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Abstract
The purpose of this action research is to investigate how parents in Taiwan could intrigue parent-child shared reading at home and how to help the children advance English literacy through shared reading. Although the participant, six years old, was brought up in an English-Mandarin Chinese speaking family, she still doesn't use English as her main communicative instrument. Therefore, the motivation of the study is to search for a possible method for the participant to increase her habit of using English.
Specific strategy used for shared reading in this action research is intensive and extensive reading. The theoretical framework used in this study is mastery learning. Periodical sampling will be used to analyze the participant's English book shared reading manifestation. Field notes, post-reading reflective notes, the participant's invented writings, reading logs, video tapes and photographs will be collected to analyze for the findings. Descriptive information about the participant's performance and literary progress in shared reading will be presented. The objectives of the observation include nonverbal factors (presented in the form of literature reading, picture drawing and short guided writing) and verbal output (in the form of reading the literature aloud and reciting the content of the literature). The study was conducted in 17 months.
The analytical description includes the participant's background information on English using habit and how the habit was changed. Then the description of how the participant's English reading interest changed will be provided. The significance of this study is that families who would like to adopt shared reading could obtain suggestions on how to conduct extensive and intensive reading at the same time. Another benefit of this action research is to facilitate the family to build an English literal environment at home. Implications for further research and educational practice will be discussed.
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