)) werden groß und seine Backen werden Rot)

Child 2 : **mach' die Augen so** ((facial expression))
Make the eyes like that ((facial expression))

(Excerpt 129, Transcript 2 Case 2)

Child 2 in the example above made a personal comment about the text being read by the educator. She also made use of a non-verbal cue, namely facial expression. In addition, the children in this case spontaneously connected the story or the text of the picture book to their own life and experiences as well. This behaviour could be seen in the following example.

Example 5: Self- Initiated Text- Reader Connect

Child 3 : **Wann feiern wir denn Geburtstag?**
When are we celebrating a birthday?
Educator : Wir feiern auch gleich Geburtstag
We're also celebrating a birthday soon

(Excerpt 130, Transcript 2 Case 2)

Child 3 in this example spontaneously connected the story to the real life, in forms of a question. The behaviour related to “Text- Reader Connect” could be well classified as belonging to the medium cognitive level discussion.

Furthermore, there were as well additional findings which gave more impressions to the two main categories of children’s behaviours coded in this case. Different from the children in Case 1, the children in this case behaved more verbally. Verbal behaviours accompanied by non-verbal behaviours were also observed quite often while the sole non-verbal behaviours occurred really rarely.

3.3. Children's Behaviours in Case 3

Most of the children's behaviours in Case 3 were observed to be responses which were triggered by the educator's strategies. Yet, a quite frequent number of behaviours were found to belong to the children's self-initiations and then a few others were responses to their peers. The following two sections will give clearer descriptions on each of these behaviours.

3.3.1. Children's Responses

Just like the children in Case 1 and Case 2, the children in Case 3 also responded most of the time by naming and labelling, confirming and contradicting/ correcting (cf. findings presentation section). In terms of responses which operated at higher cognitive levels, it was found also in this case that children predicted the text, connected the text to their lives or experiences as well as demonstrated general knowledge. These higher cognitive level responses occurred quite rarely, similar to the findings found in the previous two cases, Case 1 and Case 2. The following examples will show and explain these findings further.

Example 1: Naming and Labelling

Educator : [wo ist seine Hand? (---)oder der Arm]
 [Where is his hand? (---) or the arm]
Child 3 & Child 4 : ((pointing))
Child 1 : [auf die andere Teddybär]²⁶ ((pointing))
 [At the other teddy bear] ((pointing))

(Excerpt 131, Transcript 3 Case 3)

In the example 1 above, the children reacted in different ways. Two children did the naming and labelling by simply using a non- verbal cue, i.e. pointing, while one more

²⁶ An incorrect use of article form; the child used the feminine article form "Die" for a masculine noun "Teddybär"

child responded by using a combination of a verbal naming and labelling and a non-verbal cue in forms of pointing. This happened in most instances of naming and labelling activities observed in this case.

Concerning their confirmations, the children in this case were alike to their fellows in Case 1 and Case 2. They gave simple confirmations and elaborated confirmations. These two kinds of confirmation are presented in the following examples, example 2 and example 3.

Example 2: Confirmation (Simple)

Educator : Ach, das ist Ibis? ((pointing))
Ah, that is Ibis? ((pointing))
Child 6 : **Ja**
Yes

(Excerpt 132, Transcript 3 Case 3)

The child in this example provided a simple confirmation to the educator by saying “Yes”. Meanwhile, in example 3, when asked for confirmation, the child elaborated his answer.

Example 3: Confirmation (Elaborated)

Educator : bitte? [Schläger? Aha.]
Sorry? [Racket? Aha]
Child 6 : **[das ist für] das ist für fe; be; Federball ((hand movement))**
[that is for] that is for ba; mi; badminton ((hand movement))

(Excerpt 133, Transcript 3 Case 3)

Along with his elaborated confirmation, the child emphasized his point by using a non-verbal cue, namely hand movement. This kind of behaviour could very well be regarded as a high cognitive level because implicitly in this context of giving confirmation, the child also demonstrated his knowledge of the world.

Moreover, the children in this case also responded in terms of contradicting or correcting their interaction partners, both in a simple and an elaborated way, as instanced by the example 4 and 5 below.

Example 4: Contradiction and/ or Correction (Simple)

Child 1 : der hat hier (-) Unfall gemacht
He had an accident here
Child 5 : **nein**
No

(Excerpt 134, Transcript 3 Case 3)

The idea uttered by Child 1 in this example was contradicted by Child 5 by using the simple negation “No”.

Example 5: Contradiction and/ or Correction (Elaborated)

Child 6 : und Baby auch ((pointing))
And baby too ((pointing))
Educator : mhm ((humming)) ((nodding))
Child 5 : **nein, das ist nicht Baby²⁷ = ein Kind**
No, that is not a baby = a child

(Excerpt 135, Transcript 3 Case 3)

In example 5, Child 5 firstly contradicted the idea of Child 3, which was afterwards confirmed by the educator, and then he corrected it by adding his own idea. This kind of utterance belonged to a medium cognitive level discussion because it involved the inference from a picture.

As stated previously, there were also some responses which indicated the higher cognitive level even though they did not occur much. They were the ones related to “Text- Reader Connect”, “Text Prediction” as well as “General Knowledge”. Below are the instances of such responses.

Example 6: Text- Reader Connect

Educator : mhm, ist n kleiner ne? Der kann noch gar nicht sprechen. [Der weint immer]
Hmm, it is smaller, right? He cannot speak at all yet. [He always cries]

²⁷ An incorrect form of negation; the child used the word “*nicht*” instead of “*kein*”

- Child 5 : **aber meine**²⁸ **kann sprechen**
But mine can speak
- Educator : dein Baby? ((gazing directed towards C5))
Your baby? ((gazing directed towards C5))

(Excerpt 136, Transcript 3 Case 3)

In the example above, Child 5 connected the discussion to his own life, although it could be well seen that he was apparently mixing it up with his imagination since in the real life, it would not be possible for the child to have a baby yet. This interesting phenomenon might be related to the phase of the cognitive development of the child as well. At the age of 3-6 years, just like the children participating in this study, children are still in their pre-operational stage (cf. Piaget, 1932) in which they are found to be fond of play-pretend. In other words, children in this age group seem to be familiar with playing the roles as parents during their free play. Therefore, this could be one of the reasons why Child 5 mentioned that he had a baby and his baby could speak.

Example 8: Text Prediction and Inferences

- Educator : Warum ist der denn jetzt traurig?
Why is he sad now?
- Child 1 : **weil,---** **ähm das muss der Esel ((pointing)) äh Freund geben**²⁹
Because (---) uhm the little donkey ((pointing)) must give that to (his) friend

(Excerpt 137, Transcript 3 Case 3)

Discussions related to text prediction and inferences were included as high cognitive level (cf. Dickinson et al, 2003; Moschovaki & Meadows, 2005). Example 8 above showed how Child 1 tried to infer why a specific character had a particular feeling. This type of inference certainly required the child to demonstrate a considerable extent of thinking ability.

²⁸ An incorrect form of possessive pronoun

²⁹ The child attempted to produce an adverbial clause already even though the sentence structure was still incorrect (the subject and verb placement).

Just like in the previous two cases, in this case the children also displayed a number of self-initiated behaviours. The following section is dedicated to discuss more about these behaviours.

3.3.2. Children's Self- Initiations

Based on the observation of the videotaped reading session, the children in Case 3 mostly initiated "Naming and Labelling" activity. This was pretty similar to the children in Case 2. However, they were found to start a personal interaction with the educator, which was found only once in Case 1 and was not present in Case 2. Furthermore, they also described pictures on their own initiatives. The examples for each of these self-initiated behaviours will be presented as follows.

Example 1: Self- Initiated Naming and Labelling

Child 6 : **hier ist die Papa ((pointing)) (---) und hier ist die Baby ((pointing))**³⁰
Here is the father ((pointing)) (---) and here is the baby ((pointing))
 Educator : ach so, okay
I see, okay

(Excerpt 138, Transcript 3 Case 3)

In the first example displayed here, the child- in this case Child 6- initiated a naming and labelling activity. Besides his verbal utterances, he also made use of a non-verbal cue, namely pointing.

Example 2: Initiating Personal Interaction (Non- Verbal Cue)

Child 3 : **((body movement; reaching out towards E))**
 Educator : Was ist das? ((gazing directed towards C3))
What is that? ((gazing directed towards C3))
 Child 3 : ein Mond ((pointing))
A moon ((pointing))

³⁰ An incorrect use of articles; the child in this example used the feminine article "die" for both a masculine noun for "Papa" and a neutral noun "Baby". This type of error is regarded as a common one for children who learn German as a Second Language (cf. Tracy, 2008)

(Excerpt 139, Transcript 3 Case 3)

The child in this example wanted to initiate an interaction, to be more specific, he would like to initiate a naming and labelling activity. He used a specific non-verbal cue, namely body movement in which he reached out towards the educator to attract her personal attention to him. The child himself, Child 3, was one of the youngest and as well presumably the less competent one. Most of his participations observed during the whole book reading sessions were in forms of naming and labelling which made use of pointing.

On the other hand, other children also tried to initiate an interaction with the educator by using a more verbal way as exemplified in the example 3 below.

Example 3: Initiating Personal Interaction (Verbal)

Child 2 : **guck mal**
Look
Educator : Und dann muss das Baby ins Bett?
And then must the baby go to bed?
Child 2 : ()³¹, **guck mal**
(), look

(Excerpt 140, Transcript 3 Case 3)

Child 2 tried to interact with the educator by firstly trying to get her attention, which did not work at the first attempt. Then, he tried again by calling the name of the educator first and then repeated his request to the educator to look at a particular object or visual cue in the picture book that he would like to discuss.

Example 4: Self- Initiated Picture Description

Child 3 : **er (---) er will runterfallen ((pointing))**
He (---) He wants to fall down ((pointing))

(Excerpt 141, Transcript 3 Case 3)

³¹ The name of the educator

As mentioned earlier, the children in this case also did some self- initiated picture description, as can be seen in the example above. Child 3 described a particular picture in the book. He did this as well by using a non- verbal cue, i.e. pointing.

Furthermore, the children in this case disclosed more verbal behaviours followed by the combination of verbal and non-verbal behaviours. Non-verbal behaviours alone were the least frequent. These findings were quite similar to the findings in the previous Case 2.

3.4. Children's Behaviours in Case 4

Based on the findings of the frequency calculations, in Case 4 the children were only found to exhibit one category of behaviour, namely "Responses". During the very short interaction initiated by the educator in the "After Reading" segment, the children responded very little and to some degree, passively. The children responded with a simple confirmation and moreover, even only with non-verbal cues. Only one child was observed to be verbally active.

Furthermore, there were five categories of responses coded in this case, namely: 1) Confirmation; 2) Contradiction and Correction; 3) Elaboration; 4) Personal Comments and Opinions and 5) Text- Reader Connect. Nevertheless, these findings were quite similar to the findings of other observed cases in this study as well as in line with some of the results of previous studies (cf. Ninio & Bruner, 1978; Morrow & Smith, 1990, and Sipe, 2002). The following examples taken from the excerpts of the transcript will further illustrate the responses of the children found in this case.

Example 1: Confirmation (Simple)

Educator : Habt ihr auch schon mal einen Drachen geschenkt bekommen?
Have you ever got a kite as a gift as well?
Children : **Nein**
No

(Excerpt 142, Transcript 4 Case 4)

In the example above, the negation “No” did not function as a response to contradict or to correct. Rather, it confirmed an answer to the educator’s preceding question that the children had never experienced getting a kite as a gift.

Example 2: Text- Reader Connect

Educator : Habt ihr denn schon einen Gebastelt?
Have you made one already?
Educator : Hier im Kindergarten oder zu Hause?
Here in the kindergarten or at home?
Child 1 : **ich hab aber () Mandalas malen von schulisch**
I have painted School Mandalas

(Excerpt 143, Transcript 4 Case 4)

It could be seen from example 2 that Child 1 started telling about what he had experienced. This “text- reader connect” discussions initiated by the educator then seemed to trigger more discussions and different responses from the child, in this case Child 1. He was indeed the only child responding to the educator during the short interaction observed in this case. This conformed to what Cochran- Smith (1986) stated in her study that connecting the text and the real life stimulated the most interest and responses from both adult and child during the interaction in a shared book reading activity.

The following examples would show more how the discussion went on. The whole big context was “Text-Reader Connect”, yet there were eventually several strategies and responses that could be identified.

Example 3: Contradiction and/ or Correction

Educator : Dann kannst du das ja mal mitbringen, und dann können wir uns das mal
angucken
You can bring it along with you and we can look at it together
(2.0)
Educator : Ja?
Yes?
Child 1 : **das ist von schulisch**

It's of school

(Excerpt 144, Transcript 4 Case 4)

From this example, the child seemed to contradict the idea of the educator to bring the object that they were discussing to the kindergarten. Moreover, since this response was indeed more elaborated than just simply contradicting by using a direct contradictory word or negation, this utterance could be classified into a medium cognitive level discussion performed by the child.

Example 4: Personal Comments and Opinions

Educator : oder einfach mal mitbringen, fragst du sie ob du darfst
Or just simply bring it along. Ask her whether you are allowed to do so.
Child 1 : () **mit, das ist zu viel. Aber so kleines**
() *it's too many, but so small*

(Excerpt 145, Transcript 4 Case 4)

In the example above, the child gave his personal opinion on the object that the educator suggested him to bring to the kindergarten, that the object was so many but small.

Furthermore, in this case, most of the children's responses were in forms of verbal cues but some non-verbal cues also existed. The combination of both verbal and non-verbal cues was not found.

3.5. Children's Behaviours in Case 5

In line with the results found in the other four cases in this study which have been discussed earlier, the behaviours of children observed in Case 5 were mostly responses to the educator's strategies rather than self-initiated behaviours. Moreover, responses addressed to their peers were really rarely detected. The discussions of each type of behaviours will be presented as follows.

3.5.1. Children's Responses

The responses of the children coded in Case 5 seemed to correspond to the responses of the children in Case 1, Case 2 and Case 3. The predominant children's responses recorded in this case were concerning naming and labelling activities, providing confirmation and then giving contradiction and correction (cf. findings presentation section).

Furthermore, a considerable portion of these responses could be referred to low cognitive level categories. However, very much alike the other cases, some hints of medium and high cognitive level responses such as the ones related to "Text- Reader Connect", "Text Prediction" and "General Knowledge" were also recorded in this case. The following examples taken from the excerpts of the transcript will show further how the responses of the children in Case 5 looked like.

Example 1: Naming and Labelling

Educator : Was könnte das für ein Geschenk sein? ((pointing))
What kind of gift could that be? ((pointing))
Child 2 : **Ein Drachen**
A kite

(Excerpt 146, Transcript 5 Case 5)

From this first example, it could be seen that the child reacted to the educator's request of naming and labelling by simply mentioning the name or the label of the particular object in the picture book discussed. This kind of naming and labelling response was observed quite frequently. Yet, there was also another instance in which the child also added some more information to the naming and labelling response, as illustrated in the next example.

Example 2: Naming and Labelling

Educator : Hast du noch was gesehen, Nilay? ((gazing directed towards C2))
Did you see anything else, Nilay? ((gazing directed towards C2))

Child 2 : **ein Drache**³²= **drei** ((pointing))
A kite= three ((pointing))

(Excerpt 147, Transcript 5 Case 5)

In the example 2 above, the child firstly labelled the particular object in the picture and then she added information about the number of that object she could recognize. Moreover, she also used a non-verbal cue i.e. pointing.

In terms of their confirmation related responses, the children in this case displayed similarities to their counterparts in Cases 1, 2 and 3 in a way that they used simple confirmations and sometimes elaborated confirmations.

Example 3: Confirmation (Simple)

Educator : wenn man am Fenster steht, dass der Drachen nach draußen kommt? ((gazing directed towards C4))
When one is standing at the window, the kite goes out? ((gazing directed towards C4))

Child 4 : **ja**
Yes

(Excerpt 148, Transcript 5 Case 5)

Child 4 in this example confirmed the question of the educator by simply saying “yes”. While, in example 4 below, the child used a more elaborated way to confirm to the educator’s preceding utterance.

Example 4: Confirmation (Elaborated)

Educator : Hier oben sind die Laternen ((gazing directed towards C1)) ((pointing))
The lanterns are up here ((gazing directed towards C1)) ((pointing))

Child 1 : **aaaach; ich [hab’ schon gesehen]**
Aaaaah; I have already seen (it)

(Excerpt 149, Transcript 5 Case 5)

³² An incorrect noun form; “*Drache*” instead of “*Drachen*”

Furthermore, as noted previously at the beginning of this section, there were situations in which the children in this case contradicted and/ or corrected their interaction partners. They performed simple contradictions in forms of the uses of negations such as “No” as well as more elaborated contradictions when additional information was given. The examples below will help illustrate these situations.

Example 5: Contradiction and/ or Correction (Simple)

Educator : (---) Kann man das auch in der Wohnung machen?
(---) *Can one also do that in the house?*
Children : **nein ((shaking their heads))**
No ((shaking their heads))

(Excerpt 150, Transcript 5 Case 5)

The children opposed the idea uttered by the educator by using the negation “No” as well as by a non-verbal cue namely headshaking to emphasize their point. Meanwhile, in the next example, it could be seen that the child tried to contradict the idea of the educator in a more elaborated manner.

Example 6: Contradiction and/ or Correction (Elaborated)

Educator : muss man nach draußen [gehen, ne?]
One has to go outside, [right?]
Child 4 : **[aber in der] Wohnung kann man das machen. ein
Fenster aufmachen, und; und dann kann man den auch steigen lassen.**
*[but in the] house one can do it. Open the window
and; and then one can also fly it*

(Excerpt 151, Transcript 5 Case 5)

Instead of using only a simple negation, Child 4 in the example 6 made an attempt to contradict the educator’s idea by providing a certain extent of argument. This kind of utterance could be regarded as of high cognitive level discussion. It involved a higher requirement of thinking skills.

In addition to the higher cognitive level response as indicated by the situation in example 6, there were other responses likewise, such as the ones related to “Text-Reader Connect”, “Text Prediction” and “General Knowledge”. As in all other cases

observed in this study, the occurrences of these responses were rare in this case, too. Still, a closer look at the instances of these responses would be worth doing. Thus, the following examples from the excerpts of the transcript will provide insights to how these three responses were given by the children in this case.

Example 7: Text Reader Connect

- Educator : Nilay, du hast auch schon mal jemandem ein Geschenk gemacht? ((gazing directed towards C2))
Nilay, have you also made a gift for anybody already?((gazing directed towards C2))
- Child 2 : **Mirja hatte Geburtstag hatte ich (2.0) ähm (2.0) ein Barbie gegeben.**
I gave a Barbie doll for Mirja's birthday

(Excerpt 152, Transcript 5 Case 5)

The child in this example reacted by telling her experience. The question of the educator could simply be answered by a confirmation, yet the child here gave a rather comprehensive answer. She included the name of the friend to whom she gave the gift and as well what kind of gift it was. This sort of utterance revealed a higher cognitive level. Moschovaki & Meadows (2005) classified this response into a “medium cognitive level” discussion.

Example 8: Text Prediction

- Educator : habt ihr eine Idee warum er fragt? (--) Wann er Geburtstag hat?
Do you have any idea why he asks (--) when his birthday is?
- Educator : Fiola? ((smiling)) ((gazing directed towards C1))
Fiola? ((smiling)) ((gazing directed towards C1))
- Child 1 : **weil der ein Geschenk haben will**
Because he wants to have a gift

(Excerpt 153, Transcript 5 Case 5)

In the example 8 above, it could be seen that the child made an effort to predict something related to the story in the picture book. This prediction was made by the child neither with a help of pictures nor with the assistance of the text previously discussed. Hence, it belonged to the high cognitive level response. Another high

cognitive level response was the one in which the children had to demonstrate their knowledge of the world, as exemplified in the following example 9.

Example 9: General Knowledge

Educator : = was hätte man mit der Bettdecke noch machen können? ((pointing))
= *what else could one do with a bed cover?*((pointing))
Child 2 : **ganz zumachen**
Cover it completely

(Excerpt 154, Transcript 5 Case 5)

The examples above have given clearer descriptions of the coded responses given by the children in this case. Moreover, the following section will discuss about the other important category of children's behaviours which also occurred during the shared book reading practice in Case 5, namely "Self- Initiated Behaviours".

3.5.2. Children's Self- Initiations

The children in Case 5 were observed to initiate naming and labelling activities most frequently. Moreover, they also spontaneously asked questions and gave their personal comments and opinions (cf. findings presentation section, page 98). Other than these three primarily found behaviours, there were also single occurrences of such children's self- initiations related to connecting the text to their lives or experiences and initiating personal interactions.

Up to this point, these results were interestingly quite similar to the ones obtained in the other four cases in this study. Examples of these self- initiating behaviours can be seen as follows.

Example 1: Self- Initiated Naming and Labelling

Educator : wollt ihr noch wissen wie die Geschichte weitergeht?
Would you still like to know how the story continues?
Child 1 and Child 3 : ja
Yes

Child 1 : **das ist ihre³³ Bett ((pointing))**
That is their bed ((pointing))
Educator : ah, zu Hause
Ah, at home

(Excerpt 155, Transcript 5 Case 5)

In the example above, the child spontaneously labelled and pointed to an object in the picture which initiated a naming and labelling activity, different from the preceding context managed by the educator.

Example 2: Asking Questions

Child 1 : **wo sind Laterne?**
Where are (the) lanterns?
Educator : Hier oben sind die Laternen ((gazing directed towards C1)) ((pointing))
The lanterns are up here ((gazing directed towards C1)) ((pointing))

(Excerpt 156, Transcript 5 Case 5)

Just as shown in the example above, most of the children's self- initiated questions in this case were to some extent related to pictures in the book.

Example 3: Self- Initiated Personal Comments and Opinions

Child 3 : ((nodding))
Educator : [hast du einen Wunsch?]
[Do you have a wish?]
Child 1 : **[ich mach dir ein Geschenk]**
[I make you a gift]

(Excerpt 157, Transcript 5 Case 5)

In the interaction sequence above, the main participants were the educator and Child 3, but then Child 1 interfered by spontaneously giving her personal comment, that she would make a gift for Child 3.

³³ An incorrect use of personal pronoun form

Example 5: Self- Initiated Text- Reader Connect & Initiating Interaction

Child 4 : Fi***?³⁴
Educator : ja? ((gazing directed towards C4 as he started speaking))
 Yes? ((gazing directed towards C4 as he started speaking))
Child 4 : **mein Vater hatte mir m- mein Geburts- hat mein Geburtstag ein
Hubschraub (-)er geschenkt**
 My father gave my birth- gave me a helicopter for my birthday

(Excerpt 158, Transcript 5 Case 5)

Two self-initiated behaviours were detected in the example 5 above. Firstly, the child tried to initiate the interaction with the educator by calling her name. Secondly, he made his point, namely connecting the story to his own experience.

Furthermore, as additional information, most of the coded children's behaviours in Case 5 were in forms of verbal behaviours. This was similar to the children in cases 2, 3 and 4. In addition, they demonstrated more non-verbal behaviours than the combination of verbal accompanied by non- verbal behaviours.

Summary of Children's Behaviours

The discussions above have provided glimpses into what the children did while participating in a group shared book reading session. Despite the difference of frequency of behaviour occurrences, when taking into consideration which behaviours could be observed in all five cases, there were similarities. Most of the groups of children participating in this study responded more than initiated during the videotaped dialogic- oriented shared book reading sessions. The responses were related to naming and labelling activities, confirming, contradicting and/ or correcting, asking questions as well as connecting the text or the story to the children's own lives and experiences. In addition, there were more low cognitive level behaviours than the medium and high cognitive level counterparts. These findings conformed to the results of several previous

³⁴ The name of the educator

studies (Ninio & Bruner, 1978; Cochran- Smith, 1986; Morrow & Smith, 1990; Moschovaki & Meadows, 2005).

In addition, the participating children in this study tended to behave verbally- this type of communicating behaviours was found to be the most frequent in four out of five cases. Integrated verbal and non-verbal behaviours were observed to be occurring quite often as well than merely the non- verbal behaviours. According to several studies, this occurrence of integrated verbal and non- verbal behaviours displayed by the children could serve as an indicator of transitional, implicit knowledge in a specific learning domain. Moreover, it might also be one way to determine the children's readiness to learn (Church & Goldin- Meadow, 1986; Perry et al, 1988; Kelly et al, 2008).

Concerning the triggers of the children's behaviours, it was found that their behaviours were primarily responses to the educators' strategies rather than responses to their peers. Thus, it would be more interesting to explore these findings further, putting the together with the findings concerning the educators' strategies discussed in the earlier sections as a whole interaction context. The investigation into the interactions might to a certain degree give hints to a possibility that the interactions found during the practiced book reading sessions in this study could be some sort of facilitating context for children's learning of German as a second language. This further investigation to the whole interaction context will be presented later in the specified section on the congruence between educators' strategies and children's responses.

4. Correlation and Congruence between Strategies and Responses

A non- parametric statistical analysis concerning the correlation between several presumably related educator's strategies and children's responses was conducted for four cases in this study. One case was left out because the numbers of the coded behaviours were not sufficient to be statistically measured. The strategies and responses which were assumed to be possibly related were: 1) Naming and Labelling; 2) Picture Description; 3) Text- Reader Connect; 4) Text- Prediction, and 5) General Knowledge (cf. findings presentation section, page 100).

Although the computed coefficient values differed for each case, it might be generally revealed that there was a significant relation between the educator's strategies and children's responses (cf. findings presentation section). As already presented earlier in the findings presentation section, all the Cramer's V correlation coefficient values computed for Case 1, Case 2, Case 3 and Case 4 indicated that there was a significant relation and this relation ranged from moderate to strong. These findings could be interpreted as the educator's strategies to a certain degree correlated to the children's responses; however, this relation was assumed only for frequencies of several strategies and responses. In other words, it might be assumed that "the more frequent a strategy is utilized, the more frequent a corresponding response occurs" could not sufficiently show the generalizability of possible relationships of educators' strategies and children's responses during book reading activities.

Still, another possible relation could be seen regarding whether the strategies applied by the educators triggered the corresponding responses. Thus, a more qualitative descriptive approach might be more suitable to look closer to this congruence between the two investigated variables. Moreover, through a closer view, a possibility of seeing potential situations which facilitated the children's learning of German as a Second Language could also be found. The examples and explanations on the following interaction sequences quoted in the coming sections will provide clearer illustrations for this.

4.1. Naming and Labelling

Naming and labelling was a primary activity dominating four out of the five cases observed in this study. This activity was also recorded and discussed by other previous studies concerning adult- child book reading situation (Ninio & Bruner, 1978; Ninio, 1980; Moschovaki & Meadows, 2005). In this section, some examples of how the interactions in the naming and labelling activity proceeded will be presented to see whether the educator's strategies triggered the children to respond in the according

manners. In addition, as mentioned earlier, possible hints of language (particularly vocabulary/ word) learning will also be highlighted.

Example 1: Naming and Labelling (I)

Educator : könnt ihr euch vorstellen wer das ist hier? ((pointing)) Wer da neben dem kleinen Esel geht?
Could you introduce who is this here? ((pointing)) Who is going along with the little donkey?

Child 4 : seine Mutter
His mother

Child 2 : ((pointing))

Child 3 : () das ist Mutter ((pointing))
() *that is mother*

Educator : genau. Das ist die Mama von dem kleinen Esel ((pointing)) und das ist der kleine Esel.
Exactly. That is the little donkey's mother ((pointing)) and that is the little donkey

(Excerpt 159, Transcript 1, Case 1)

From the first example above, it could be seen that there were more than one child who responded to the educator's request of naming and labelling. To begin with, the educator's strategy itself was an elaborated input, as she made use of two different questions. In the first question she asked a simpler question on the identity of a particular character in the story which was also supported by her non-verbal cue, i.e. pointing. Then, in the second question, she elaborated her question by adding more information concerning the character, in this case the position of this character in the picture.

Regarding the children's responses, it could also be stated that the children gave corresponding responses, i.e. providing labels, although they conveyed their responses differently. One child (Child 4) directly responded verbally. Another child (Child 2), who was the youngest child in the group, only gave a non-verbal response, namely pointing, and the other one (Child 3) reacted both verbally and non-verbally. Furthermore, Child 4, as one of the oldest children in the group, used a more complex

form of noun phrase, i.e. using a personal pronoun. On the other hand, Child 3 who also responded verbally did not show a similar pattern. She produced a simple sentence but with a missing article. The educator herself in her immediate feedback confirmed the children's responses, which could be interpreted as fulfilling her target. Moreover, she also repeated the idea in a more sophisticated linguistic input. However, she still used a non- verbal cue, to help identify the particular picture being discussed.

Example 2: Naming and Labelling (II)

Educator : Wo ist die Torte?
Where is the cake?
Children : ((pointing))
Educator : !GUT!
!GOOD!

(Excerpt 160, Transcript 2 Case 2)

In example 2, the educator asked the children to provide a label and all children responded non- verbally, by pointing. Different from the previous example in which the children in a way had to utter the label, the question “where” could be answered non- verbally. The educator did not seem to bother either since she confirmed directly by praising the children. Therefore, in this particular interaction sequence, the children's responses could be considered as “desirable” and “corresponding” to the educator's strategy.

Another example of naming and labelling activity in which the educator had to use the strategy in different ways before getting the desirable response, as shown in the example 3 below.

Example 3: Naming and Labelling (III)

Educator : wo zeigt der Esel drauf?
Where does the donkey point at?
Child 4 : das hier ((pointing)) das hier ((pointing))
this here ((pointing))
Educator : was ist das?
What is that?

Child 1 : Teddybär?
Teddy bear

Educator : ein Teddybär. Und zeigt der Esel auf den Teddybärn?
A teddy bear. And does the donkey point at the teddy bear?

Children : nein
no

Educator : nein, wo zeigt der denn drauf?
No, where does he point at then?

Child 6 : ((pointing))

Educator : wo ist seine Hand? (---)oder der Arm
Where is his hand? (---) or the arm

Child 3 and Child 4 : ((pointing))

Child 1 : auf die³⁵ andere Teddybär ((pointing))
At the other teddy bear ((pointing))

Educator : wo ist denn der Arm? (---)von dem Esel?
Where is the arm then? (---) the little donkey's (arm)?

C4, C5 and C6 : ((pointing))

Educator : Aha. Und in welche Richtung zeigt (--) der Arm?
Aha. And at which direction does the arm point?

Child 5 : ((pointing))

Educator : Was ist das, Danish? ((gazing directed towards C5))
What is that, Danish? ((gazing directed towards C5))

Child 5 : ein Drache³⁶
A kite

Educator : AHA
AHA

(Excerpt 161, Transcript 3 Case 3)

The educator in this example wanted the children to label a particular object in the picture, namely a kite. However, it seemed like the children did not really understand the request. Consequently they labelled a different thing which also appeared in the picture both verbally and non-verbally. The educator did not seem to give much direct confirmation and/ or correction; instead she prompted the children with several questions with different wordings. In the end, she hinted them by mentioning the word “arm” and “direction”. Eventually, one child got the point and responded in a way that she wanted it to.

Furthermore, it could be argued that the children responded in a parallel manner to the educator’s strategies in this case. They were indeed engaged in a naming and

³⁵ An incorrect article form

³⁶ An incorrect noun form

labelling activity. However, their initial responses were not considered as “desirable”, or to be more exact: “correct”, by the educator.

Example 4: Naming and Labelling (IV)

- Educator : Für was entscheidet er sich wohl?
For what does he decide?
- Child 4 : noch 2 mehr ((pointing))
Still two more ((pointing))
- Child 1 : wo sind Laterne?
Where are lanterns?
- Educator : Hier oben sind die Laternen ((gazing directed towards C1)) ((pointing))
The lanterns are up here ((gazing directed towards C1)) ((pointing))

(Excerpt 162, Transcript 5 Case 5)

It could be seen from example 4, that the children did not respond appropriately to the educator’s question. Child 4 in line 2 seemed to continue the previous naming and labelling activity happening before the educator started a new request and Child 1 in line 3 did likewise. In the end of this interaction sequence, the educator changed her strategy and gave her immediate feedback to Child 1’s question.

Example 5: Naming and Labelling (V)

- Educator : was ist das da? Wer weiß das von euch?
What is it there? Who of you know that?
- Child 4 : ich ((hand movement; raising his hand for a floor))
I ((hand movement; raising his hand for a floor))
- Child 3 : ist das; ist das ein Hase? ((pointing)) Nein warum sieht das so? ((pointing))
Is that; is that a rabbit? ((pointing)) No why does it look like that? ((pointing))
- Child 4 : ich weiß, Haseohr ((hand movement; touching his ears))
I know, rabbit’s ear ((hand movement; touching his ears))
- Educator : Hör mal was der Jenat gesagt hat. Was ist das? ((pointing))
Listen to what Jenat has said. What is that? ((pointing))
- Child 4 : Hasenohren
Rabbit’s ears
- Educator : das sind (---) Ohren. Aber das sind keine Hasenohren ((gazing directed towards C4))
Those are (---) ears. But those are not rabbit’s ears
- Educator : sondern? ESELOhren.
Instead? DONKEY’s ears

(Excerpt 163, Transcript 1 Case 1)

In this example, the educator requested a naming and labelling and at the same time used a management strategy to focus the group attention. The children, in this case two children, responded in a different way. What was interesting from this naming and labelling activity was that there was an indication of word learning provided by the educator. The children also seemed to demonstrate their thinking skills in a higher level than the low cognitive picture labelling, as reflected by Child 3's behaviour in line 3, in which she tried to a certain degree infer and "analyse" the particular picture being discussed. The cognitive participation of Child 4 in this group interaction session was also interesting because the educator then referred to his answer first before giving a correction in the end.

Looking at all examples given above, it could be concluded that the children most of the time responded accordingly to the educator's naming and labelling strategies in a way that they engaged themselves in the similar activities. However, the responses were not always what would be desired by the educators in terms of appropriateness or correctness as exemplified in examples 3 and 4. In addition, during the interaction sequences related to naming and labelling activities, there could be a potential learning situation, particularly word learning, as could be seen in example 5. This potential word learning situation was also noted by other researchers (cf. Ninio, 1983; Snow and Goldfield 1983; Robbins & Ehri, 1995; Bus et al, 1995; Justice et al, 2005; Brazier- Carter, 2008; Blewitt et al, 2010).

Besides naming and labelling, picture description activities were also amongst the situations in which there were possible trigger- response mechanisms. The following examples in the next section will show such interaction sequences observed in this study.

4.2. Picture Description

Picture description was to a certain degree similar to naming and labelling since both activities deal with the pictures in the books. However, in a picture description activity,

as described by Reese et al (2003), there would be “an explanation or elaboration of plot information beyond that given in the text, but focus on what has happened or is happening in the text, rather than on why it has happened”. This is more than simply naming or labelling a picture in the book. Moschovaki & Meadows (2005) classified both “naming and labelling” and “picture description” to low cognitive discussion categories. However, when an inference is involved during the picture description activity, then it could be regarded as a medium cognitive level discussion. The following examples excerpted from the transcripts will provide clearer description and explanation concerning this particular activity.

Example 1: Picture Description (I)

Educator : was macht er da, der kleine? ((gazing directed towards C1))
What is he doing there, the little (donkey)? ((gazing directed towards C1))
 Child 1 : Er bleibt stehen
He remains standing
 Educator : Er steht da.(---) Da steht er(--) auf allen VIEREN ((pointing))
He is standing there (---) He is standing there on all four legs ((pointing))

(Excerpt 164, Transcript 1 Case 1)

In the example above, the child’s answer corresponded to the educator’s request of picture description. The educator gave an immediate feedback by correcting the child’s language use and as well by giving an elaboration to the idea.

Example 2: Picture Description (II)

Educator : = was macht denn die Mama hier jetzt mit dem? ((pointing))
What is the mother doing with him now?
 Child 2, 3, 4 : duschen
Showering
 Educator : ist das eine Dusche kommt das Wasser von oben ((hand movement))
Shower means the water comes from above
 Educator : =genau Yosef- Emre sags nochmal. Baden. ((gazing directed towards C5))
Right. Yosef- Emre, say once again. Bathe. ((gazing directed towards C5))
 Child 3, 4, 5 : baden
Bathe

(Excerpt 165, Transcript 2 Case 2)

In this particular example, the children also reacted according to the request of the educator, i.e. to describe a picture. However, the answer was not the one expected by the educator; therefore in her feedback in line 3, she corrected it by providing an explanation. Moreover, she also made use of this context to introduce a word, namely “*baden*” (English: bathe). In addition, this sequence of interaction could be well considered as a medium cognitive level discussion.

Example 3: Picture Description (III)

Educator : so, was machen die jetzt? (---) Was passiert jetzt hier?
So, what are they doing here now? (---) What is happening here now?

Child 2 : die lassen jetzt Drachen fliegen
They are flying (the) kite now

Educator : Die steigen jetzt ganz weit auf den Berg ((pointing))
They are climbing so far uphill now ((pointing))

Child 6 : ein Geburtstag ((pointing))
A birthday ((pointing))

(Excerpt 166, Transcript 3 Case 3)

The two children in this case gave different responses to the educator’s request of picture description. Child 2 responded by giving a verbal description in forms of a complete simple sentence. Meanwhile, Child 6 gave a very short description accompanied by a non-verbal cue, which to some extent might resemble naming and labelling. The educator provided an immediate feedback, a correction to Child 2’s idea.

Example 4: Picture Description (IV)

Educator : = Was macht der mit dem Drachen?
 = *What is he doing with the kite?*

(2.0)

Child 6 : ((pointing))

Educator : Er versteckt den ((pointing)) ja immer noch
He is hiding it ((pointing)) still

Educator : Der will den gar nicht abgeben.
He doesn’t want to give it away at all

Child 6 : daaaaaaa ((pointing))
Theeeeeere ((pointing))

(Excerpt 167, Transcript 3 Case 3)

The educator in the example 4 above did not seem to get the appropriate responses to her question. Out of 6 children in the group, only one reacted but he only gave a non-verbal cue i.e. pointing. The educator did not encourage the child (and as well the other children) to answer her initial question. She went on by providing a picture description instead. Child 6 seemed to react once again, yet this time it looked more to a naming and labelling response he gave. An almost similar situation could be found in the following example 5.

Example 5: Picture Description (V)

- Educator : Und was macht der jetzt denn hier in seiner Kiste, Fiola? ((gazing towards C1)) ((pointing))
And what is he doing here now in his box, Fiola? ((gazing towards C1)) ((pointing))
- Educator : (---) Was sucht der da?
(---) What is he looking for there?
- (5.0)
- Educator : Vielleicht kann Nilay dir helfen ((gazing directed towards C2)) ((hand movement, touching))
Maybe Nilay can help you ((gazing directed towards C2)) ((hand movement, touching))
- Educator : Was sucht der in der Kiste?
What is he looking for in the box?
- Child 2 : das (4.0) das, das hier ((pointing))
This (4.0) this, this here ((pointing))
- Educator : ein anderes Spielzeug (---) sucht der raus. Was er verschenken kann
He's looking out for (---) another toy. Something he can give as a gift
- Educator : Weil er den Drachen !SO! Gerne behalten möchte
Because he would really like to keep the kite for himself

(Excerpt 168, Transcript 5 Case 5)

In the example above, the educator assigned the picture description request to a particular child. She also specified the task by asking another more directed question, which could also be interpreted as naming and labelling. Since there was no response from the targeted child, she assigned the task to another child, who responded by naming and labelling both verbally and non-verbally. The educator did not prompt her

further, just like what the educator in the previous example did. In a similar manner, she also provided the description herself.

From all the examples shown in this particular section, one could say that the children did not always respond accordingly and appropriately to the educators' strategies concerning picture description. This was quite different from the situations of naming and labelling activities presented in the previous section, in which the children seemed to react in the similar and furthermore desirable manner to the educators' strategies which were addressed to them.

One possible explanation to this would be the level of difficulty of the task, in which in a picture description activity, the children had to describe- which means implicitly producing sentences or utterances beyond word levels- instead of only mentioning names or labels. Nevertheless, this should not discourage the educators from making use of this particular strategy, since there had been clues of potential learning situations as specifically illustrated by example 2.

The activities related to pictures during a shared book reading session were categorized by Moschovaki & Meadow (2005) as operated in rather low to medium cognitive level. There were also other activities in which the educators' strategies and children's responses interacting in the medium to high cognitive level. Those activities were the ones connecting the text with real life as well as the inferences and predictions made beyond the support of pictures or texts. The following sections will discuss each of these activities further.

4.3. Text- Reader Connect

Interactions in which the text was connected to real life or experience were argued to be the ones which could trigger most interests during a shared book reading situation (cf. Cochran- Smith, 1986). They were also regarded as of higher cognitive level (cf. Moschovaki & Meadows, 2005) and became one of the strategies applied in both interactive book reading (cf. Morrow, 1990) and dialogic book reading (cf. Zevenbergen & Whitehurst, 2003). However, in this study, it was found that not all

educators made use of this strategy even though in some cases, children were observed to be reacting to this kind of strategy well. Here are some examples of this situation observed in this study.

Example 1: Text- Reader Connect (I)

Educator : Und jetzt bald hat Yosef Emre Geburtstag
And now it's Yosef Emre's birthday soon
Child 3 : und dann ich
And then I
Child 5 : es dauert
It takes time
Child 4 : und dann ich
And then I
Child 2 : ich hab schon Geburtstag
I have birthday already

(Excerpt 169, Transcript 2 Case 2)

It could be seen from the example 1 above that when the educator started to relate the text or the story to the children's lives, they responded accordingly and seemed to be engaged. Moreover, in one particular case, Case 4, in which there was only a short interactive session, the discussion was primarily related to children's experience (cf. Excerpt 78, page 188).

Example 2: Text- Reader Connect (2)

Educator : 'mhm du hast auch ein Bett zuhause oder? ((gazing directed towards C1))
Hm you also have a bed at home, right? ((gazing directed towards C1))
Child 2 : Ich auch
Me too
Child 1 : ich hab zwei weil meine Schwester schläft auch
I have two because my sister sleeps too
Child 4 : Ich hab auch zwei
I also have two

(Excerpt 170, Transcript 5 Case 5)

Quite similar to the situation exemplified in the first example, the educator's strategy of connecting the text to a particular child's life or experience resulted in responses from

other children in the group as well. If the educators continued prompting, as illustrated in the next two examples, the children could be more engaged in the interaction.

Example 3: Text- Reader Connect (III)

Educator : Dann wirst du wie alt?
Then how old are you going to be?

Child 3 : vier ((hand movement, showing four fingers))
Four ((hand movement, showing four fingers))

Child 5 : vier
Four

Child 2 : ((hand movement, showing four fingers))

Educator : vier Jahre
Four years old

Child 2 : ich bin so ((hand movement, showing five fingers))
I am this ((hand movement, showing five fingers))

Child 5 : ich bin sechs
I am six

Educator : du wirst fünf
You're going to be five

Child 3 : und dann geh ich nach Schule
And then I'm going to school

(Excerpt 171, Transcript 2 Case 2)

As displayed in the example above, the children seemed to be quite stimulated in the interaction sequence started by the educator. They also demonstrated some knowledge about numbers as they used non-verbal cues to show it.

Example 4: Text- Reader Connect (IV)

Educator : Sagt mal
Say

Educator : habt ihr auch schon mal jemandem ein Geschenk gemacht? ((gazing directed towards C3&C4))
Have you ever made a gift for anyone as well? ((gazing directed towards C3 and C4))

C1, C2, C3 and C4 : ja
Yes

C1 & C2 : ((hand movement; raising hands for a floor))

Educator : ja, was hast du denn mal verschenkt? ((gazing directed towards C1))
Yes, what have you given as a gift then? ((gazing directed towards C1))

Child 1 : ein Teddybär³⁷

³⁷ An incorrect use of article in terms of the case (accusative case)

- (A) *teddy bear*
 Educator : einen Teddybären?³⁸= für wen war der?
 A teddy bear? For who was it?
 Child 1 : meine Schwester als ich klein war, war die (---) groß hat Teddy
 geschenkt.
 My sister when I was little, was the (---) big teddy bear given
 Educator : für deine Schwester.= und die hat sich bestimmt gefreut
 For your sister.= and she must have been really pleased

(Excerpt 172, Transcript 5 Case 5)

In the example above, the children also responded quite much as reflected by the two children, Child 1 and Child 2 who raised their hands for a floor to speak. When a child was given a turn and prompted by the educator's further questions, she started producing rather longer utterances. The educator also gave immediate feedback, including a correction of the child's language use in line 7. Moreover, she elaborated the child's idea as well by giving additional comment in line 9.

Up to this point, the examples given in this section echoed the previous research results regarding the potentials of text- reader connect or "text-to-life" utterance category of decontextualized language for children's learning. This type of utterance was proved to be the one which could stimulate children to speak. In addition to that, regarding the use of language, in some languages like German as exemplified in this study, one has to use particular structure when talking about experiences or past activities. Hence, when the educator utilized this type of strategy, they also had the possibilities to introduce and instruct the children to this language and grammatical features. Moreover, this type of strategy required children to think beyond the text. Thus, interactions in this context were included in the higher cognitive level discussion category- to be specific, medium cognitive level discussion.

In addition to "text- reader connect" related activities explained in this section, there were two more correlated educators' strategies- children's responses activities which could be considered as belonging to the higher cognitive level category, namely "text prediction" and "general knowledge". The coming two sections will explore these two activities in a more detailed manner.

³⁸ The correct form provided by the educator

4.4. Text Prediction

Text prediction as one of high cognitive level strategies has been recommended by experts in the field such as De Temple & Snow (2003). They argued that this type of talk gave much benefit to children's measures of vocabulary, story comprehension, definitions and emergent literacy. Furthermore, when referring back to the prescribed concept of the dialogic book reading itself, adults were supposed to prompt children to be the story tellers, which implicitly included predicting the story (cf. Whitehurst, 1992; Zevenbergen & Whitehurst, 2003).

In the context of this study, the findings indicated that almost all participating educators (except in Case 4) utilized a strategy for text prediction even though the frequencies of its occurrence were rare. The following excerpts of the transcripts will provide more insights on how the educators employed this strategy in their practices and how the children responded to it.

Example 1: Text Prediction (I)

- Educator : da steht noch ein Drachen
There's another kite
- Child 4 : ist das; das ist auch für Jaki ((pointing))
Is that; that is also for Jaki ((pointing))
- Educator : meinst du der ist auch wieder für Jaki?
Do you mean it is for Jaki again?
- Child 1 : nein. Der ist für-
No. It is for-
- Educator : Aber Jaki hatte ja jetzt schon Geburtstag
But Jaki already had his birthday
- Child 1 : das ist-
It is-
- Educator : als [nächstes] hat der kleine Esel Geburtstag
Next it will be the little donkey's birthday
- Child 1 : diese Drache versteckt sich
This kite is hidden
- Child 1 : Das; der Drache ist für, äh, kleine Esel.
This; the kite is for, uh, little donkey
- Educator : meinst du die Mama hat schon für den kleinen Esel einen Drachen gekauft?
((towards C1))
Do you mean the mother already bought a kite for the little donkey?

Educator : Und den vielleicht versteckt? (---) ((gazing directed towards C4))
And perhaps hid it? (---) ((gazing directed towards C4))
 Child 4 : ((nodding))
 Educator : und dann muss er warten bis er Geburtstag hat.
And then he must wait until his birthday.
 Child 1 : ja
Yes

(Excerpt 173, Transcript 1 Case 1)

From the example above, it could be seen that the children responded correspondingly to the educator's strategies of predicting the story. They were involved in an extent of analytical discussion in which there were ideas shared amongst the participants of the interaction. However, the educator in this case seemed to dominate the discussion; thus the children did not have more space to express their points of views. This phenomenon could also be found in the next example, in which the educator steered the text prediction activity.

Example 2: Text Prediction (II)

Child 3 : und?
And?
 Child 4 : ende
The end
 Educator : dann geht der ins Bett (---) ((gazing directed towards C3))
Then he's going to bed (---) ((gazing directed towards C3))
 Educator : der kleine Esel, und vielleicht träumt er davon (-) wie das sein wird (-)
The little donkey, and maybe he dreams about (-) how it would be (-)
 Educator : wenn er Geburtstag hat. Ob er vielleicht dann (-)
When he has his birthday. Whether he then maybe (-)
 Educator : von dem Jaki (-) auch was geschenkt bekommt
gets a present (-) from Jaki
 Educator : Und von seiner Mama vielleicht den Drachen
and maybe a kite from his mother

(Excerpt 174, Transcript 2 Case 2)

The interaction seemed to be initiated by the children as seen from the first and second line. Yet, instead of letting them and/ or prompting them to predict what would happen next in the story, the educator did otherwise. The educator in the example above took over the whole interaction sequence by providing the story prediction to the children.

Example 3: Text Prediction (III)

Educator : Ob der wohl für den kleinen Esel ist?
Whether it's really for the little donkey?

(2.0)

Child 2 : ((nodding))

Educator : Das Geschenk? = Wenn er Geburtstag hat?
The gift? = when he has his birthday?

Child 4 : ja
Yes

Child 1 : ((shaking head))

Educator : was meint ihr? Wird er sich freuen wenn er so einen Drachen bekommt?
What do you think? Will he be glad when he gets such a kite?

C2, C3 and C4 : ja
Yes

Educator : ich glaub auch. Der wird (---) sich sehr freuen.(---) Okay
I believe so, too. He will (---) be really glad. (---) Okay

(Excerpt 175, Transcript 5 Case 5)

In this example, the educator made an initial attempt to lead the children to a text prediction activity. However, the children seemed to react only in terms of simple confirmation. Furthermore, the educator did not prompt them further; thus the discussion was not well developed.

To sum this section up, as illustrated by all the examples above, there were occurrences of interaction sequences in which the educators and children discussed about text prediction. This strategy had indeed higher level of difficulties as it required participants to operate some degree of thinking skills. The participating children in this study were young children who were still acquiring their second language (i.e. German); however, they could already be scaffolded by the educators to perform such a high cognitive level activity as displayed earlier in example 1.

The next thing to be discussed in the framework of this study as well as to wrap up the whole section concerning the congruence between the educators' strategies and children's behaviours is the interaction related to "general knowledge". This particular interactive situation will be exemplified in the following section.

4.5. General Knowledge

An interaction involving strategies and responses concerning general knowledge was regarded as one of the high cognitive level discussions according to the classifications developed by Moschovaki & Meadows (2005). Morgan & Goldstein (2004) in their concept of decontextualized language included it as one of the “text-to-life” utterances. Moreover, it was also a manifestation of “Distancing Prompts” particular to a dialogic book reading (Zevenbergen & Whitehurst, 2003).

Yet, in this current study, the findings of the analysis showed that this type of interaction was seldom. Out of five cases, the interactions related to general knowledge occurred in four cases (it was not found in Case 4). Nevertheless, a further look to how the educators applied the strategies and how the children responded to them would still be interesting. The examples taken from the transcripts of the videotaped shared reading session in this study which can instance these practices will be presented as follows.

Example 1: General Knowledge (I)

- Educator : das sieht so aus, Melike. = Weißt du warum das so aussieht? ((pointing))
It looks that way, Melike. = Do you know why it looks like that? ((pointing))
- Child 4 : da;da;da;da da muss die Mama;ma
There; there; there; there: the mo; mother must
- Child 4 : so groß sein ((hand movement))
Be this big ((hand movement))
- Educator : ((laughing)) das Haus ((pointing)) das ist WEIT weg ((hand movement; direction))
((laughing)) the house ((pointing)) it is far away ((hand movement; direction))
- Educator : Und je weiter was weg ist, umso !KLEINER! wird das ((hand movement))
And the farther away something is, the smaller it will look ((hand movement))
- Child 3 : aber sei Mama muss so klein sein. bisschen kleiner ((hand movement))
But his mother must be this small. A bit smaller ((hand movement))

(Excerpt 176, Transcript 1 Case 1)

In the interaction sequence above, there was a parallel discussion on a general knowledge related to the abstract concept of distance. Both the educators and children demonstrated their general knowledge. The educator attempted to explain to Child 3 why a house could look smaller than a character in the story. Another child, Child 4, was also involved in this interaction by offering his idea. In the end, Child 3 seemed to

stick to her previous idea or “knowledge” that the character had to be of a particular size to be able to fit in a house as described in the picture. Moreover, it could be seen as well from this example that alongside her explanation of the concept, the educator also implicitly introduced the children to the specific comparative pattern as shown in lines 4 and 5. The children themselves also demonstrated the use of simple comparative patterns.

Example 2: General Knowledge (II)

- Child 5 : kann man auch schwimmen
One can also swim
- Educator : meinst du in dem kann man schwimmen? ((gazing directed towards C5))
Do you mean that one can swim in that? ((gazing directed towards C5))
- Child 2, 3, 4 : nein ((shaking their heads))
No ((shaking their heads))
- Educator : nee, ne? ((shaking head)) Das ist zu klein zum schwimmen
No, right? ((shaking head)) It's too small to swim in
- Child 5 : aber im großen kann man
But in the big one one can (swim)

(Excerpt 160, Transcript 2 Case 2)

In the second example above, there was an interaction sequence related to general knowledge which was started by a particular child. The educator gave confirmation as feedbacks which also triggered a response in forms of a simple contradiction to Child 5 from other children in the group. The educator once again gave confirmation and she elaborated her feedback by providing additional information which was also in the context of general knowledge. Child 5 who initiated the interaction sequence responded by stating his certain idea that was also in terms of his general knowledge. Thus, in this example, the strategies and responses were corresponding.

Example 3: General Knowledge (III)

- Child 1 : ein Pferd ist das ((pointing))
It's a horse ((pointing))
- Child 4 : hier ist grün ((pointing))
Here it is green ((pointing))
- Educator : !GRÜN! ist das Pferd= gibt es grüne Pferde?
The horse is !GREEN! = are there green horses?
- Children : nein

Educator : *no*
 : grün und blaue Pferde =ja wollen wir mal lesen ob das überhaupt Pferde sind?
 ((pointing))
Green and blue horses = yeah, shall we read to know whether they are really horses? ((pointing))

(Excerpt 177, Transcript 3 Case 3)

The interaction sequence above was started by a naming and labelling activity by the children. The educator confirmed the children's idea first by repeating it. Yet, she asked a question afterwards and this particular question in line 3 was in the context of general knowledge.

Here, the educator switched from a lower cognitive level situation to a higher one. The children responded accordingly since the type of the question asked by the educator was also a closed question. However, she did not seem to continue the general knowledge discussion and rather ended it by using a management utterance in line 5.

Example 4: General Knowledge (IV)

Educator : Habt ihr eine Idee wie man den Drachen steigen lassen kann?
Do you have any idea how one can fly a kite?
 C1 and C4 : ((hand movement; raising his hand for a floor))
 Educator : Mahmudi? ((gazing directed towards C4))
Mahmudi? ((gazing directed towards C4))
 Child 4 : man muss nur an die Luft werfen und das Seil festhalten
One only has to throw it in the air and hold the cord tightly
 Educator : genau, man braucht
Exactly, one needs
 Educator : ah, ganz viel Luft braucht man und man muss an dem Seil festhalten
 ((pointing))
Ah, one needs a really lot of wind and one has to hold the cord tightly
 ((pointing))
 Educator : Gut dass da schon ein Seil dran ist. (---)´mhm. ((humming))
It's good that there's already a cord (---) hm ((humming))
 Educator : (---) Kann man das auch in der Wohnung machen?
(---) Can one do it in the house too?
 Children : nein ((shaking their heads))
No ((shaking their heads))
 Educator : muss man nach draußen gehen, ne?
One has to go outside, right?
 Child 4 : aber in der Wohnung kann man das machen
But in the house one can also do it
 Child 4 : ein Fenster aufmachen, und; und dann kann man den auch steigen lassen.
Open the window, and; and then one can also fly it

- Educator : wenn man am Fenster steht, dass der Drachen nach draußen kommt? ((gazing directed towards C4))
When one stands at the window, the kite comes out? ((gazing directed towards C4))
- Child 4 : ja
Yes
- Educator : ich hab's noch nie ausprobiert. (---)
I haven't tried it yet (---)
- Educator : Ich weiß nicht ob es funktioniert
I don't know if it works
- Educator : Aber der Drachen braucht ganz viel Wind, damit er auch fliegen kann, ne?
But the kite needs a lot of wind so that it could also fly, right?

(Excerpt 178, Transcript 5 Case 5)

In the example above, the educator and in particular one child to whom she gave the floor were immersed in a series of discussion related to general knowledge matter, i.e. flying a kite. The other children seemed to play a minor role even though there was also an opportunity for them to join in the interaction session. Furthermore, in this interaction sequence, the educator let the child expressed his knowledge and she gave immediate feedbacks in forms of confirmation and elaboration. It could be seen in this example that the cognitive level was indeed higher and also more elaborated and complex sentence structure was utilized. To a certain degree, the type of effective instruction as described by Sylva et al (2004) as “Sustained Shared Thinking” (cf. theoretical chapter) might have been reflected here and could be further promoted.

All the examples presented in this section have indicated that even in a higher cognitive level situation such as interactions in the context of general knowledge, there were occurrences showing that the children reacted accordingly to the educator's strategies. Even though some of the responses were only in forms of simple confirmation, such instances of more active and elaborated participations could also be observed, as already displayed by examples 1 and 4. Moreover, this type of interaction seemed to stimulate children to speak more, just like the interaction concerning “Text-Reader Connect”.

Summary of the Congruence between Educators' Strategies and Children's Responses

The findings of this study have revealed that there were relations between the frequencies of several educators' strategies and children's responses. Furthermore, the relationships seemed to be different in each case, ranging from moderate to strong. However, since these findings would only be applicable for several strategies, the underlying assumption for the possible relations between these two variables could not be fully formulated as "the more frequent one strategy is applied, the more frequent the corresponding response occurs". This was quite obvious since the findings indicated that the educators indeed played dominant roles during the observed practices of shared book reading activities. Therefore, a more qualitative descriptive analysis was also conducted in order to gain closer insights on in which aspect the possible relations could be found.

Overall, in the interaction sequences that were observed, the specific patterns of "trigger- response" and "turn- taking question- answer" (cf. Cochran- Smith, 1986) existed in this study. Moreover, the children seemed to react according to the educators' triggers, which meant that they were engaged in the similar activities with the educators. However, this did not necessarily mean that the responses were appropriate or desirable in terms of correctness according to the educators. Concerning the cognitive level and language use, there were instances which indicated that the children were able to respond at the similar level to the educators' strategies. In other words, when the educators made an effort to scaffold the children by employing higher cognitive level strategies as well as utilizing decontextualized language utterances, the children could provide higher cognitive level responses and used decontextualized language, too. This particular finding seemed to agree with one of the results of the study done by Morgan & Goldstein (2004), which found that children began using decontextualized language during shared book reading activities in response to their mothers' strategies.

In addition, there were also situations in which learning potentials, especially word learning, existed. The educators implicitly and explicitly provided instructions regarding word definition and concepts. The children were also found to be able to

follow this type of discussion. Thus, this finding was consistent with what DeBruin-Parecki (1999) stated that interactions during book reading were good opportunities to support children's learning, in a way that there are possibilities for both adults and children to co-construct knowledge as well as negotiate meanings of words together. It was also in line with what other researchers such as Ninio, (1983); Snow and Goldfield (1983); Robbins & Ehri, (1995); Bus et al, (1995); Weizman & Snow (2001); De Temple & Snow (2003); Justice et al, (2005); Brazier- Carter, (2008), and Blewitt et al (2010) argued previously that book reading supported vocabulary learning.

Furthermore, some situations which connected children with their lives and experiences also seemed to stimulate them to react more. When the educators prompted the children to talk about their own lives and/ or discussed about the knowledge of the world, the children were triggered to talk. Thus, it could be argued in the end, that some findings in this current study were to a certain degree resonated with the findings of some previous studies in the field (cf. Ninio & Bruner, 1978; Ninio, 1980; Cochran-Smith, 1986; Morrow & Smith, 1990; Moschovaki & Meadows, 2005).

CONCLUDING CHAPTER

This chapter presents the conclusions of the current study which include some other issues such as a discussion referring to previous studies with similar topics, and a discussion referring to the Early Childhood Education in Germany. In addition, some limitations of this study and recommendations for further studies will also be pointed out.

I. Conclusions of the Study

This case study was conducted to investigate practices of a dialogic oriented shared book reading, as a potential language promotion activity for children with migration backgrounds in several kindergartens in Dortmund and Schloss Holte, North Rhine Westphalia, Germany. In particular, issues of main interests in this study were related to educators' strategies and children's behaviours during the interaction in the shared book reading sessions.

Five early childhood educators with five groups of minimum 4 to maximum 6 children in the age of 3- 6 years voluntarily participated in this study. All of the educators were native speakers of German who were trained to be early childhood educators and stated that they were familiar to, or at least knew the concept of dialogic oriented book reading. All of them had been teaching for at least five years. Meanwhile, the children came from various ethnic backgrounds. They spoke different first languages yet all were still acquiring German as their Second Language.

The participating educators were given the same general instruction to perform the dialogic- oriented book reading activity which then was videotaped as empirical data for this study. To analyse the obtained data, qualitative content analysis was carried out. In the first phase of the content analysis procedure a deductive approach was conducted. The definitions of categories as well as the coding categories system were formulated based on existing theories and empirical research results. In the later phase

of the analysis, as there were some strategies and behaviours which could not sufficiently be coded by using the coding scheme adapted from other studies, a principle of an inductive approach was also adopted. After the final coding process, frequency calculations were done and then the findings were interpreted.

The findings of this study revealed that the practices of the dialogic oriented shared book reading by the participating educators were not alike, as documented in the profile of each case. Nevertheless, all of them seemed to follow the basic model of a reading activity which included three main segments i.e. “Before Reading”, “While Reading” and “After Reading”. In addition, from the preliminary analysis done in order to obtain the profiles of the videotaped book reading practices, it was also found that there was an indication that the educators participating in this study did not fully perform the dialogic book reading as prescribed by experts in the field such as Whitehurst (1992). To some degree, there were occurrences of dialogic situations in the observed practices of shared book reading in this study. Furthermore, some strategies applied by the educators also seemed to manifest the particular strategies of dialogic book reading, namely the PEER and CROWD strategies. However, some other characteristics of this specific book reading type- even one of the most important underlying characteristics namely children’s active roles as a story teller, were not sufficiently fulfilled.

Moreover, there were three different types of interaction found in this current study based on the participants, namely: one- to- one interaction, peer interaction and group interaction. One- to- one interaction referred to the interaction sequences in which the educator interacted with one child. Peer interaction referred to the interaction children had between and among them, whereas group interaction occurred when the educator interacted with more than one child. In the interactions, the participants were discussing in German, as the main language of instruction, as well as the target language to be acquired by the participating children. However, in one case, Case 3, there were short sequences in which the children switched to their first language. This was a rare occurrence, though.

Furthermore, in the interactions during the shared book reading activities, the participating educators employed a variety of different strategies, which were coded under two main categories, i.e. “Instructional Strategies” and “Personal and Management Strategies”. The educators employed from minimum 7 categories (in Case 4) of strategies up to maximum 15 categories (in Case 1). The total number of frequency occurrences of the overall coded educators’ strategies was 1101, with the minimum frequency of 20 (in Case 4) and the maximum of 440 (in Case 1).

As mentioned earlier, the performances of the participating educators in this study were not similar to one another. Moreover, a non- parametric Chi Square for Independence Test was performed to prove whether the difference could be statistically significant. The result of the Chi Square test indicated that the educators in this study were not alike in terms of the frequencies of their strategies during the observed practices of dialogic oriented book reading. However, the frequency calculations of the overall coded educators’ strategies revealed that there were three strategies which were utilized the most. These three strategies were: 1) Confirmation (coded 230 times); 2) Naming and Labelling (coded 193 times), and 3) Management Style (coded 168 times). These findings to a certain degree confirmed the findings of previous other studies (e.g. Ninio & Bruner, 1978; Morrow & Smith, 1990, Dickinson et al, 2003).

On the other hand, children’s behaviours in this study were coded into two categories: 1) Responses, and 2) Self- Initiations. In the developed codebook for children’s behaviours, there were 12 sub- categories under “Responses” and 8 sub- categories under “Self- Initiations”. The total number of overall children’s behaviours coded in this study was 773, which comprised of 588 responses and 185 self- initiations. The minimum number of the responses categories displayed by the children was 5 (in Case 4) and the maximum one was 12 (in Case 3). Whereas, the minimum number of the self- initiations categories was 0 (in Case 4) and the maximum one was 8 (in Case 1).

Furthermore, corresponding to the findings of the educators’ strategies, the frequency calculations of the coded children’s behaviours also implied a variance. Therefore, another series of non- parametric Chi Square for Independence Test was

conducted. The result showed that there was a significant difference concerning the frequencies of overall coded children's behaviours in this study. In addition to that, when separate tests were performed to each main category of the behaviours, it was as well found that there were statistically significant differences. Nevertheless, for both overall coded "Responses" and "Self- Initiations" categories, there were three mostly exhibited behaviours. With regards to children's responses, "Naming and Labelling" (coded 245 times), "Confirmation" (coded 117 times) and "Contradiction and/ or Correction" (coded 77 times) appeared the most frequently. These responses were mostly triggered by the educators' strategies and quite a few were stimulated by the peer. Regarding children's self- initiations, it was found that "Naming and Labelling" (coded 55 times), "Asking Questions" (coded 39 times) and "Picture Description" (coded 37 times) were the behaviours exhibited by the children the most often. These findings were to some extent in line with what other researchers such as Ninio & Bruner (1978), Morrow & Smith (1990) and Moschovaki & Meadows (2005) found in their respective studies. Moreover, the children participating in this study tended to behave more verbally. They were also found to integrate their verbal behaviours with non-verbal counterparts.

Addressing the last research question formulated in this study, the analysis phases conducted were also attuned to find out whether the educators' strategies possibly correlated with the children's responses during the observed practices of shared book reading. Thus, instances of interactive situations which included presumably related educators' strategies and children's responses that could be quantified were investigated. Those interactions were the ones related to: 1) Naming and Labelling; 2) Picture Description; 3) Text- Reader Connect; 4) Text Prediction, and 5) General Knowledge. All educators' strategies and children's responses operating in these five domains were correlated statistically by using Cramer's V Correlation. However, the statistical correlation measurement could only possibly be done for four cases out of five. One case, i.e. Case 4, was excluded because the frequency of occurrences was not sufficient.

The results of the correlation measurement were different from one case to another. However, a general conclusion could still be inferred out of these different

correlation coefficient values obtained for each case, that there was a significant moderate to strong correlation between the educators' strategies and children's responses. Since there were only several strategies and responses that could be correlated statistically, the underlying hypothesis related to the frequencies of the two variables, i.e. "the more frequent the strategies are utilized, the more the corresponding responses are given" could not be generalized in this case.

Still, these findings gave a lead to a further discussion of the possible aspect in which these two variables were really related. Therefore, a descriptive qualitative analysis was additionally done in order to check the instances of possible corresponding patterns. This analysis resulted in a closer insight that in the interaction situations which involved the five presumed strategies- responses categories, the educators' strategies indeed triggered the children's responses which operated at the same context. However, the responses were not always appropriate or desirable by the educators.

Furthermore, a supplementary analysis on the cognitive and linguistic input and demand level of the educators' strategies and children's responses was also performed. This analysis aimed at providing more comprehensive information to support the obtained findings. The cognitive levels of the strategies and responses were analysed and interpreted by using a classification schema developed by Moschovaki & Meadows (2005). There were three levels namely: 1) Low Cognitive Level; 2) Medium Cognitive Level, and 3) High Cognitive Level. Meanwhile, in terms of the linguistic level, the concepts of the PEER and CROWD strategies particular to dialogic book reading (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003) as well as the concepts of decontextualized language categories, which included such utterances as 1) text-to-life, 2) explanatory and 3) interpretation (van Kleeck et al, 1997; Morgan & Goldstein, 2004) were substantiated.

The outcomes of these secondary findings underlined in the first place that in general, the coded educators' strategies were of the low cognitive level. High cognitive level strategies were observed to be rather seldom. This result voiced the results of several other studies conducted previously (cf. Dickinson et al, 2003; Moschovaki & Meadow, 2005; Higham, 2008). However, when going down to each case, it was

interestingly found in this current study that three educators out of five actually employed medium cognitive level strategies the most. Yet, as noted earlier, the overall frequencies of these medium cognitive level strategies did not exceed the overall frequencies of the low cognitive level strategies.

The children's responses in this study were also primarily low cognitive, which seemed to correspond to the educators' strategies. Nevertheless, when statistically correlated by using Cramer's V Correlation, there were indications of significant yet weak relationships. The possible explanation which could be given in this case was that the relationships might not lie stronger upon the frequencies of the cognitive levels.

Furthermore, regarding the linguistic aspect, the educators in this study were also observed to imply the uses of decontextualized language in their strategies. They made such attempts to connect the story to the children's lives and experiences, to demonstrate and ask about world/ general knowledge, to explain word definitions and concepts, as well as to infer and make predictions.

The abovementioned findings of this current study indicated that the educators' practices of the so called "dialogic oriented book reading" did not fully represent the concept and practice of this reading type as developed by the experts in this field. To some extent, their practices tended to be more to interactive book reading situations because there were indeed different types of interactions embedded.

Furthermore, based on the frequencies of strategies used by the educators, they could as well be classified to some adult reader styles such as "describers", "comprehenders" and "performance- oriented" (cf. Reese et al, 2003). The interactive book reading type and these varied reading styles were also argued to bring benefits for children's learning. In the context of this current study, there were also examples of potential learning situations during the observed shared book reading activities, particularly related to the learning of German as a Second Language.

In the coming sections, some discussions which relate the findings of this current study to the previous studies and as well to the context of the Early Childhood

Education and Care in Germany will be presented. Afterwards, another section will be addressed to point out the limitations found in this study as well as to give recommendations for possible further studies.

II. Discussion referring to Previous Studies

The findings of the current study presented in the section above might give contributions to the field of empirical research regarding adult- child shared book reading activity in general, as well as dialogic book reading in particular. It has attempted to get a closer view at the real practices of the dialogic- oriented book reading as understood by the real educators currently serving at kindergartens.

As already discussed in the first two chapters of this dissertation, to date, studies concerning the practices of shared book reading in general and dialogic book reading in particular in the context of German kindergartens have not been much found. While, there have been quite a lot internationally acknowledged studies done in this field. These studies have indicated beneficial aspects of adult- child book reading activities which have been empirically proved. Therefore, discussing what have been empirically obtained in this current study referring to these studies would be certainly worthy.

The findings of this study revealed In the first place that the participating educators did not fully perform the dialogic book reading as formulated empirically by researchers such as Whitehurst (1992). This resonated with what Huebner & Meltzoff (2005) found from their study of parent- child book reading that parent did not automatically perform the dialogic- oriented book reading type without any explicit instructions. This might bring up a further implication to the field of research concerning dialogic book reading, that a specialized training is really needed prior to the practice of this particular situation.

Furthermore, the findings of this study also showed that despite the differences in such contexts as linguistic background and educational system, it could be concluded that there were similar patterns to some of the previous studies. Particular interactions

and turn- taking patterns during the book reading sessions which were found by some researchers such as Ninio & Bruner (1978), Cochran- Smith (1986) and DeBruin- Parecki (1999) could also be found in this study. When the other studies focused mainly on the interaction between adult and child in the book reading situation, this study also highlighted the existence of peer interaction, which complemented what Morrow & Smith (1990) pointed out in their study concerning the group shared book reading situation much earlier.

Furthermore, most of the prominent studies regarding adult- child book reading situation, including the ones reviewed in this current study, were done in the home setting, i.e. between parent and child. Fletcher & Reese (2004), for instance, conducted a meta- analysis study which reviewed more than twenty studies which were conducted to assess parent- child shared book reading practices in the context of home literacy. Even so, some findings related to adults' strategies could also be well observed in the case of this study. The educators' strategies of naming and labelling and giving feedback were sufficiently explained by referring to the findings of the studies done by for example Ninio & Bruner (1978), Ninio (1980) and Cochran- Smith (1986). In addition, despite the findings of the current study which indicated that the educators did not fully practice the prescribed dialogic book reading, their practices could still be classified into the interactive reading type (Morrow, 1990) and the educator fitted to one or two reading styles resembling to some degree to parents (mothers)' styles as researched by Reese et al (2003).

What about the institutional context including preschools and/ or kindergartens similar to the context of this current study? Some researchers such as Morrow & Smith (1990), Dickinson et al (2003), Moschovaki & Meadows (2005), Teale (2003), McKeown & Beck (2003), Zevenbergen & Whitehurst (2003), Watson (2008), Brazier- Carter (2008) and Higham (2008) have made efforts to address several interesting aspects concerning the practices of book reading in such institutions as day cares, preschools and kindergartens. Dickinson et al (2003) even developed a framework to evaluate the shared book reading in kindergarten classrooms. Their framework was substantiated in this current study as one of the research instruments to develop a suitable coding scheme. The findings of these studies were confirmed by the findings of

this current study, as reported previously in the findings presentation section. The similar findings were especially related to the educators' strategies. In addition, some of the previous studies i.e. Morrow & Smith (1990), Moschovaki & Meadows (2005) and McKeown & Beck (2003) highlighted children's responses which were rather in line with the findings of this current study. However, not many of these referred studies discussed about children's initiations as explored in this study. In addition, not many of these researchers took into consideration non- verbal cues as both strategies used by the educators as well as the children as what was to a certain degree discussed in this current study.

Another finding of this study which could enrich the findings of other studies would be related to the potentials of learning found in the interactions during the shared book reading sessions. As illustrated in the empirical chapter, there were sequences in which the educators made use of pictures or texts from the storybook to provide word learning instructions to the children. This reflected what De Temple & Snow (2003) argued that book reading could accommodate a context to introduce words, especially the unusual or new ones, in an easier way because of the assistance of pictorial and textual support. Furthermore, there were also examples of concepts learning in this study, which manifested the use of higher cognitive level strategies and decontextualized language as also discussed by Moschovaki & Meadows (2005) and Morgan & Goldstein (2004). In previous studies, which were predominantly conducted in a more quantitative approach, the advantage of book reading activity was seen primarily through the gain in the vocabulary tests or some other measurements such as MLU. In this study, which was done in the framework of a qualitative content analysis, this measurement of outcome as well as the causal - effect inference would not be feasible. Still, a descriptive analysis could well exemplify how the instance of word learning might have taken place in this particular situation. By getting an insight to the process, possible strategies which could work to trigger desirable responses could be well identified. Therefore, this qualitative approach should also be considered to go hand in hand with the quantitative approach mostly conducted by other researchers.

Moreover, what was interesting from this current study was related to the fact that the storybook reading was conducted by the educators whose first language was

different from the children joining their groups. There were some studies done which tried to investigate the book reading with bilingual children in kindergartens such as Battle (1993) and Thornburg (1993). Yet, all these studies took place in the US, in which the context of bilingualism in educational institutions including kindergartens is different from the context of Germany, as reflected in this current study. In most cases revealed by these studies, there were indications that the kindergarten teachers were also bilingual, with the same first language as the bilingual children in their classes. Moreover, the first language (mostly Spanish) was also used in turn or in combination with the target language, i.e. English in the US cases. Meanwhile, all the participating educators in this study were native speakers of German who were dealing with children who were acquiring German as their second language, which might probably represent the common current situation in kindergartens all throughout Germany.

Therefore, the findings obtained in this study which showed that all children participated in the target language (i.e. German) in the observed interactions during the shared book reading sessions even when the group was composed of children with similar first language background would be something that fulfilled the recommendation addressed by Barrera & Bauer (2003). There was indeed a case of code switching in one case (i.e. Case 3). However, it occurred only once and therefore no significant inference could be really made therein. Still, it could also be interesting to explore more about this occurrence in further study, especially relating it to the diversity aspect of the group.

Summarizing this section, it could be argued that to a certain extent, the findings of this study have conformed to some of the findings of previous studies, regardless of the different setting and context. In other words, the educators in German kindergartens were to a certain extent comparable with their counterparts in different countries. Furthermore, they were also rather similar to parents (i.e. mothers) while reading to the children, as they could also be well fitted into such reading styles as “describer” or “comprehender” (cf. Reese et al., 2003). The two main reading style concepts found, i.e. more open and interactive (as observed in Case 1, 2, 3 and 5) and more “closed” with limited interaction (as observed in Case 4) were to some degree confirming the findings

of the study concerning practices of book reading in the family in Germany conducted previously by Wieler (1997).

However, this study also highlighted further several other aspects related to children's participation such as their self- initiated behaviours and their interaction with their peers, which were not so much of the focus of other studies mentioned above. Even though the peer interaction occurred quite rare compared to adult- child interaction in this study, still the children were found to engage in peer discussions which could be potential for their learning (cf. Tabor, 1997; Blum- Kulka & Snow, 2004). There were instances in which children were found to discuss words and ideas of the story. They confirmed, corrected, contradicted and elaborated their peer's ideas. Thus, these aspects and the related findings could be well considered as contributions of this current study.

III. Discussion Referring to Early Childhood Education and Care in Germany

As mentioned earlier, studies concerning adult- child book reading, especially in the institutional contexts have not been done much in Germany. There have been recommendations and discussions related to the applications of dialogic book reading to enhance children's language acquisition, though. In several online platforms such as *Kindergarten Pädagogik*, strategies and procedures of dialogic book reading or interactive reading were also provided. Yet, the findings of this current study showed otherwise. The educators, who were also experienced, seemed failed to adequately apply the concept and procedures of dialogic book reading.

As reflected by the findings, most educators participating in this study might have understood dialogic book reading merely as having conversations or dialogues in their practices of shared book reading. They might have missed the point that this particular reading type required specific techniques, which have to be applied in order to prompt children to be the story tellers of the book. All the educators participating in this study still dominated the whole shared book reading sessions. Although there were possibilities and instances when the children could lead the interaction, still the

frequencies were not adequate to be considered as fulfilling the characteristics of “children as the story teller” particular to the dialogic book reading concept.

Nevertheless, the findings of this study indicated as well that there were certain aspects of dialogic book reading that existed. Such strategies of dialogic book reading as “Prompting” (e.g. Wh- prompts, Distancing Prompts), “Evaluating”, “Expanding” (i.e. “Elaborating”) and “Repeating” (i.e. “Recall”) were embodied in some of the strategies employed by the educators. This could be a good sign that actually practicing the prescribed dialogic book reading would not be at all impossible in the context of kindergartens in Germany. The next step to be taken is to equip early childhood educators with sufficient training so that they will be able to perform this particular type of dialogic book reading. Some ideas for the training could be seen in the previous studies done by Huebner & Meltzoff (2005) in which different possibilities of training procedures such as by videos were utilized.

Moreover, the findings of the current study also implied that the participating children, who came from migration backgrounds, also had potentials of participating in such an instructional activity in the target language (German). Although the accurate information concerning their language mastery could not possibly be obtained in this study, still the findings of this study could depict a small picture of what the children could possibly perform in the context of an interactive or dialogic-oriented book reading situation. Through some examples given and explained in this study, the children were proved to be able to respond to and as well initiate an interaction. Most of the time, they responded to the educators’ strategies.

Although the analysis failed to prove that the relationship would rely on the correlation between the frequencies of strategies and the frequencies of responses, it could after all be presumed that the children’s responses corresponded to the educators’ strategies. Mostly they did not go out of the context which was given by the educator. Some instances also showed that the children could perform in the similar cognitive and linguistic levels as the educators’ inputs and demands. Consequently, providing these children with higher cognitive and richer linguistic inputs and demands would not result in vain.

Thus, what this current study has to do with the Early Childhood Education and Care in Germany is clear. It has provided results which can be taken into account as an empirical base for an improvement, both concerning professional development aspects for the early childhood educators and concerning language promotion programs for children with migration backgrounds in kindergartens. As pointed out in this study as well, dialogic book reading is not as simple as having dialogues during the book reading session. It has its own strategies and techniques, and to some extent these strategies tend to operate in higher cognitive level. Thus, early childhood educators need to be equipped with a specific training on how to adequately perform these techniques and strategies. Some of the strategies, as revealed in this study, have been practiced by the educators. The first thing to do is that the educators will have to gradually shift their strategies, from mostly engaging in low cognitive naming and labelling or describing pictures related activities to such higher cognitive level activities as text- reader connect, general knowledge, vocabulary discussion and inferences or text prediction. Furthermore, the educators need to let the children initiate and be more active during the book reading situation. As suggested by Whitehurst (1992) who developed the concept of dialogic book reading, children should take the main part in the reading activity and become the active storyteller. In addition to that, they have to be interested in the reading activity and enjoy it. Furthermore, Sylva et al (2004) also pointed out the idea of an effective interaction which emphasized that children should be given more space to initiate the interaction and then educators could support them by giving elaborative feedback (cf. Sylva et al, 2004).

Despite the fact that the educators deal with children who do not speak German as their first language, moreover their parents and social environments might also be a hindrance to their language acquisition, this higher cognitive and richer linguistic level of input and demand embedded in a dialogic book reading activity is still feasible. The findings of this study have proved such possibilities. Children with migration backgrounds can be supported in mastering the target language (German) through a dialogic oriented book reading activities. However, the educators still have to be cautious and take into great consideration what the children can already do and will be

possibly able to do. Thus, sufficient practical knowledge related to children's cognitive and second language development alongside will be necessary.

IV. Limitations of the Study

The findings of this current study have seemed to be able to answer all the formulated research questions. The shared book reading practices performed by the participating educators were profiled. Types of interactions which included the educators' strategies and children's responses were found and exemplified. Some potential educational benefits were also described and explained. The findings were also to a certain degree consistent to the findings of several previous studies as discussed earlier. Nevertheless, there are several issues that should be addressed as limitations of the study; those are: 1) Sample Size; 2) Children's language mastery; 3) Length and design of Study. Each of these issues will be explained as follows.

This study was a qualitative designed case study with limited number of participants. To solve the research problems formulated in the framework of this study, five different groups comprising of five educators and five groups of children could be considered as sufficient. However, the small sample number led to a drawback concerning the generalizability of the findings of this current study.

In addition to that, even though this current study has thrived at its best to take into consideration children as an important variable, there was indeed lack of information related to their language mastery, both in the first (various languages such as Turkish, Arabic, Albanians, Urdu and Polish) and second language (i.e. German). For this study, the available information was in forms of the demographic data which also included background information of the family's language history and as well language use at home. Still, an insight to the standpoint of the children's language mastery or stages of acquisition would be able to provide more comprehensive information to be considered.

Another point from this current study that should be pointed out is regarding the length and design of the study itself. This study was a case study adopting a cross-sectional design. It means that the data collection was done only once at a stipulated point in time. Since this study did not target the investigation of any development, the cross-sectional design could be adequate. Yet, a longitudinal design with several different data collection points would enable wider range of analysis possibilities, which could include the administration of children's language assessment as well as more thorough investigation on other aspects such as multilingualism or multiculturalism.

Thus, based on the limitations of the current study stated above, the following recommendations for further studies are formulated.

V. Recommendations for Further Studies

The findings resulted from this current study have given some empirical insights to the practices of dialogic oriented book reading for children with migration backgrounds in some kindergartens in Dortmund and Schloss Holte in the state of North Rhine Westphalia, Germany. On the other hand, the current study also has some weak points, which have been described in the previous section. These limitations therefore become the basis for some recommended points to be taken into consideration by other researchers who intend to conduct studies in similar topics.

Since this study tended to be more qualitative in its approach, any further initiatives to conduct a more quantitatively designed study to broaden the possibility of generalizability of the results would be well appreciated. Further quantitative study could as well consider making use of the categories developed in this study as their coding scheme. Moreover, this current study was rather unable to discuss much regarding children's language mastery, neither related to their initial language mastery nor to their language mastery after being involved in the language promotion program. Thus, any researchers interested in doing similar studies should take into account possible ways and procedures in order to include these points in their research plans.

As noted earlier, due to limited time and resources, this current study was only able to be designed as a cross-sectional study with one time data collection. Other researchers, however, are expected to strive to expand the design to be a longitudinal one. The current study, as it was qualitative in nature, could to a certain degree adequately describe and explain the process happening during the one-time videotaped shared book reading sessions. Still, it would be interesting to be able to observe and examine development processes. Furthermore, in this current study, only one picture book in the genre of narratives was used. In some other studies reviewed previously in this study, it was indicated that the types of the texts could be one important aspect which influenced adults' strategies and children's responses in a shared book reading situation. Hence, further researchers might want to take this aspect into consideration as well.

In addition, the current study was conducted in a more natural setting, meaning to say that it did not employ any specific experimental purposed treatments. The information about whether the participating educators knew or had experiences with a dialogic book reading was primarily obtained through informal preliminary interviews and contacts. As what have been indicated from the findings of this study that the participating educators performed what they believed to be a practice of dialogic book reading yet they were actually doing different types and styles of adult-child shared book reading. Thus, researchers aspired to do further studies related to dialogic book reading should keep this in mind: either ensuring that the participating educators are sufficiently knowledgeable or if they were not, supporting them with prior appropriate training. Moreover, the picture book for this study was also determined and provided by the researcher. Further researchers might want to consider as well how it will be if the educators pick the book themselves.

Moreover, as one important issue that should not be neglected, the diversity of the participating groups should be well thought of. What was interesting from this study was that it illustrated the situation recommended to be researched by other researchers in the field such as by Barrera & Bauer (2003), in which bi/multilingual children responded to people with different first language who read the texts to them. However, the current study was only able to make a general attempt to observe interesting

phenomena that occurred out of this particular situation. Therefore, future studies should as well take this important aspect into account.

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Appendices

APPENDIX 1

CONSENT FROM THE PARTICIPATING CHILDREN'S PARENTS

Einverständniserklärung

Wir erklären uns damit einverstanden, dass unser Kind an der Studie „ErzieherInnen-Kind-Interaktionen im Kindergarten unter Berücksichtigung von kindlichen Spracherwerbsverläufen“, ausgeführt durch die Doktorandin Maria Teodora Ping, Forschungsschule „Education and Capabilities“ TU Dortmund, unter Betreuung von Prof. Dr. Uta Quasthoff und Prof. Dr. Lilian Fried, TU Dortmund, teilnimmt. Wir haben Kenntnis von folgenden Gesichtspunkten:

1. Die Studie zielt darauf ab, ErzieherInnen-Kind-Interaktionen im Rahmen einer dialogisch orientierten Vorlesesituation zu beobachten und zu beschreiben.
2. Unser Kind wird dabei mittels einer Videokamera aufgenommen.
3. Sämtliche Videos werden von Maria Teodora Ping für wissenschaftliche Zwecke analysiert und ausgewertet.
4. Die Videoaufnahmen werden vertraulich behandelt.
5. Rückschlüsse aus Untersuchungsergebnisse auf die Probanden/ Teilnehmern sind zu keinem Zeitpunkt möglich. Persönliche Hinweise werden gelöscht oder anonymisiert.
5. Nach Abschluss der Studie erteilen wir Maria Teodora Ping die Erlaubnis, die Videoaufnahmen für weitere wissenschaftliche Zwecke zu nutzen.

Unterschrift der Eltern

Unterschrift der Forschenden

Consent Form

We agree and permit our child to participate in a study of "Teacher- Child Interaction in Preschool with Respect to Children Language Acquisition", conducted by Maria Teodora Ping, supervisors: 1) Prof. Dr. Uta Quasthoff 2) Prof. Dr. Lilian Fried; with the understanding that:

- 1) The purpose of this study is to observe and describe teacher- child interaction in a dialogic book reading situation
- 2) Our child will be video-taped by the researcher, Maria Teodora Ping
- 3) All videos will be watched and analysed by the researcher, Maria Teodora Ping, for educational and scientific research purposes. At all times our identity will be kept confidential.
- 4) Neither we nor our child shall be identified by actual names in any use made of the videotapes unless we agree.
- 5) At the end of the project, the researcher, Maria Teodora Ping, is allowed to keep these tapes for future educational and scientific research purposes.

Signature of parents:

Signature of researcher:

APPENDIX 2

CONSENT FROM THE PARTICIPATING KINDERGARTENS AND EDUCATORS

Einverständniserklärung

Hiermit erkläre ich mein Einverständnis für die Teilnahme an einem Forschungsprojekt der Forschungsschule „Education and Capabilities“ der Universitäten Dortmund und Bielefeld, durchgeführt von Maria Teodora Ping (wissenschaftlich betreut von Prof. Dr. Uta Quasthoff und Prof. Dr. Lilian Fried). Ich bin darüber aufgeklärt worden, dass

1. Die Studie zielt darauf ab, ErzieherInnen-Kind-Interaktionen im Rahmen einer dialogisch orientierten Vorlesesituation zu beobachten und zu beschreiben, zu untersuchen;
2. alle Videoaufnahmen ausschließlich für wissenschaftliche Zwecke analysiert und nicht weitergegeben werden;
3. meine Identität nur Maria Teodora Ping bekannt ist und mein Name sowie alle weiteren Indikatoren, aus denen meine Identität erschlossen werden könnte, anonymisiert wird.
4. die Videoaufnahmen unter Beschränkung auf Ausschnitte zu Unterrichtszwecken und wissenschaftlichen Präsentationszwecken an der TU Dortmund und anderen Hochschulen verwendet werden dürfen.

Unterschrift der Erzieherin

Unterschrift der Forschenden

Consent Form

We agree and permit our teacher(s) and children to participate in a study of “Teacher- Child Interaction in Preschool with Respect to Children Language Acquisition”, conducted by Maria Teodora Ping, supervisors: 1) Prof. Dr. Uta Quasthoff 2) Prof. Dr. Lilian Fried; with the understanding that:

1. The purpose of this study is to observe and describe teacher- child interaction in a dialogic book reading situation
2. Our teacher(s) and children will be video-taped by the researcher, Maria Teodora Ping
3. All videos will be watched and analysed by the researcher, Maria Teodora Ping, for educational and scientific research purposes. At all times our identity will be kept confidential.
4. None of our teachers and children shall be identified by actual names in any use made of the videotapes unless we agree.
5. At the end of the project, the researcher, Maria Teodora Ping, is allowed to keep these tapes for future educational and scientific research purposes.

Signature of Kindergarten Headmaster:

Signature of researcher:

APPENDIX 3

DEMOGRAPHIC QUESTIONNAIRE FOR CHILDREN AND FAMILIES

Fragebogen

Informationen über das Kind

Vorname:

Familienname:

Geburtsdatum:

Alter:

Geschlecht:

Geburtsort:

In diesem Fragebogen interessieren wir uns für die Sprachbiografie der Eltern des Kindes sowie die Sprachverwendung des Kindes zu Hause. Bitte beantworten Sie die folgenden Fragen.

I. Die Sprachbiografie der Eltern

1. Was ist Ihre Muttersprache?

Was ist die Muttersprache Ihres (Ehe-) Partners?

Was ist die Muttersprache der restlichen Familienmitglieder?

2. Wo (in welchem Land) wurden Sie geboren?

Wo (in welchem Land) wurde Ihr (Ehe-) Partner geboren?

3. Falls Sie und/ oder Ihr (Ehe-) Partner nicht in Deutschland geboren wurden, seit wann leben Sie und/ oder Ihr (Ehe-) Partner in Deutschland?

4. Wo haben Sie zuerst Deutsch gelernt?

Wo hat Ihr (Ehe-) Partner zuerst Deutsch gelernt?

5. Haben Sie und/ oder Ihr (Ehe-) Partner in Deutschland eine weiterführende Schule besucht? Ja Nein

Welche? Hauptschule Realschule Gymnasium Gesamtschule

6. Haben Sie und/ oder Ihr (Ehe-) Partner in Deutschland eine Berufsbildung/ ein Studium absolviert?

Ja Nein

7. Gehen Sie und/ oder Ihr (Ehe-) Partner in Deutschland einem Beruf nach? Ja Nein

Oder machen Sie und/ oder Ihr (Ehe-) Partner hier eine Ausbildung? Ja Nein

II. Die Sprachverwendung des Kindes zu Hause

1. Welche Sprache(n) sprechen Sie und/ oder Ihr (Ehe-) Partner zu Hause/ in der Familie?
2. Welche Sprache(n) sprechen Ihre Nachbarn?
3. In welcher Sprache sprechen Sie mit Ihren Nachbarn?
4. In welcher Sprache sprechen Sie und Ihr (Ehe-) Partner am häufigsten mit Ihrem Kind?
5. Was ist die Muttersprache Ihres Kindes? Welche Sprache hat Ihr Kind am häufigsten gesprochen, bevor es zur Schule/ in den Kindergarten kam?
6. Welche Sprache verwendet Ihr Kind am häufigsten zu Hause?
7. Welche Sprache(n) gebraucht Ihr Kind, wenn es zum Beispiel mit gleichaltrigen Kindern aus der Nachbarschaft spielt? Falls mehr als eine Sprache, geben Sie bitte an, welche Sprache.

Vielen Dank für Ihre Mitwirkung

Language Biography Survey

Child Information

First Name:

Last Name:

Date of Birth/ Age:

Gender:

Country of Birth:

School Information

Current school (kindergarten, day care):

The questions below are for the parents/ child's caregiver at home

I. Concerning the Parents'/ caregiver's language(s) biography

1. What is the native language of each parent/ caregiver at home?
2. Where was each parent/ caregiver born?
3. If one or both parents/ caregivers were not born in Germany, when did he/ she/ both of you first come to Germany?

4. If one or both parents/ caregivers were not born in Germany, when and where did he/ she/ both of you first learn German?
5. Did each parent/ caregiver experience studying and/ or working in Germany?

II. Concerning the child's language(s) use at home

6. What language(s) are spoken at home?
7. What language(s) are spoken in the neighbourhood?
8. Which language is most frequently spoken to your child at home?
9. Which language did your child learn first?
10. Which language does your child speak most frequently at home?
11. Which language does your child speak most frequently while playing alone?
12. Which language does your child speak most frequently while playing with peers in the neighbourhood?

APPENDIX 4

DEMOGRAPHIC QUESTIONNAIRE FOR KINDERGARTENS AND EDUCATORS

Liebe ErzieherInnen,

in Bezug auf meine Studie, würde ich Sie bitten den folgenden Fragebogen über die demographischen Details der teilnehmenden Kindergärten, ErzieherInnen und Kinder auszufüllen.

Der Fragebogen zielt lediglich darauf ab Hintergrundinformationen für die Studie zu erhalten. In keinem Fall werden, wie schon in den Einverständniserklärungen vereinbart, private und persönliche Informationen, wie z.B. Namen, Geburtsdaten etc. in den Publikationen der Studienergebnisse preisgegeben. Die Persönlichen Informationen werden lediglich dafür genutzt, dem Wissenschaftler bei der Identifizierung der Teilnehmer zu helfen. Die Demographischen Informationen werden hingegen lediglich für methodische Gründe genutzt. So können verschiedene Faktoren überprüft werden, die das erwartete Endergebnis möglicherweise verändern können.

Vielen lieben Dank für ihre Unterstützung und Kooperation.

Mit freundlichen Grüßen

Maria Teodora Ping

Demographische Hintergrundinformation des Kindergartens

Name des Kindergartens:

Anzahl der Kinder mit Migrationshintergrund:

Erfahrungen bezügl. der Teilnahme an Spracherhebungsprogrammen: Ja Nein

Teilgenommene Spracherhebungen: (bitte auflühren)

Demographische Hintergrundinformation des Erziehers/der Erzieherin:

Name:

Alter: Unter 30 31- 40 Über 40

Muttersprache:

Art der Ausbildung: (bitte aufführen)

Fortbildungen: (bitte aufführen)

Arbeitserfahrungen in Kindergärten: ≤ 1 Jahre 2 – 5 Jahre ≥ 5 Jahre

Informationen über die teilnehmenden Kinder

1. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

2. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

3. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

4. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

5. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

6. Name:

Alter:

Besucht den Kindergarten seit:

Nimmt an speziellen Sprachförderprogrammen im Kindergarten teil: Ja Nein

Dear Teacher,

Please kindly fill in the following questionnaire about the demographic information of the participating kindergarten, teacher and children. The questionnaire aims only at collecting background information and will not be used to address the participating kindergarten, teachers and children personally, as mentioned in the consent form. All private personal information such as names will not be mentioned at all in the analysis or publications of the results of this study. The personal information will be used only to help the researcher identify different participants and the demographic information will be used for methodological reasons, to control different factors which might possibly make a difference in the expected results.

Thank you very much for your kind attention and cooperation.

Best regards,

Maria Teodora Ping

Kindergarten Demographic Background Information

Name of kindergarten:

Number of children with migration background:

Experience in conducting a language promotion program: Yes No

Kinds of language promotion program conducted: (please mention)

Teacher Demographic Background Information

Name:

Age: Under 30 31- 40 Above 40

Mother Tongue:

The formal education: (please mention)

The specific training: (please mention)

The working experience in kindergartens: ≤ 1 year 2 – 5 years ≥ 5 years

Participating Children's Information

1. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

2. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

3. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

4. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

5. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

6. Name:

Age:

Attending kindergarten since:

Attending special language promotion program in the kindergarten: Yes No

APPENDIX 5

CODING MATERNAL UTTERANCES DURING SHARED BOOK READING

(Reese, et al. 2003)

Code	Description
Labels	Labels request or provide character identification and labelling of objects, colours and animals
Picture Descriptions	Descriptions request or provide an explanation or elaboration of plot information beyond that given in the text, but focus on what has happened or is happening in the text, rather than on why it has happened.
Evaluations	Evaluations request or provide a judgement or state an individual's personal preference
Inferences	Inferences request or provide predictions about what will happen in the story in addition to reasoning about mental states and causality in the story
General Knowledge	General knowledge utterances request or provide information about the real world, including definitions and counting routines
Whole Book	Whole book comments request or provide title and author information or print concepts
Confirmation/ Correction	Confirmations confirm the partner's previous utterance, often consisting of a repetition plus yes, right, or good. Corrections correct the partner's previous utterance.
Personal Experience	Personal experiences request or provide a connection between the child's experiences and the text

APPENDIX 6

NATURE OF BOOK READING EVENT

(Dickinson et al, 2003)

Dramatic Quality (Style)

Pitch/ tone variation

Climax marked

Facial expression

Character voices used

Content of Talk during Book Reading

Limited Cognitive Demands:

Task Organization

Chiming

Book Focus

Feedback

Naming

Immediate Recall

Higher Cognitive Demands:

Extended Recall

Text- reader connect

Text analysis

Text vocabulary

Text prediction

Teacher Management Style

Explicit

Implicit

Awareness of child attentiveness

Child Involvement

General Interest

Appropriate responses

Excitement

APPENDIX 7

ADULT- CHILD INTERACTIVE READING INVENTORY

(DeBruin- Parecki, 1999)

Adult Behaviour	Observation	Child Behaviour	Observation
<p>I. Enhancing Attention to Text</p> <ol style="list-style-type: none"> 1. Attempts to promote and maintain physical proximity 2. Sustains interest and attention through use of child-adjusted language, positive affect and reinforcement 3. Gives child opportunity to hold book and turn pages 4. Shares book with child (i.e. displays sense of audience in book handling when reading) 		<p>I. Enhancing Attention to Text</p> <ol style="list-style-type: none"> 1. Child seeks and maintains physical proximity 2. Child pays attention and sustains interest 3. Child holds book and turn pages on his/her own or when asked 4. Child initiates or responds to book sharing which takes his/her presence into account 	
<p>II. Promoting Interactive Reading/ Supporting Comprehension</p> <ol style="list-style-type: none"> 1. Poses and solicits questions about the book's content 2. Points to pictures and words to assist child in identification and understanding 3. Relates book content and child's responses to personal experiences 4. Pauses to answer questions child poses 		<p>II. Promoting Interactive Reading/ Supporting Comprehension</p> <ol style="list-style-type: none"> 1. Child responds to questions about book 2. Child responds to parent cues or identifies pictures and words on his/her own 3. Child attempts to relate book content to personal experiences 4. Child poses questions about the story and related topics 	
<p>III. Using Literacy Strategies</p> <ol style="list-style-type: none"> 1. Identifies visual cues related to story reading (i.e. pictures, repetitive words) 2. Solicits predictions 3. Asks child to recall information from the story 4. Elaborates on child's ideas 		<p>III. Using Literacy Strategies</p> <ol style="list-style-type: none"> 1. Child responds to parent and/or identifies visual cues related to the story him/herself 2. Child is able to guess what will happen next based on picture cues 3. Child is able to recall information from story 4. Child spontaneously offers ideas about story 	

APPENDIX 8
CODEBOOK FOR EDUCATORS' STRATEGIES

First Codebook (Before Intercoder Reliability Check)

No	Codes/ Categories	Description
1	Book Focus ² (Whole Book ³ , Book Content ¹)	Utterances focusing on the book (title, content/ story)
2	Feedback ² (Responses ¹ , Confirmation & Corrections ³)	Feedback, responses, corrections and confirmation from the <i>Erzieherin</i>
3	Naming ² and Labels ³	Providing and identifying labels
4	Picture Description ³ , Visual Cues ¹	Providing and requesting picture description and visual cues
5	Recall ^{1,2}	Recalling information from the story
6	Text- Reader Connect ² (Personal Experiences ^{1,3})	Relating book content/ the story with personal experiences
7	Text Vocabulary ²	Vocabulary (words) used in the text
8	Text Prediction ¹ (Inferences ³ , Solicits Predictions ¹)	Predicting what will happen next in the story
9	Elaborating on Child's Idea ¹	Elaborating on child's idea
10	General Knowledge ³	General knowledge utterances request or provide information about the real world, including definitions and counting routines
11	Evaluations ³	Evaluations request or provide a judgement or state an individual's personal preference on the book
12	Teacher Management Style	Explicit and implicit behaviour management style (including floor selection), awareness of child's attentiveness

Note:

¹ DeBruin- Parecki *Adult-Child Interactive Reading Inventory* (1999)

² Dickinson et al's *Nature of the Book Reading Event* (2003)

³ Reese et al's *Coding Maternal Utterances* (2003)

Final Codebook

No	Coding Categories	Definition	Examples of Utterances and/or Behaviours
1	Book Focus	Utterances focusing on the book (title, content/ story)	<i>Das heißt „der kleine Esel und sein Geschenk für Jaki“</i>
2	Naming- Labelling	<p>Providing, identifying and requesting labels (characters identification, naming and labelling of objects, colours and animals) Including:</p> <p>What-question</p> <p>Label</p> <p>(Ninio & Bruner, 1978)</p>	<p><i>Das ist der kleine Esel</i> <i>Was ist das?</i></p> <p>What's that? What are those? What is it? What are they? What's on that page? What have we got here? What's the next one? What's over here? What do you see there? What can you see?</p> <p>X (= a stressed label) It's a (an) X That's a (an) X There is a (an) X A (an) X That's X There is X Lots of X</p>
3	Picture Description	Providing and requesting description of the pictures as well as explanations and elaborations of plot information, but focus on what has happened or is happening in the text	<i>Was macht er da?</i>
4	Confirmation	confirming by repeating, questioning, using confirmatory words such as 'yes' and 'right' and 'good'	<i>Ach, da! Genau</i>
5	Correction	corrections (correcting previous utterances)	<i>Die hat keine Haarspange</i>
6	Elaboration	elaborations on child's ideas (expanding and extending)	<i>Child: Teddybär!</i> <i>Erzieherin: ganz viele Teddys, ne?</i> <i>Verschiedene Teddys</i>
7	Personal Comments and Opinions	stating personal comments and opinions	<i>Ich hab's noch nie ausprobiert.</i> <i>Ich weiß nicht ob es funktioniert</i>
8	Recall	Recalling and asking children to recall information from the story	<i>Was haben wir gesagt, wer ist das?</i> → immediate recall

			<i>Könnt ihr euch noch erinnern? Dass er gesagt hat er möchte den Drachen – → extended recall</i>
9	Text Prediction, Inferences	Requesting and providing information about what will happen in the story in addition to reasoning about mental states and causality in the story	<i>Warum ist der so traurig?</i>
10	Text- Reader Connect	Relating book content and children's responses to personal experiences	<i>Habt ihr auch eine Kiste oder einen Schrank zuhause wo Spielzeug drin ist?</i>
11	Text Vocabulary	Using and discussing words and the meanings of words from the text	<i>Der kleine Esel springt aus dem Wägelchen. Was ist denn eigentlich ein Wägelchen?</i>
12	General Knowledge	Requesting and providing information about the real world including definitions and counting routines	<i>Wie sieht denn ein Baby aus?</i>
13	Evaluation	Requesting or providing a judgement or stating an individual's personal preference of the book (evaluating the book)	<i>Wie hat euch denn das Buch gefallen?</i>
14	Personal Responses	Stating personal responses/ reacting to child's personal/ interactional behaviours, giving praises or warning to children	<i>Du, ich sprech grade mit Selim. Du kannst es mir gleich zeigen, okay?</i>
15	Management Style	Managing the reading session: - opening, while reading, ending/ closing the reading session Managing children's behaviour and interaction: - Explicit management style: directly calling for children's attention, demanding that children's raise hands to contribute, talking about rules of participation, making explicit references to these rules Implicit management style: using children's names, looking at the children, asking questions about the story to control the group	<i>Dann fangen wir mal an. Mit der Geschichte → opening the book reading session Du, ich sprech grade mit Selim. → explicit management style Mahmudi? → implicit management style</i>

APPENDIX 9

CODEBOOK FOR CHILDREN

Coding Children's Responses

No	Coding Categories	Definition	Examples of Utterances and/or Behaviours
1	Naming- Labelling	Providing and identifying labels (characters identification, naming and labelling of objects, colours and animals) as responses to educator's request or peer's behaviours	X (= a stressed label) It's a (an) X That's a (an) X There is a (an) X A (an) X That's X
2	Picture Description	Providing description of the pictures as well as explanations and elaborations of plot information, but focus on what has happened or is happening in the text as responses to educator's request of peer behaviours	<i>He is sleeping there</i>
3	Confirmation	confirming by repeating, questioning, using confirmatory words such as 'yes' and 'right' and 'good'	<i>Yes, it is</i> <i>Is it ...?</i>
4	Correction/ Contradiction	corrections (correcting previous utterances)	<i>No, it's not ...</i> <i>I don't think it is ...</i>
5	Elaboration	elaborations on others' ideas (expanding and extending)	<i>Child 1: it's a horse</i> <i>Child 2: And it's green!</i>
6	Personal Comments and Opinions	stating personal comments and opinions	<i>They always have birthdays!</i>
7	Personal Reactions	Stating personal reactions to something	<i>Humming, stating like/ dislike</i>
8	Recall	Recalling information from the story	<i>Here it is again!</i>
9	Text Prediction, Inferences	Predicting information about what will happen in the story in addition to reasoning about mental states and causality in the story	<i>He is sad because he lost the kite</i>
10	Text- Reader Connect	Relating book content to personal experiences	<i>I have seen a kite like that</i>
11	General Knowledge	Providing information about the real world including definitions and counting routines	<i>A baby is so small</i>

Coding Children's Self- Initiations

No	Coding Categories	Definition	Examples of Utterances and/or Behaviours
1	Naming- Labelling	Providing, identifying and requesting labels (characters identification, naming and labelling of objects, colours and animals) on his/ her own initiatives	X (= a stressed label) It's a (an) X That's a (an) X
2	Picture Description	Providing and requesting description of the pictures as well as explanations and elaborations of plot information, but focus on what has happened or is happening in the text on his/ her own initiatives	<i>He is doing ...</i>
3	Personal Comments and Opinions	Spontaneously stating personal comments and opinions	<i>I think the light is on</i>
4	Text- Reader Connect	Relating book content to personal experiences on his/ her own initiatives	<i>I have a lot of Teddy bears</i>
5	General Knowledge	Providing information about the real world including definitions and counting routines on his/ her own initiatives	<i>One can swim in it</i>
6	Asking Questions	Asking questions on his/ her own initiatives	<i>Where is the pig?</i>
7	Initiating Interactions	Initiate personal interactions	<i>Calling names</i>
8	Text Prediction	Predicting the text on his/ her own initiatives	<i>The kite is for Jaki again</i>

APPENDIX 10

SAMPLE OF CODING EDUCATORS' STRATEGIES

Instructional Strategies

Category	Code	Case	Text
E's Instructional Strategies	Book Focus	Case 1	E: das heißt „der kleine Esel und sein Geschenk für Jaki“ <i>“It's called “The Little Donkey and His Gift for Jaki”</i>
E's Instructional Strategies	Naming- Labelling	Case 1	E: wo ist der denn? <i>Where is he then?</i>
E's Instructional Strategies	Confirmation	Case 1	E: Da <i>There</i>

Personal and Management Style

Category	Code	Case	Text
E's Personal & Management Strategies	Management Style	Case 1	E: dann schauen wir mal <i>We'll see then</i>
E's Personal & Management Strategies	Personal Responses	Case 1	E: hmhmhm ((laughing))
E's Personal & Management Strategies	Management Style	Case 1	E: !SO! <i>SO!</i>

APPENDIX 11

SAMPLE OF CODING CHILDREN'S BEHAVIOURS

Category	Code	Case	Text
Responses	Confirmation	Case 1	Children: ja Yes
Responses	Naming- Labelling	Case 1	Child 2: ((pointing))
Self- Initiations	Asking Questions	Case 1	Child 4: wo drum? <i>Where (is it)?</i>

APPENDIX 12

OVERALL CODED EDUCATOR'S STRATEGIES

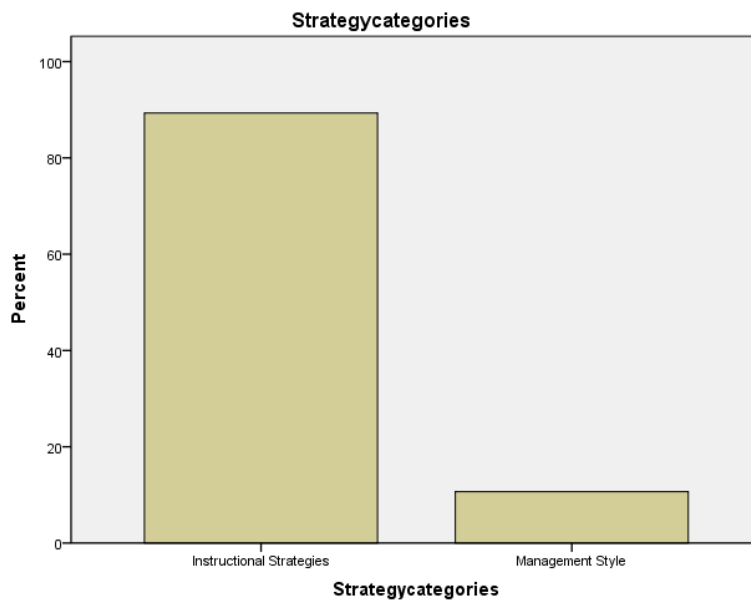
The frequencies of overall coded educator's strategies

Case	BookFocus	Naming	PicDesc	Confirm	Correction	Elaboration	PersComm	Recall	TextPred	Text-ReadC	TextVocab	GenerKnwld	Evaluation	PersResp	ManagStyle	TotalStrategies
Case 1	9	90	62	89	29	47	12	12	21	3	1	15	2	6	42	440
Case 2	1	22	16	32	6	7	3	1	5	9	2	2	0	6	10	122
Case 3	1	47	20	61	8	14	3	14	24	0	3	4	11	19	57	286
Case 4	1	0	0	3	0	1	6	0	0	3	0	0	0	1	5	20
Case 5	1	34	24	45	5	11	4	0	19	18	1	7	0	10	54	233
Sum	13	193	122	230	48	80	28	27	69	33	7	28	13	42	168	1101

APPENDIX 13

FREQUENCIES AND PERCENTAGES OF STRATEGIES CATEGORIES IN CASE 1

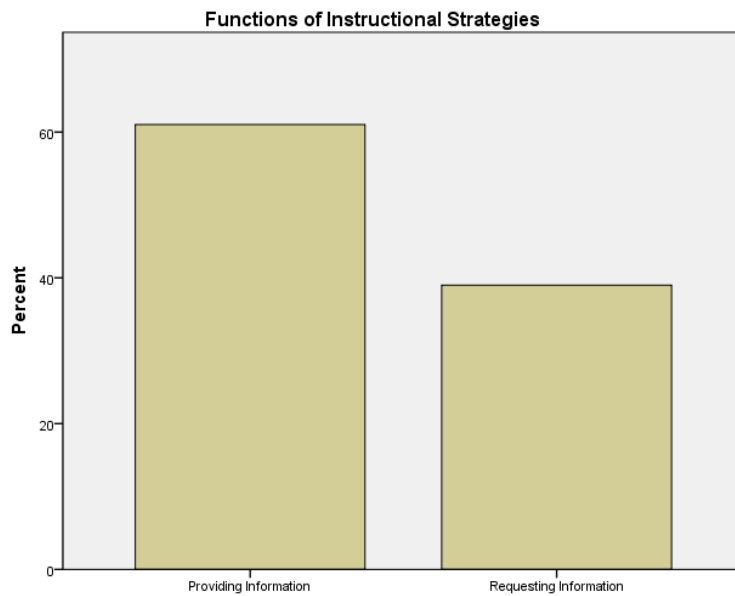
Strategies	Frequency	Percentage
Instructional Strategies	393	89,3
Management Style	47	10,7
Total	440	100,0



APPENDIX 14

FREQUENCIES AND PERCENTAGES OF INSTRUCTIONAL STRATEGIES FUNCTIONS IN CASE 1

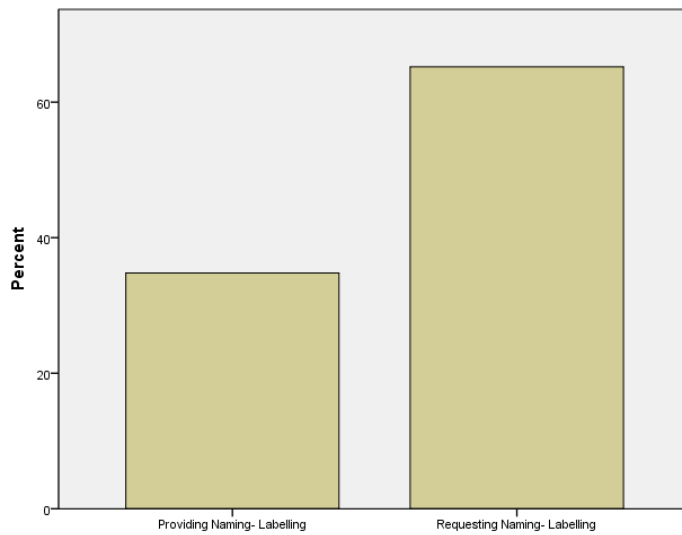
Strategy Functions	Frequency	Percentage
Providing Information	216	61,0
Requesting Information	138	39,0
Total	354	100,0



APPENDIX 15

FREQUENCIES AND PERCENTAGES OF NAMING AND LABELLING STRATEGIES
IN CASE 1

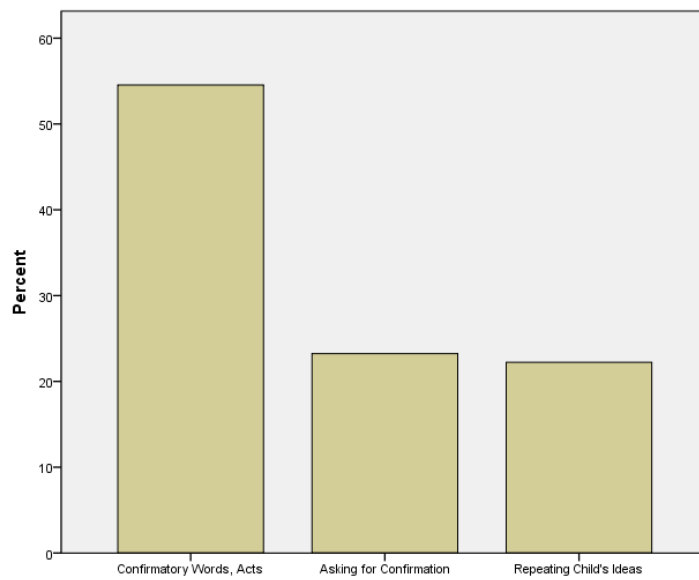
Naming and Labelling Strategies	Frequency	Percent
Providing Naming- Labelling	32	34,8
Requesting Naming- Labelling	60	65,2
Total	92	100,0



APPENDIX 16

FREQUENCIES AND PERCENTAGES OF CONFIRMATION STRATEGIES

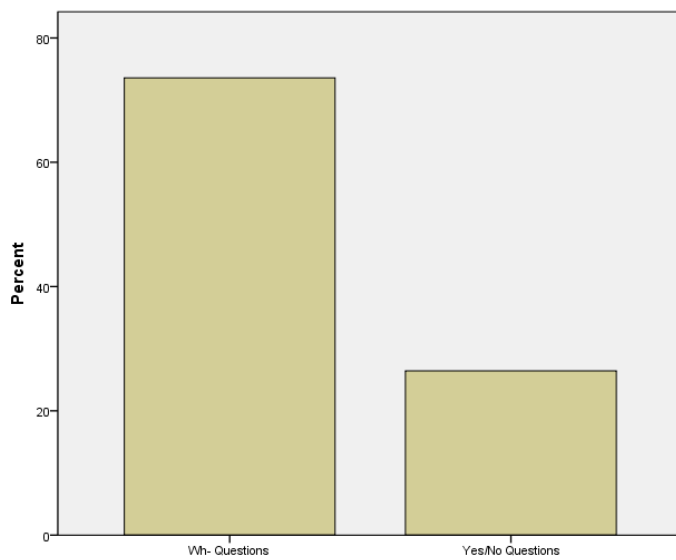
Confirmation Strategies	Frequency	Percentage
Confirmatory Words, Acts	54	54,5
Asking for Confirmation	23	23,2
Repeating Child's Ideas	22	22,2
Total	99	100,0



APPENDIX 17

FREQUENCIES AND PERCENTAGES OF QUESTIONING STRATEGIES IN CASE 1

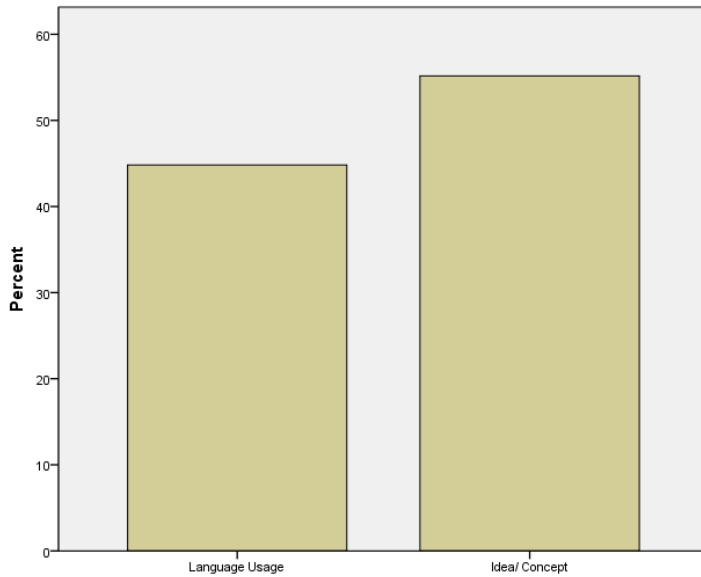
Questioning Strategies	Frequency	Percentage
Wh- Questions	103	73,6
Yes/No Questions	37	26,4
Total	140	100,0



APPENDIX 18

FREQUENCIES AND PERCENTAGES OF CORRECTION STRATEGIES IN CASE 1

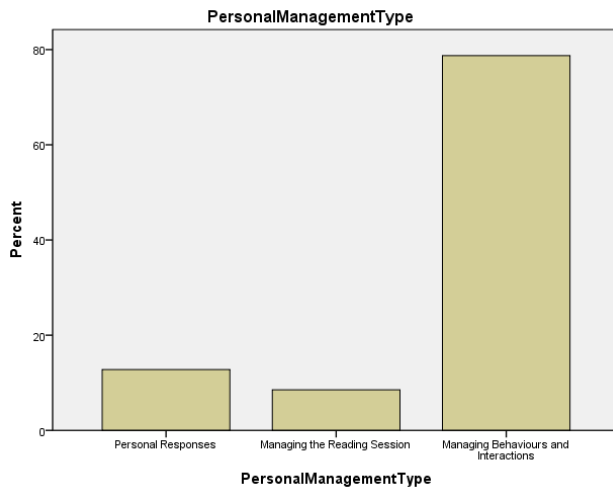
Correction Strategies	Frequency	Percentage
Language Usage	13	44,8
Idea/ Concept	16	55,2
Total	29	100,0



APPENDIX 19

FREQUENCIES AND PERCENTAGES OF PERSONAL AND MANAGEMENT STRATEGIES IN CASE 1

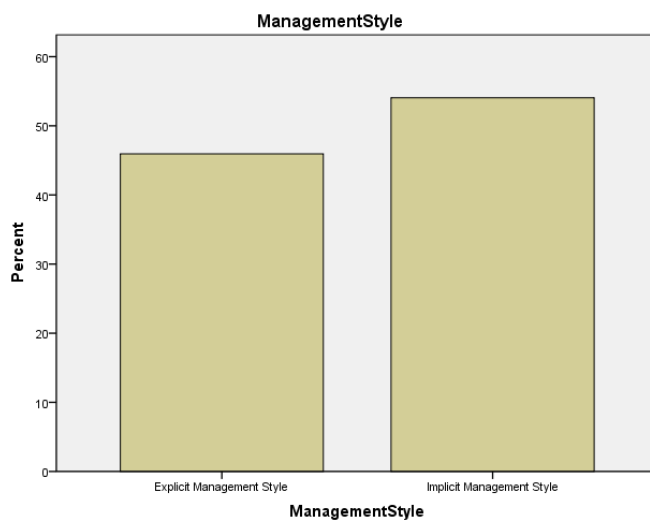
Personal and Management Strategies	Frequency	Percentage
Personal Responses	6	12,8
Managing the Reading Session	4	8,5
Managing Behaviours and Interactions	37	78,7
Total	47	100,0



APPENDIX 20

FREQUENCIES AND PERCENTAGES OF MANAGEMENT STYLE TYPES IN CASE 1

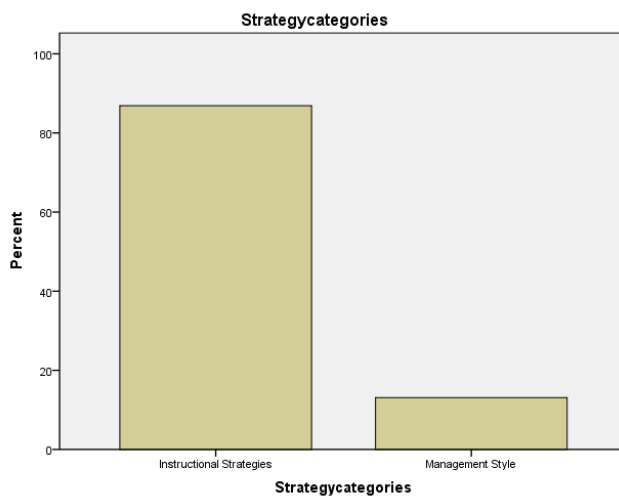
Management Style Types	Frequency	Percentage
Explicit Management Style	17	45,9
Implicit Management Style	20	54,1
Total	37	100,0



APPENDIX 21

FREQUENCIES AND PERCENTAGES OF STRATEGIES CATEGORIES IN
CASE 2

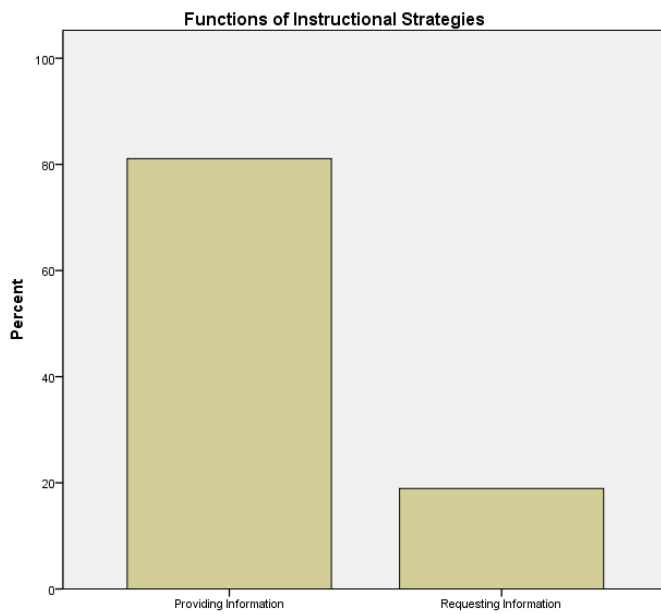
Strategies	Frequency	Percentage
Instructional Strategies	106	86,9
Management Style	16	13,1
Total	122	100,0



APPENDIX 22

FREQUENCIES AND PERCENTAGES OF INSTRUCTIONAL STRATEGIES FUNCTIONS IN CASE 2

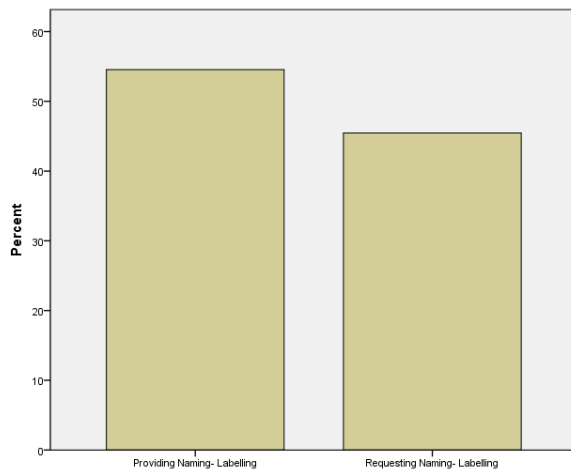
Strategy Functions	Frequency	Valid Percent
Providing Information	90	81,1
Requesting Information	21	18,9
Total	111	100,0



APPENDIX 23

FREQUENCIES AND PERCENTAGES OF NAMING AND LABELLING STRATEGIES
IN CASE 2

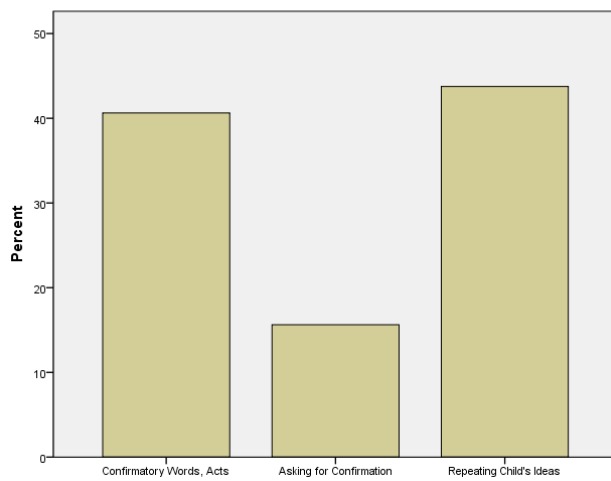
Naming and Labelling Strategies	Frequency	Percentage
Providing Naming- Labelling	12	54,5
Requesting Naming- Labelling	10	45,5
Total	22	100,0



APPENDIX 24

FREQUENCIES AND PERCENTAGES OF CONFIRMATION STRATEGIES IN CASE 2

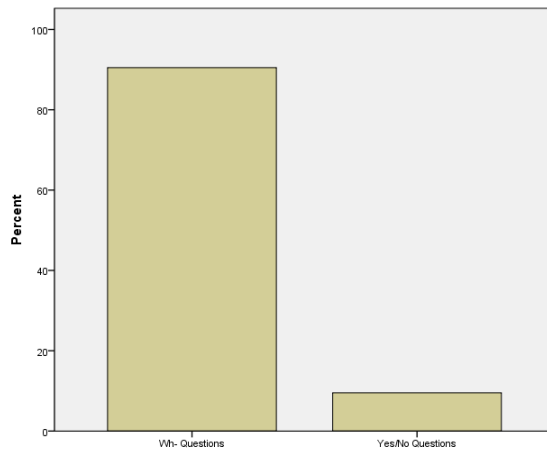
Confirmation Strategies	Frequency	Percentage
Confirmatory Words, Acts	13	40,6
Asking for Confirmation	5	15,6
Repeating Child's Ideas	14	43,8
Total	32	100,0



APPENDIX 25

FREQUENCIES AND PERCENTAGES OF QUESTIONING STRATEGIES IN CASE 2

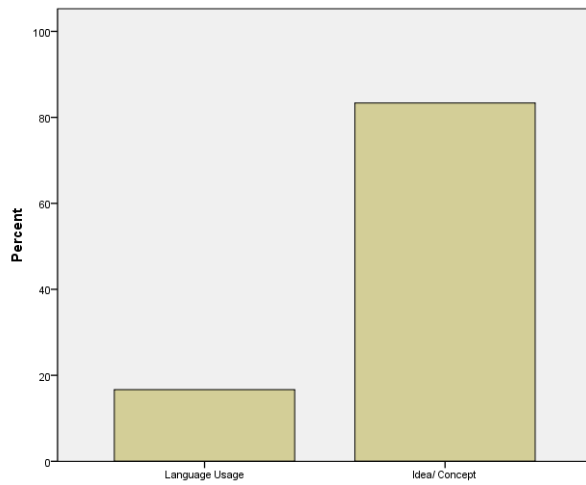
Questioning Strategies	Frequency	Percentage
Wh- Questions	19	90,5
Yes/No Questions	2	9,5
Total	21	100,0



APPENDIX 26

FREQUENCIES AND PERCENTAGES OF CORRECTION STRATEGIES IN CASE 2

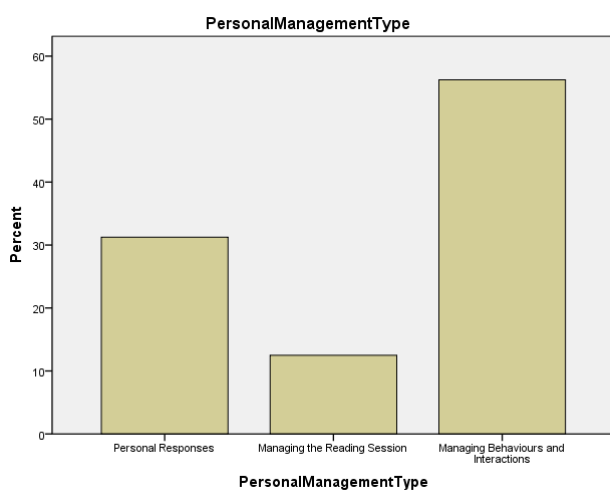
Correction Strategies	Frequency	Percentage
Language Usage	1	16,7
Idea/ Concept	5	83,3
Total	6	100,0



APPENDIX 27

FREQUENCIES AND PERCENTAGES OF PERSONAL AND MANAGEMENT STRATEGIES IN CASE 2

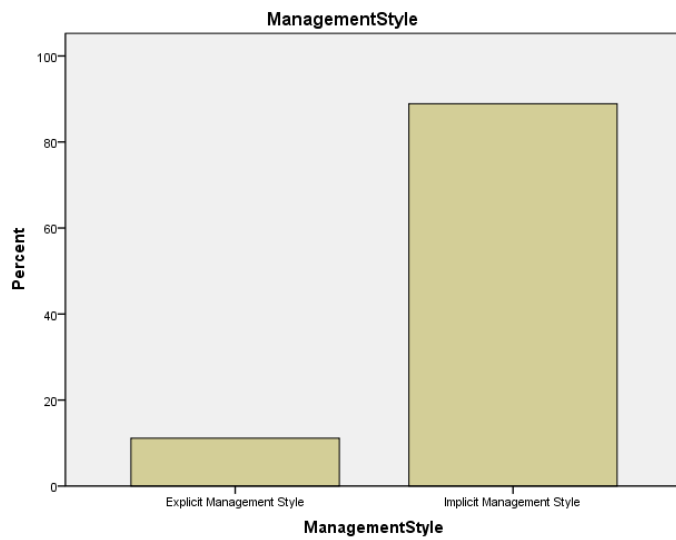
Personal and Management Strategies	Frequency	Percentage
Personal Responses	5	31,3
Managing the Reading Session	2	12,5
Managing Behaviours and Interactions	9	56,3
Total	16	100,0



APPENDIX 28

FREQUENCIES AND PERCENTAGES OF MANAGEMENT STYLE TYPES IN CASE 2

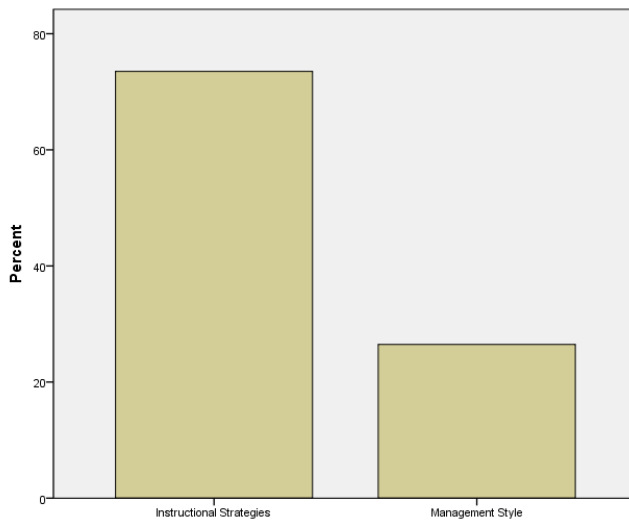
Management Style Types	Frequency	Percentage
Explicit Management Style	1	11,1
Implicit Management Style	8	88,9
Total	9	100,0



APPENDIX 29

FREQUENCIES AND PERCENTAGES OF STRATEGIES CATEGORIES IN CASE 3

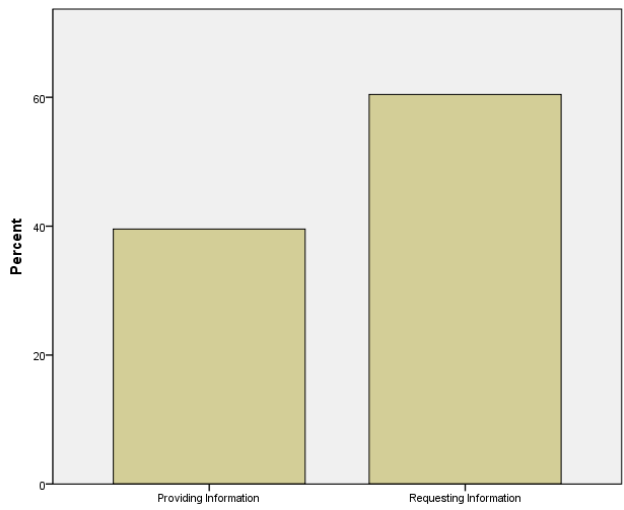
Strategy Categories	Frequency	Percentage
Instructional Strategies	211	73,5
Management Style	76	26,5
Total	287	100,0



APPENDIX 30

FREQUENCIES AND PERCENTAGES OF INSTRUCTIONAL STRATEGIES
FUNCTIONS IN CASE 3

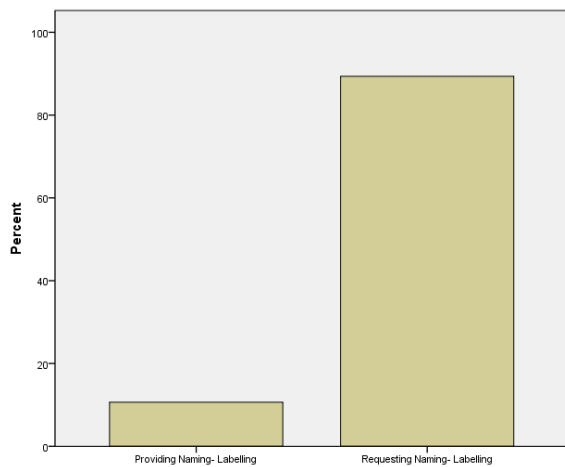
Instructional Categories Functions	Frequency	Percentage
Providing Information	72	39,6
Requesting Information	110	60,4
Total	182	100,0



APPENDIX 31

FREQUENCIES AND PERCENTAGES OF NAMING AND LABELLING STRATEGIES
IN CASE 3

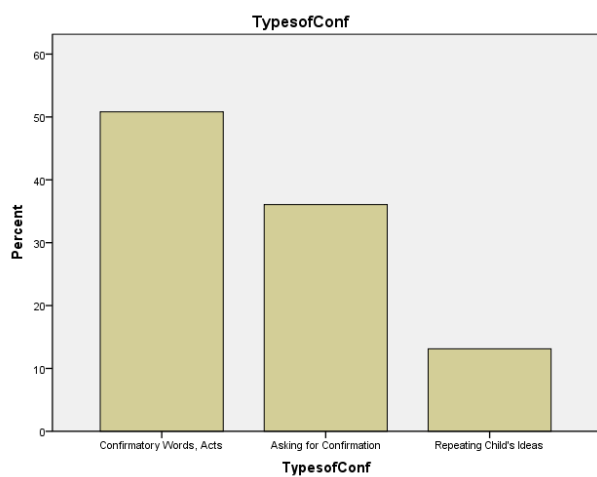
Naming and Labelling Strategies	Frequency	Percentage
Providing Naming- Labelling	5	10,6
Requesting Naming- Labelling	42	89,4
Total	47	100,0



APPENDIX 32

FREQUENCIES AND PERCENTAGES OF CONFIRMATION STRATEGIES IN CASE 3

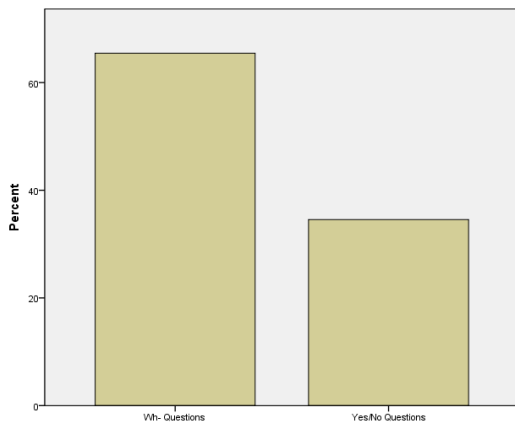
Confirmation Strategies	Frequency	Percentage
Confirmatory Words, Acts	31	50,8
Asking for Confirmation	22	36,1
Repeating Child's Ideas	8	13,1
Total	61	100,0



APPENDIX 33

FREQUENCIES AND PERCENTAGES OF QUESTIONING STRATEGIES IN CASE 3

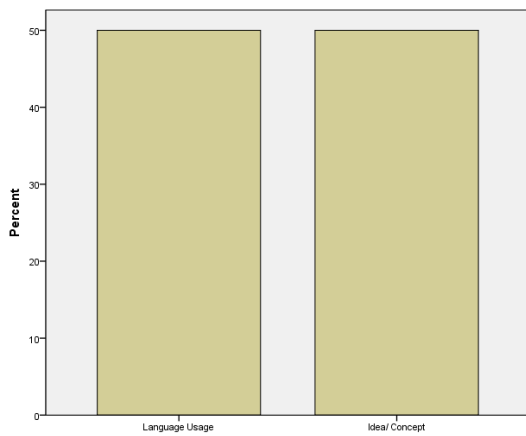
Questioning Strategies	Frequency	Percentage
Wh- Questions	72	65,5
Yes/No Questions	38	34,5
Total	110	100,0



APPENDIX 34

FREQUENCIES AND PERCENTAGES OF CORRECTION STRATEGIES IN CASE 3

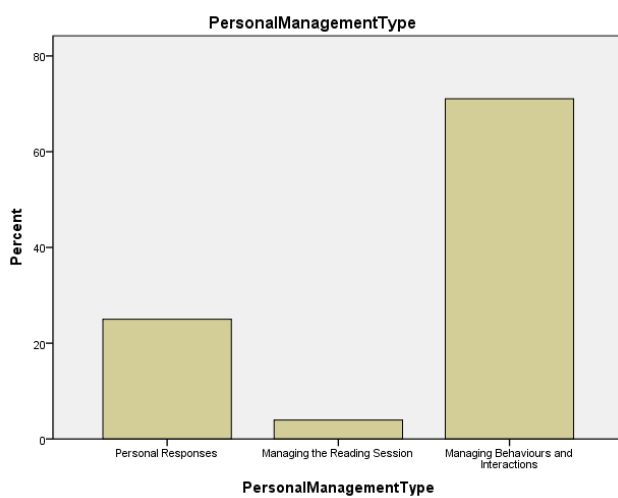
Correction Strategies	Frequency	Percentage
Language Usage	4	50,0
Idea/ Concept	4	50,0
Total	8	100,0



APPENDIX 35

FREQUENCIES AND PERCENTAGES OF PERSONAL AND MANAGEMENT STRATEGIES IN CASE 3

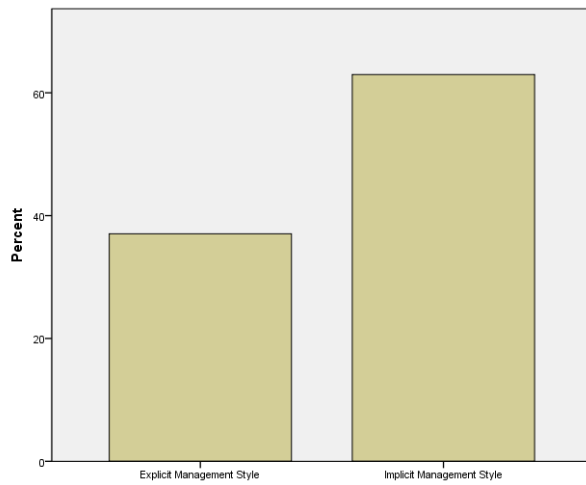
Personal and Management Strategies	Frequency	Percentage
Personal Responses	19	25,0
Managing the Reading Session	3	3,9
Managing Behaviours and Interactions	54	71,1
Total	76	100,0



APPENDIX 36

FREQUENCIES AND PERCENTAGES OF MANAGEMENT STYLE TYPES IN CASE 3

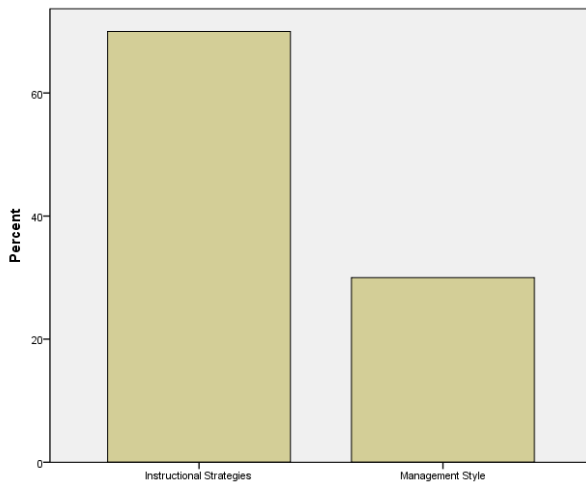
Management Style Types	Frequency	Percentage
Explicit Management Style	20	37,0
Implicit Management Style	34	63,0
Total	54	100,0



APPENDIX 37

FREQUENCIES AND PERCENTAGES OF STRATEGIES CATEGORIES IN CASE 4

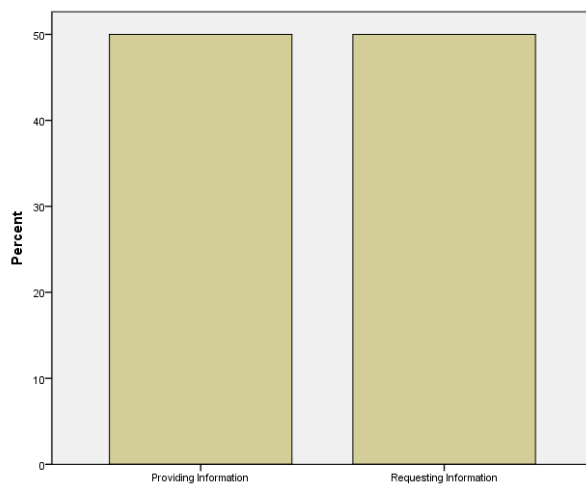
Strategy Categories	Frequency	Percentage
Instructional Strategies	14	70,0
Management Style	6	30,0
Total	20	100,0



APPENDIX 38

FREQUENCIES AND PERCENTAGES OF INSTRUCTIONAL STRATEGIES
FUNCTIONS IN CASE 4

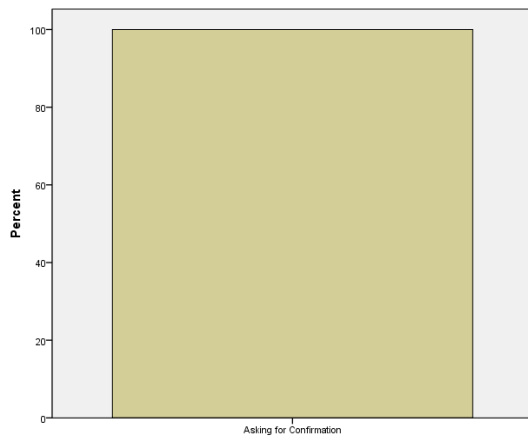
Instructional Categories Functions		Frequency	Percentage
Valid	Providing Information	7	50,0
	Requesting Information	7	50,0
	Total	14	100,0



APPENDIX 39

FREQUENCIES AND PERCENTAGES OF CONFIRMATION STRATEGIES IN CASE 4

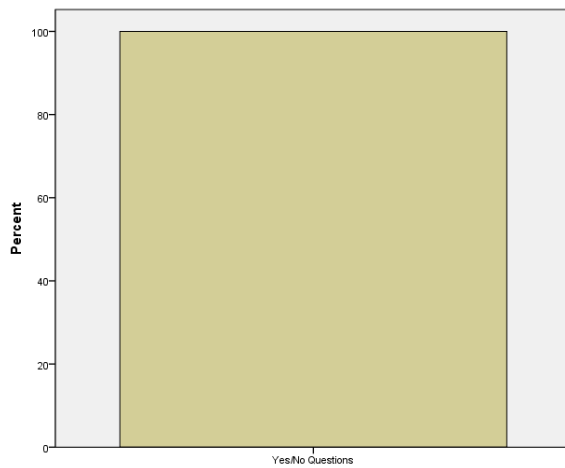
Confirmation Strategies	Frequency	Percentage
Asking for Confirmation	3	100,0



APPENDIX 40

FREQUENCIES AND PERCENTAGES OF QUESTIONING STRATEGIES IN CASE 4

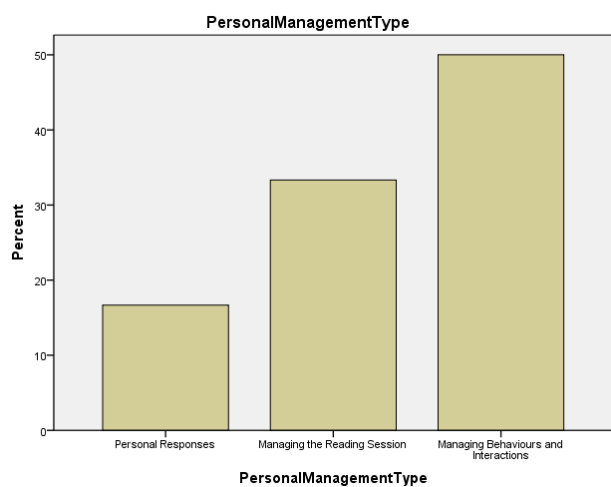
Questioning Strategy	Frequency	Percentage
Yes/No Questions	7	100,0



APPENDIX 41

FREQUENCIES AND PERCENTAGES OF PERSONAL AND MANAGEMENT STRATEGIES IN CASE 4

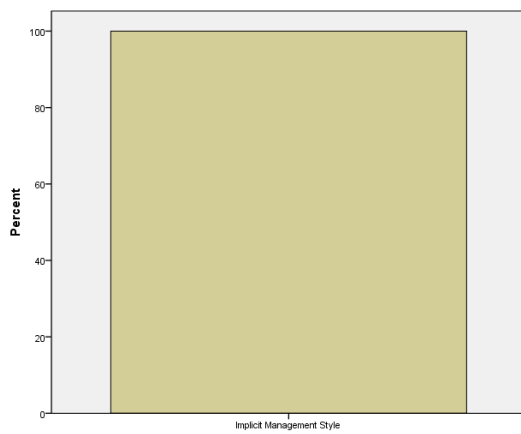
Personal and Management Strategies	Frequency	Percentage
Personal Responses	1	16,7
Managing the Reading Session	2	33,3
Managing Behaviours and Interactions	3	50,0
Total	6	100,0



APPENDIX 42

FREQUENCIES AND PERCENTAGES OF MANAGEMENT STYLE TYPES IN CASE 4

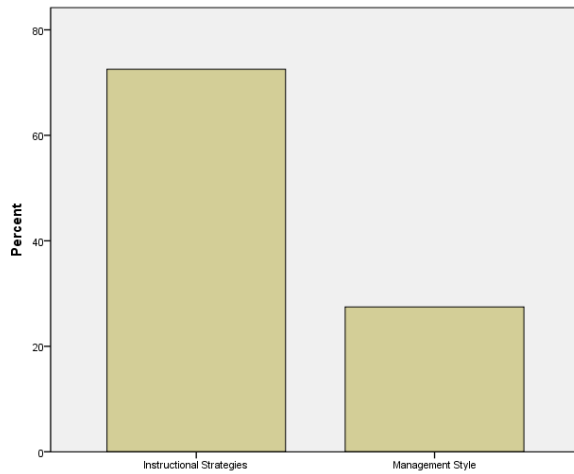
Management Style Type	Frequency	Percentage
Implicit Management Style	3	100,0



APPENDIX 43

FREQUENCIES AND PERCENTAGES OF STRATEGIES CATEGORIES IN CASE 5

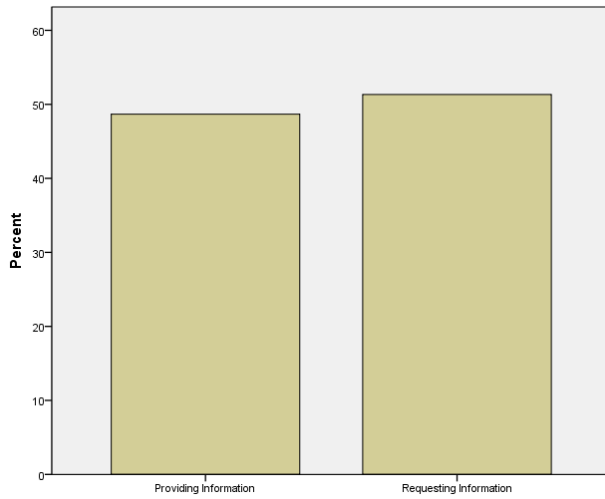
Strategy Categories	Frequency	Percentage
Instructional Strategies	169	72,5
Management Style	64	27,5
Total	233	100,0



APPENDIX 44

FREQUENCIES AND PERCENTAGES OF INSTRUCTIONAL CATEGORIES
FUNCTIONS IN CASE 5

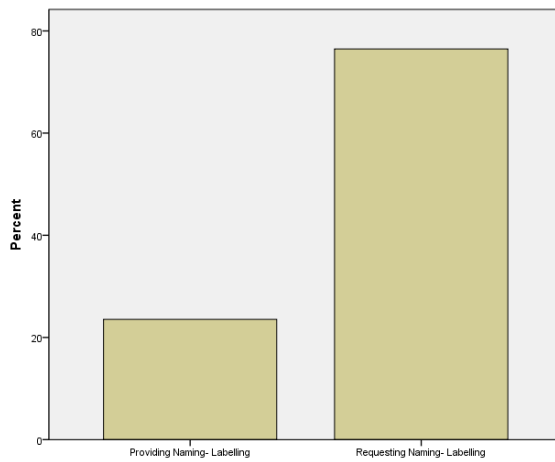
Instructional Categories Functions		Frequency	Percentage
Valid	Providing Information	73	48,7
	Requesting Information	77	51,3
	Total	150	100,0



APPENDIX 45

FREQUENCIES AND PERCENTAGES OF NAMING AND LABELLING STRATEGIES
IN CASE 5

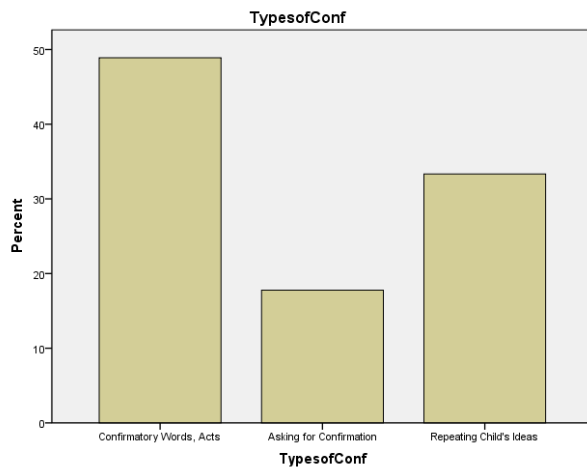
	Frequency	Percentage
Providing Naming- Labelling	8	23,5
Requesting Naming- Labelling	26	76,5
Total	34	100,0



APPENDIX 46

FREQUENCIES AND PERCENTAGES OF CONFIRMATION STRATEGIES IN CASE 5

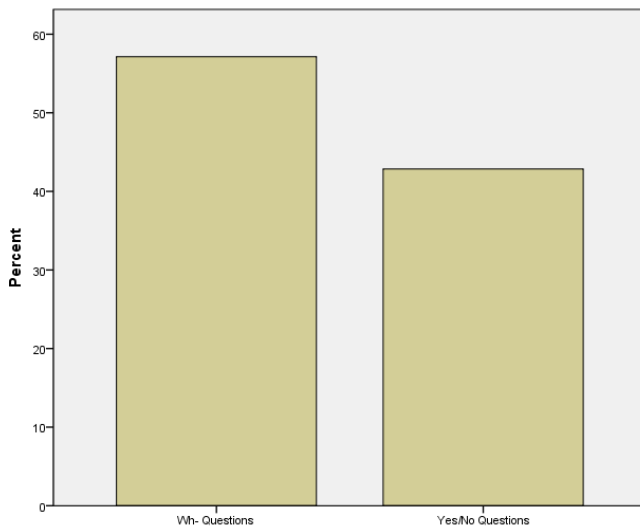
Confirmation Strategies	Frequency	Percentage
Confirmatory Words, Acts	22	48,9
Asking for Confirmation	8	17,8
Repeating Child's Ideas	15	33,3
Total	45	100,0



APPENDIX 47

FREQUENCIES AND PERCENTAGES OF QUESTIONING STRATEGIES IN CASE 5

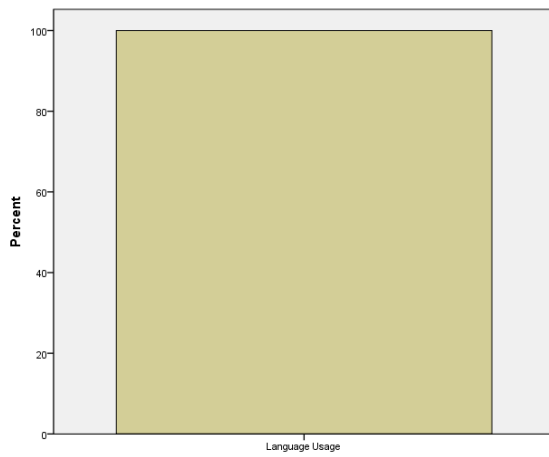
Questioning Strategies	Frequency	Percentage
Wh- Questions	44	57,1
Yes/No Questions	33	42,9
Total	77	100,0



APPENDIX 48

FREQUENCIES AND PERCENTAGES OF CORRECTION STRATEGIES IN CASE 5

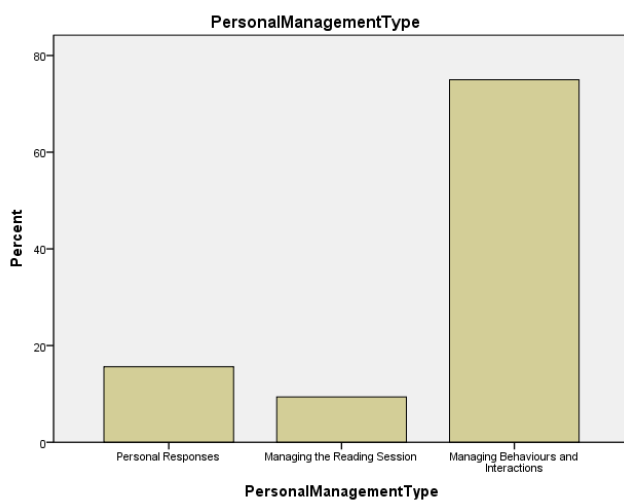
Correction Strategies	Frequency	Percentage
Language Usage	5	100,0



APPENDIX 49

FREQUENCIES AND PERCENTAGES OF PERSONAL AND MANAGEMENT STRATEGIES IN CASE 5

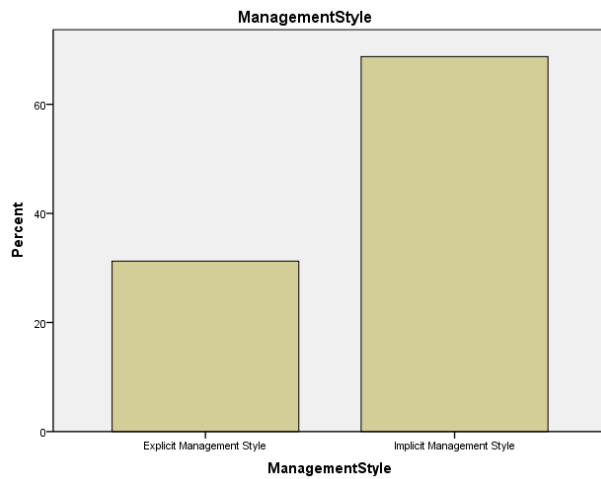
Personal and Management Strategies	Frequency	Percentage
Personal Responses	10	15,6
Managing the Reading Session	6	9,4
Managing Behaviours and Interactions	48	75,0
Total	64	100,0



APPENDIX 50

FREQUENCIES AND PERCENTAGES OF MANAGEMENT STYLE TYPES IN CASE 5

Management Style Types	Frequency	Percentage
Explicit Management Style	15	31,3
Implicit Management Style	33	68,8
Total	48	100,0



APPENDIX 51

OVERALL CODED CHILDREN'S BEHAVIOURS

Cases	R-F: Naming	R-F: PicDesc	R-F: Conf	R-F: Corr	R-F: Elab	R-F: PersC	R-F: PersRe	R-F: Recall	R-F: TextPr	R-F: TextRC	R-F: GenKnw	R-F: Eval	S-I: Naming	S-I: PicDesc	S-I: PersC	S-I: TextRC	S-I: GenKnw	S-I: AskQues	S-I: InitIntrc	S-I: TextPr	Total
Cas e 1	116	29	37	40	2	10	4	0	7	0	3	0	7	27	11	1	5	27	2	5	33
Cas e 2	27	2	18	11	3	3	6	0	2	11	0	0	14	3	3	3	1	4	0	1	11
Cas e 3	71	6	32	17	3	5	5	1	7	1	5	3	28	5	2	1	0	3	15	0	21
Cas e 4	0	0	3	1	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	8
Cas e 5	31	5	27	8	0	4	5	3	3	4	3	0	6	1	3	1	0	5	1	0	11
Sum	245	42	117	77	10	23	20	4	19	17	11	3	55	36	19	6	6	39	18	6	77
Mean	49	8,4	23,4	15,4	2	4,6	4	0,8	3,8	3,4	2,2	0,6	11	7,2	3,8	1,2	1,2	7,8	3,6	1,2	