

**UNIVERSITY OF EDUCATION, WINNEBA**



**TEACHERS' PERSPECTIVES OF SHARED READING AND  
WRITING MODEL ON STUDENTS' COMPOSITION SKILLS:  
THE CASE OF AJUMAKO ENYAN ESSIAM DISTRICT**

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**MASTER OF PHILOSOPHY**

**2024**

**UNIVERSITY OF EDUCATION, WINNEBA**



**THE IMPACT OF SHARED READING AND WRITING MODEL ON  
STUDENTS COMPOSITION: THE CASE OF AJUMAKO ENYAN ESIAM  
DISTRICT**

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**A thesis submitted to the School of Graduate Studies in partial  
Fulfilment of the requirements for the award of the degree of  
Master of Philosophy  
(Basic Education)**

**Department of Basic Education,  
School of Education and Life-Long Learning (SELLL)  
UNIVERSITY OF EDUCATION, WINNEBA**

**JUNE, 2024**

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## DECLARATION

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I, John Baptist, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

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## **DEDICATION**

This work is wholeheartedly dedicated and devoted to my ever-loving and well treasured headmistress Miss. Dora Bondzie-Micah, Headmistress of Atekyedo M/A Basic School, Winneba in honour and recognition of her labour, toil, and sweat in the process of my entire moral and educational life.

## ACKNOWLEDGEMENT

A lot of assistance has been received from some individuals aside from God in coming out with this work. It would be tantamount to gross ingratitude and thanklessness if I do not appreciate their remarkable contributions.

First and foremost, I show and register my profound gratitude and appreciation to my Principal Supervisor Professor Asonaba Kofi Addison and my Co-Supervisor Professor Sarah Emma Eshun for their professional constructive criticisms, vetting and motivation that has spurred me to come out with this work.

Again, I owe a depth of gratitude to Professor (Mrs.) Sakina Acquah, H.O.D, Department of Basic Education, U.E.W, for her motherly love and encouragement. I am indebted to Mr. Kwaku Essiah Donkor, Senior Lecturer, Department of Basic Education, U.E.W, for his recommendations and directions given to me.

Furthermore, I am extremely grateful to Mr. Ricard Hoenyefia Boni, the former GNAT Chairman of Ahanta West District and Madam Lucy Aidoo Boni for their unwavering words of encouragements.

I stand grateful to my mother Miss. Agnes Efua Kumah Botchwey for her incentives, inducement, and extrinsic motivations towards my moral and educational wellbeing. Thank you Auntie Aggie.

I also stand very grateful to my brother and friend Mr. Tahiru Kwadwo Mustapha, the former General Course Rep, M.Phil. in Basic Education, U.E.W for his time, energy, proficiency and knowledge in the execution of the face validity of the work.

I am finally thankful to my beloved family, both nuclear and extended for giving me the peace of mind to complete this work. Thank you and may God bless us all!!!

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## **ABSTRACT**

The purpose of the study is to investigate the Impact of the Shared Reading and Writing Model on Students' Composition Writing: The Case of Ajumako Enyan Essiam District. Explanatory Sequential Mix Method Design (SED) was used for the study. The target population for this study was junior high school teachers in the Ajumako Enyan Essiam District. The Ajumako Enyan Essiam District has seven circuits. The accessible population for this research consisted of all the 101 junior high school English teachers within the district. The study adopted a census sampling technique in selecting respondents for the first phase of the study. The data was obtained using a triangulation approach. Three instruments were used to collect data for this study's analysis: questionnaire (with closed ended items), a semi-structured interview, and classroom observation. The findings of the study revealed a variation in the level of knowledge among teachers in Ajumako Enyan Essiam District regarding the shared reading and writing model. The study identified several shared reading and writing techniques used by teachers in the District. Based on the findings, it was recommended that Ajumako Enyan Essiam District Directorate of Education should provide comprehensive professional development programs to enhance teachers' knowledge in the implementation of the shared reading and writing model. Therefore, they should allocate resources and materials to support the implementation of shared reading and writing activities in classrooms. Ajumako Enyan-Essiam Directorate of Education should also Foster an inclusive and supportive classroom environment that addresses the varying proficiency levels and encourage equal participation of all students.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

According to Gumperz (1968), in every speech community there are certain distinct features which are regarded essential to the success of the speech. One of such features is communication. This means, for people to be able to let others know their thoughts, views or opinions, language is used. This communication is either done in writing or in speaking or even made non- verbally. All languages, including English, consist of the skills of listening, speaking, reading and writing. For one to develop these skills, one needs to consider and analyse vocabulary, structure, pronunciation, and spelling as the English language components that students should know. According to Fitria (2019, p.47), for a student to know and understand the English language they must learn the writing skill. Writing is seen as an extremely vital skill. Correct words, correct sentences, correct paragraphs, and texts are learned by the student essentially through writing. Fitria (2019) opines that the skill of writing is an active one since to produce any useful written work, learners have to involve personally in the work. However, Hourani, (2008) and Lia Rahmawati (2019), opine that writing is a significant communication form in language development. It is further suggested by Khalil, Saussan (2012) that writing is one form of communication that seems difficult to deal with in prospect by both users of native and learned languages. To Ara, (2018) probably, writing is classified as the daunting aspect of the abilities and skills in language which students will have to master. According to Adas, Dana Bakir, Ayda, (2013) the daunting nature as stressed by Hourani (2008); Richards (2002); and Corder (2005) does not only cover

how to generate and organize thoughts but also covers students' the inability to translate these thoughts to "legible text". With non-native speakers of English, Atatsi, Eli Ayawo Amoakohene, Benjamin (2019) opines that as a productive skill, writing is considered as a very difficult task. According to Afful, as cited in Atatsi, Eli Ayawo Amoakohene, Benjamin, (2019), students cannot do away with writing in spite of the fact that it is considered as a very daunting exercise. This is because; in the academic lives of students writing serves as an absolute indispensable feature. Indeed, writing is regarded as the link between academic literacy and tertiary education by scholars. Atatsi, Eli Ayawo Amoakohene, Benjamin (2019) further asserts that difficulty of writing becomes very much pronounced when students are made to express themselves in a non-native or a second language - English Language. He attributes reason for this pronounced difficulty to the fact that most students do not possess the skills to communicate effectively in English. English language has been adopted as an official language and as a medium of instruction in Ghanaian educational institutions because, it is a language that is largely regarded as a global language Atatsi, Eli Ayawo Amoakohene, Benjamin (2019). Every language has certain conventions and regulations which must be obeyed when writing. It is only when writing follows such conventions as vocabulary, spelling, pronunciation, and grammar that one's writing can be regarded as good writing. To Fitria, T. N. (2024), writing skills are different from other skills. Thus, one can conclude that writing is in itself a product resulting from the combination of all skills in English language study. Actually, in writing the writers produce the sentences which are put in a particular order and knitted together in certain ways into good paragraph. However, the written production is the most difficult task.

According to Sung, C. C. M, (2014) proper grammar is usually perceived as the standard grammar used by literates in an English-speaking country. Grammar used on

the street may be very different, and although it may be useful to understand "street" English, it is not usually taught to students. This clearly shows that English language taught in schools is taught to follow specific rules and regulations. To Sung, C. C. M, (2014) "Grammar is the study of words, how they are used in sentences, and how they change in different situations; the study of sentence structure; and rules" and examples that show how the language should be used. This is a correct usage of grammar, as in a textbook or manual/guide. The system which people learn as they grow up (*structural grammar*)

One major aspect of grammar in English language that often captures attention is *tenses*. The concept of tense in English language is a method that we use to refer to time - past, present. Many languages use tense to talk about time. For example, *Priscilla was here yesterday* is statement in English language telling the reader the time or when the subject was here (past tense). Other languages have no concept of tense at all, but of course they can still talk about time, using different methods.

In communicative proficiency, grammar is seen as an extremely important area. There is a slight distinction between grammatical errors in speech and grammatical errors in writing. In speech incorrect use of grammar is usually of less importance, since in speech, one can add gestures, body language, sounds etc. to make oneself understood. However, grammatical errors in writing may involve significant results. A case in point is that, in writing, the message can be misinterpreted or the writer may not be taken seriously. In writing the writer does not have the opportunity to correct errors made and that is the main reason why correctly used grammar is important. However, in speech the speaker has a chance to immediately correct the error when it occurs. Anderson et al., (2012).

In order to convey meaning in communication, whether written or oral, one needs to fully equip oneself with enough mastery of grammar. Grammar is the pleasant thing that comes out of language. Grammar is the arrangement in language that produces a pleasing effect, since it is the one that makes language meaningful. Indeed, sentences that are produced without correct grammar can hardly be understood by readers. Grammar is an inseparable component of language. For instance, in Kwasi's 2018 study, he claims that Chauke (2022), opined that grammar describes the structure of a language as well as the manner in which the units of linguistics like words, clauses and phrases are usually put together to produce sentences in the language. It is often said that basically, grammar remains the adhesive that holds various parts of the language together so that meaningful communication can be produced. Someone is considered successful in learning a language when he is able to communicate with ease in both oral and written form. The learner's ability to construct well-structured and comprehensible sentences is a clear sign of good grammatical competence. Richard (2005), states that grammatical competence refers to the knowledge we have in a language that accounts for our ability to produce sentences.

Education systems recognize the significance of writing skills for students' overall development. The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the importance of writing instruction and its contribution to sustainable futures for all (Egana del Sol, Pablo A, 2020). Writing is considered a fundamental skill necessary for effective communication, critical thinking, and active participation in society.

In the African context, writing skills are vital for students to engage in academic pursuits, knowledge dissemination, and socioeconomic development. However, studies indicate that many African students face challenges in developing proficient writing

abilities (Ndlovu & Prince, 2019). Factors such as limited access to quality education, inadequate instructional materials, and language barriers contribute to the difficulties students encounter in composition writing.

Within the Ghanaian educational landscape, composition writing is an essential component of language arts instruction. The Ministry of Education in Ghana recognizes the need to develop students' writing skills and has implemented curriculum frameworks to guide writing instruction (Boahen, 2019). Despite these efforts, empirical studies have revealed persistent challenges in composition writing among Ghanaian students (Korankye, 2021). This highlights the need for innovative approaches to improve writing outcomes in Ghanaian schools. The problem of poor composition writing skills persists in the Ajumako Enyan Essiam District. Students continue to struggle with generating ideas, organizing their thoughts, and using appropriate language conventions.

Given the persistence of the problem and the limited effectiveness of previous interventions, there is a need to explore innovative instructional approaches that can enhance students' composition writing skills. The shared reading and writing model has shown promise in improving writing abilities in various contexts (McNamara, et al, 2022).

## **1.2 Statement of the Study**

Composition writing is a vital skill that enables students to effectively express their thoughts, ideas, and knowledge. However, in the Ajumako Enyan Essiam District, there is a persistent problem regarding students' composition writing abilities. Despite various interventions at the national and district levels, the problem persists, leading to adverse effects on students' academic performance and future prospects. This study

aims to investigate the impact of the shared reading and writing model on students' composition writing in the district, exploring its potential to address the persistent problem and improve students' writing skills.

Students in the Ajumako Enyan Essiam District would possess proficient composition writing skills. They would be able to effectively organize their ideas, demonstrate clarity of expression, and employ appropriate grammar and vocabulary. This would enable them to communicate effectively and succeed academically. However, the current situation deviates from this ideal, indicating a need for intervention.

Currently, students in the district face challenges in composition writing. Empirical studies have shown that many students struggle with generating ideas, organizing their thoughts, and using correct grammar and vocabulary (Patty, 2024). These deficiencies are evident in their written compositions, leading to poor academic performance and limited opportunities for higher education and future careers.

Over time, efforts have been made at various levels to address the problem of poor composition writing skills. Globally, educational organizations have emphasized the importance of writing instruction and implemented frameworks to guide pedagogical practices (Freedman, et al, 2016).

Nationally, curriculum revisions and teacher professional development programs have been introduced to enhance writing instruction (Abakah, 2019). At the district level, workshops and training sessions have been organized for teachers to improve their instructional strategies in composition writing.

Despite these interventions, the problem of poor composition writing skills persists in the Ajumako Enyan Essiam District. Students continue to struggle with generating ideas, organizing their thoughts, and using appropriate language conventions. This

indicates a need to explore alternative approaches that may have a more significant impact on students' writing abilities.

The persistent problem of poor composition writing skills has several detrimental effects on students. Firstly, it hinders their ability to effectively communicate their ideas, limiting their academic success and future prospects. Secondly, it affects their self-confidence and motivation, leading to disengagement from writing tasks. Lastly, it perpetuates a cycle of underachievement, as weak writing skills can impact performance in other subjects that require written expression.

Given the persistence of the problem and the limited effectiveness of previous interventions, there is a need to explore alternative instructional approaches that can enhance students' composition writing skills. The shared reading and writing model has shown promise in improving writing abilities in various contexts (McNamara, et al, 2022). However, its impact on composition writing in the Ajumako Enyan Essiam District remains unexplored. This study aims to fill this gap in the literature and provide valuable insights for educational practitioners and policymakers.

### **1.3 Purpose of the Study**

The purpose of the study is to investigate teachers' perspectives of the Shared Reading and Writing Model on Students' Composition Skills: The Case of Ajumako Enyan Essiam District.

### **1.4 Objectives of the study**

The following objectives of the study were;

1. to assess the level of teachers' knowledge on the use of shared reading and writing model for teaching composition.

2. to examine the types of shared reading and writing model techniques teachers engage students in during composition lessons.
3. to determine the effect of the use of the shared reading and writing model on students' attitude toward composition.
4. to examine challenges faced in employing shared reading and writing model during composition lessons.

### **1.5 Research questions**

1. What is the level of knowledge of teachers in Ajumako Enyan Essiam District on the use of shared reading and writing model for teaching composition?
2. Which shared reading and writing techniques do teachers in the Ajumako Enyan Essiam District use to teach English composition?
3. What effect does the use of the shared reading and writing model by teachers in the Ajumako Enyan Essiam District have on learners' attitude toward the learning of English composition?
4. What challenges do teachers and pupils in the Ajumako Enyan Essiam District encounter when shared reading and writing model are employed during composition lessons?

### **1.6 Significance of the Study**

This study holds significant implications for educational policies at various levels. At the national level, the findings can inform curriculum development and revisions, providing insights into effective strategies for improving composition writing skills. The Ministry of Education in Ghana can use the study's outcomes to enhance writing instruction guidelines and pedagogical practices, thereby positively impacting the quality of education in the country. Furthermore, the study's findings can contribute to

the formulation of evidence-based policies that address the persistent problem of poor composition writing skills not only in the Ajumako Enyan Essiam District but also in other districts and regions across Ghana.

The findings of this study have practical implications for classroom instruction and teaching practices. Educators in the Ajumako Enyan Essiam District can benefit from the insights gained from the shared reading and writing model's impact on students' composition writing. By incorporating effective shared reading and writing strategies into their instructional practices, teachers can enhance students' abilities to generate ideas, organize thoughts, and use appropriate language conventions. The study's findings can provide practical guidance for teachers to design engaging and effective writing activities, fostering a positive learning environment that promotes writing proficiency among students. Ultimately, improved composition writing skills can positively influence students' academic achievements and future prospects.

The study contributes to the theoretical framework of composition writing instruction. By investigating the impact of the shared reading and writing model on students' composition writing, this study adds to the existing body of knowledge on writing pedagogy. The findings can validate, refine, or challenge existing theories and models of writing instruction, providing insights into the effectiveness of specific instructional approaches, strategies, and interventions. The study's outcomes can contribute to theoretical frameworks that guide writing instruction practices, enhancing educators' understanding of the cognitive, linguistic, and socio-cultural factors influencing composition writing development.

Furthermore, the study's theoretical significance extends to the broader field of educational research. It adds to the body of literature on writing instruction in African

contexts, specifically in Ghana, by exploring innovative approaches to address persistent challenges in composition writing. The study's findings can stimulate further research on effective instructional practices and interventions for improving composition writing skills in similar contexts, contributing to the advancement of educational theories and practices globally.

### **1.7 Delimitation of the study**

This study focuses specifically on the impact of the shared reading and writing model on students' composition writing in the Ajumako Enyan Essiam District. The scope of this study is limited to the Ajumako Enyan Essiam District and does not extend to other districts or regions in Ghana. The study adopts an Explanatory Sequential Mix Method Design; specifically, a mixed method Approach. The population of this study consists of students in the Ajumako Enyan Essiam District. The sample was selected using simple random and purposive sampling technique, targeting a specific basic eight students within the district. The sample size was determined based on practical considerations, such as feasibility and resource constraints.

### **1.8 Organization of the Study**

The study was organized in five chapters. Chapter one is the introduction. The chapter discusses the background to the study, the statement of the problem, the purpose of the study, the objectives of the study as well as the research questions. It also deals with the significance of the study, the delimitation and scope of the study. Chapter two deals with a review of the study, conceptual framework as well as the theoretical framework of the study. Chapter three discusses the methodology for the study. This comprises the philosophical underpinnings of the study, the research approach, the research design, the population of the study, the sample and sampling procedure, the instruments used

to gather data, the data collection procedure and the data analysis procedure. Chapter four deals with the discussion of the data analysis results while chapter five talks about the summary, conclusions, limitations and recommendations as well as suggestion for further studies.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Theoretical Framework

The theory that guided the study was the *Vygotsky's Sociocultural Theory* (SCT). Constructivists believe learners create meaning by building upon previous experiences. The acquisition of knowledge is a learner-centered, hands-on process where students construct new ideas or concepts and fit those ideas and concepts into their existing knowledge (Schuh & Kathy L, 2016). Johnson et al. (2019) also similarly argue that construction of knowledge takes place during play, exploration, manipulation of objects and materials, and imitation. Hands-on exploration of the learning environment and its materials through problem solving as well as opportunities for creative expression are keys to learning (Bodrova et al. 2024).

There has been a move from behaviorism to constructivism in educational psychology. Constructivists posit that the learner constructs knowledge rather than passively absorbing it (Tobias et al. 2009). Vygotsky's theory represents a transition from classical to non-classical psychology (Robbins & Dorothy, 2007). Vygotsky criticized the behaviorist approach as being too narrow, specialized, isolated and intrapersonal. Vygotsky's sociocultural theory (SCT) views on language learning provide a psycholinguistic explanation of the sociocultural circumstances and processes through which pedagogy can foster learning that leads to language development (Jamali et al. 2021). The basic theme of the Vygotskian theory is that learning takes place in social settings, Vygotsky was more interested in the learning potential that a child might have and what the child might accomplish with the guidance of adults or older peers (Daniels, H. 1996). In Vygotsky's work and the neo-Vygotskians such as Cole & Gajdamaschko

(2010), Lantolf & James P (2005), and Wertsch, (1985), one finds a theoretical perspective in which language is understood as mediating and it derives its mediating cognitive functions from social activities, that is to say, not in isolated individual activities. In the Vygotskian perspective, knowledge is not individually constructed, but co-constructed between two people under guidance or in collaboration with more capable peers. Learners move from one lower level to a higher level. This guidance or collaboration is named later “scaffolding”. According to Teiku, E (2022), the main tenets of Vygotsky’s learning theory can be summarized in five points:

### **2.1.1 Learning precedes development:**

Traditional psychology assumes that development is a prerequisite of learning which can only be successful after the learner shows that the relevant mental functions have already matured. Instead, Vygotsky proposes that learning is only useful if it is ahead of development, that is, if it challenges learners to think and act in advance of their actual level of development.

### **2.1.2 Language is the main vehicle (tool) of thought:**

Vygotsky considers the basic unit of language is conversational interaction, not sentence structure or grammatical pattern. The internalization of social speech, of dialogue, is mediated by inner private speech. Gradually, as speech is internalized, it changes shape, but even so it remains essentially social and dialogical.

### **2.1.3 Mediation is central to learning:**

Mediation is the use of a tool to accomplish some action. The child learns to use tools of various kinds: sticks, cups, spoons and so on. When language comes along, it provides the most powerful mediation tool of all: mediation by signs, or semiotic mediation. Pointing is accompanied or replaced by linguistic reference; the immediate

environment becomes describable and can be commented upon; expectations can be raised about future talk.

#### **2.1.4 Social interaction and internalization:**

Internalization refers to the process of constructing an internal representation of physical actions or mental operations that begin in social interactions. Through internalizing elements of social interactions, children develop ways of adapting their own behavior and thinking. Interacting with adults and peers in cooperative social settings gives the learner opportunities to observe, imitate, and subsequently develop higher mental functions (Stahr, 2008). There is a role for individual work in SCT, but only in the context of collaborative work.

#### **2.1.5 The Zone of Proximal Development (ZPD):**

Perhaps Vygotsky's most influential ideas are those related to zones of development. What a child can do alone and unassisted is a task that lies in what Vygotsky calls the zone of actual development (ZAD). When a teacher assigns a task and the students are able to do it, the task is within the ZAD. They have already been taught and have mastered the skills involved in that task (Wilhem et al., 2008). The ZPD was developed as a research tool, as a means of establishing the developmental/learning potential of children, particularly children with learning disabilities (such as deaf or blind children) in the Institute of Defectology, which Vygotsky was then directing. He complained that traditional mental tests only tested the already achieved level of competence 'the past'. The actual level of development (level of independent performance) does not sufficiently describe development. Rather, it is a "yesterday of development". If children received appropriate assistance, their performance would be more predictive of what they might be able to achieve 'the future'. The level of assisted performance

indicates what a person can achieve in the near future, what is developing (potential level, “tomorrow of development”, what a person “can be”).

In Vygotsky’s words, “what the child is able to do in collaboration today he will be able to do independently tomorrow” (Bodrova et al. 2024). Thus, he made mental testing a more collaborative, guided experience instead of the solitary, individual performance it had hitherto been. He conducted rigorous experimental studies that showed clear evidence that his ZPD-based testing was a better predictor of success than the traditional individual test. Vygotsky extended the concept of the ZPD to pedagogical activity. He argued that to understand the relationship between development and learning, two developmental levels must be distinguished: the actual and the potential levels of development. The actual refers to those accomplishments a child can demonstrate alone or perform independently; in contrast to potential levels of development as suggested by the ZPD; what children can do with assistance. Vygotsky defines zone of proximal development (ZPD) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky defines zone of proximal development (ZPD) (Rentauli Mariah 2019). The ZPD is used as a metaphor for examining and accounting for ‘how mediational means are appropriated and internalized’ (Johnson & Golombek 2003).

The main aspiration of teaching in the ZPD is to see students actively engaged in their learning with the future prospect of becoming self-directed, lifelong learners. The definition of the ZPD implies the meaning of teaching as co-construction of knowledge between the teacher and the learner and further transformation of that knowledge into individual knowledge of the learner (Verenikina, 2008). More recent work by (Johnson & Golombek 2003) broadens Vygotsky’s original construct beyond the expert/novice

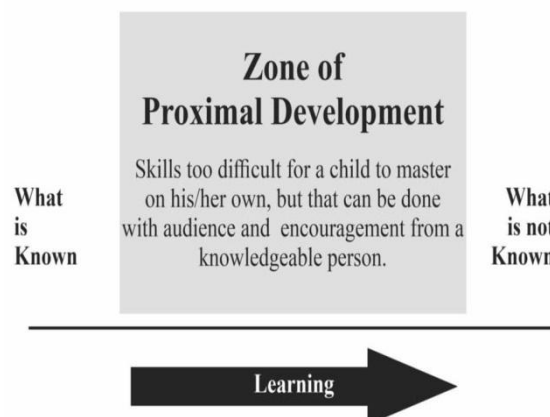
and considers the conceptual development of students within supportive learning environments.

Al Aila & Mahmoud (2015) define ZPD as the “area between what children can do independently and what they can do with assistance” In fact, it is only within the ZPD that scaffolding can occur. Working in the ZPD means that the learner is assisted by others to be able to achieve more than he or she would be able to achieve alone.

To Safadi et al. (2012) ZPD provides educational experts a clear and simple guideline about how to support learners at each learning stage. It suggests that the teacher should provide tasks that are at a level just higher than the learners are currently able to do, and teach rules that will help them to make the next stage without help. It is in the ZPD- where tasks are challenging, but not too challenging and where expert help (not too much and not too little) will accelerate learning (Thompson, 2023).

Baloyi-Mothibeli & Seipati (2022) elaborates the idea of ZPD which is the difference between what children or learners can do without help and what they can do under adult guidance or in cooperation with a more knowledgeable person.

**Figure 2.1 : Zone of Proximal Development**



The study explored and employed all the tenets of the socio-cultural theory, the reason it became the theoretical basis of the study.

## **2.2 Reading and Reading Comprehension**

Reading has a way of changing human being's perspective about life in general. It leads to learning, it helps people to grow, and it enables people to acquire different experiences in life. Reading can entertain you and amuse you, but most of all it will enrich you with knowledge and experiences narrated. Reading purely for leisure is fun, but there exist certain reading skills and strategies, which, if mastered at an early stage, can help us be better and comprehensive readers (Al Aila, 2015). Reading literally helps us to live other lives in other places and times even in other planets. It contributes to shaping our personality and identity. Reading facilitates our learning of things that help us in our daily life. Through reading, we experience sorrow, joy and relaxation depending on the content of what we read at a particular point in time. We consciously and unconsciously read as we go about our normal life's activities. We read when we check email, we read when we watch TV. We read when we walk in streets, we read when we drive cars, do shopping. The act of reading is an everyday function, it is part and parcel in our daily life. The ability to read and write is called literacy and a person who can read is said to be literate and a person who cannot is illiterate. (Teiku., 2022). According to Urquhart & Frazee (2012), reading arouses an innate curiosity in students and stimulates them to dig deeper into a text to find answers and meanings. However, the desire to become active readers is often not shared by all students, mainly because they do not have "the spur of motivation nor competency in reading".

Reading is a key skill for most students who study English as a second/ foreign language and it should therefore take its rightful position aside from the nurture of the other three

skills of language namely listening, speaking and writing. The ultimate application and use at the end of studying language is reading because most materials are printed, so it is actually the basic skills for learners. Further, “the ability to read will stay longer than the other skills, and it is the skill that will be much convenient to use. Reading remains a valid goal in the second language classroom” (Taspinar, & Cubukcu, 2019).

Reading and listening are classified as a receptive skill while speaking and writing are as a productive skill. Basically, without reading, second language readers cannot perform at levels they must succeed in reading. Arguably, many people consider reading as the most important of the four skills in a second language classroom. It thus becomes one of the most important skills, if not the most, among the four main language skills. The ability to read is a key factor in living a healthy, happy, and productive life (Teiku,, 2022). The National Institute of Child Health and Human Development (Marks 2004) considers it as the “new civil right”. Without the ability to read, a child cannot fully access his or her democratic rights. Conversely, the inability to read is considered as “life-threatening diseases”. The ability to read and understand a simple text is one of the most fundamental skills a child can learn.

### **2.2.1 Reading comprehension**

There is a difference between the ability to read words and the ability to comprehend the text being read for instance, the doctors' prescriptions are something difficult and impossible to be read when handed over to most people by the doctors. Rarely, can one understand and comprehend what is written on these prescriptions. Ordinary people see the written letters as unknown symbols. However, when these prescriptions are given to pharmacists, they quickly read, comprehend and bring the required medicine (Hafez et al 2024).

For practiced readers, this distinction may be taken for granted since the acts of reading and comprehension occur almost simultaneously for us. But for developing readers, this relationship is not as apparent, but is essential for them to become strong, capable readers (Buehl, 2023).

### **2.2.2. Definitions of Reading comprehension**

In an attempt to paint a vivid picture of what reading comprehension is, many scholars have advanced definitions for reading comprehension based on their own point of view about the concept. Some of them have opined that, the difference between reading and reading comprehension is debatable.

Few of the definitions of reading comprehension that place emphasis on the two terms interaction and constructing extracting meaning are presented below.

Duke et al (2011) affirms that comprehension is an active process between the reader and a text, a process that is both ‘intentional and thoughtful’. Similarly, NURIANTI (2020) asserts that reading comprehension is a “technique for improving students’ success in extracting useful knowledge from text”.

Some of the definitions are however related to constructing and extracting meaning. Snow (2002) posits that it is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Miller (2013) states that reading comprehension is the ability to fathom or to grasp meaning from any type of written text. It is the purpose for reading and remains the essential part of all subject matter learning. In line with previous definitions, Teiku (2022) confirms that “reading as a visual and cognitive process of extracting meaning from writing by understanding the written text, processing information and relating it to known

experience”. Cotter (2011) in similar fashion, defines comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. Comprehension therefore consists of three elements; the reader, the text and the purpose of reading. It is the interaction between text, readers and purpose that leads to using reading comprehension strategies to increase comprehension. Teiku (2022), consequently defines reading comprehension as the level of understanding a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

The researcher draws conclusions from the previous definitions that reading comprehension is a cognitive process that is meant for decoding meaning embedded in the text in order to understand what the author is communicating to his/ her audience through the message. Without understanding/ comprehension, reading is reduced to symbols that do not provide the reader with any information. To this end, reading comprehension is the ability to read a text and understand the meaning it implies.

### **2.2.3 The importance of reading comprehension**

The importance of reading comprehension cannot be over emphasized because it forms a critical component of functional literacy. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out (Nafa, 2022). Gu (2003) explains that reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce acquisition of other language skills. People read for many reasons, but understanding is always a part of their purpose. Reading comprehension is important because without it reading does not provide the

reader with any information. Reading comprehension is essential to life. In order to survive and thrive in today's world, individuals must be able to comprehend basic texts such as bills, prescriptions, contracts and documents. Isma (2000) also indicates that a reading knowledge of a second/ foreign language is often important to academic studies, professional success and personal development. Reading comprehension enables us to communicate effectively in second language and also facilitate the building of new vocabulary. In summary, it helps us be more comfortable with written English.

#### **2.2.4 Reading Aloud/Oral vs. Silent Reading**

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Neuman et al 2000). It provides children with a demonstration of phrased, fluent reading (Heston, 2011). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Al-Mansour & Nasser Saleh, 2011). We live in a time when silent reading ability will probably buy you more than oral reading skills. However, that doesn't mean oral reading is without value- especially for 11, 12, or 13year old kids. When it comes to oral and silent reading, it is difficult to pick one over the other. It is a difficult choice that confuses outcomes and inputs. There is no question that our goal as teachers is to develop readers who can read a text with a depth of understanding.

With practice, both oral and silent reading contribute to the accomplishment of that goal so it is important for every discerning teacher not to align him/ herself to one to the detriment of the other (Weaver, 2020).

Some of the differences between oral reading and silent reading are listed in the table below.

**Table 2.1: Differences between oral reading and silent reading**

<b>Oral reading</b>	<b>Silent reading</b>
Provides the thought from the printed page	Silent readers absorb the thought from the text.
Follows an instant recognition of a thought.	Silent readers immediately get the thought.
Involves mental interpretations based on eye sweeps of the text accompanied by vocalization.	Silent readers simply interpret the material through a series of eye sweeps (without delays resulting from vocalization).
Gives much importance to the pronunciation of the words.	The meanings of the words are the most important.
Vocalization reduces (and limits) the speed of oral readers	A problem that doesn't affect silent readers.
Oral readers are likely to be considerably slower, with little variation.	Silent readers are likely to be considerably faster and varied (according to individual differences).
Teachers should provide opportunities for students to read aloud with some guidance and feedback (NICHD, 2000).	There is insufficient support from empirical research to suggest that independent, silent reading can be used to help students improve their fluency (NICHD, 2000)
Types of oral reading: -Round Robin Reading RRR. -Performance Reading.	Types of silent reading: -Drop Everything and Read (DEAR). -Sustained Silent Reading (SSR). -Free voluntary reading (FVR). -Free Uninterrupted Reading (FUR).

**Source: Adopted from Mahmoud (2015).**

## **2.3 Strategies to Teach Students Text Comprehension**

Comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. A long list of instructional strategies does not represent a ready-made curriculum for reading instruction. In fact, students' needs determine the success or not of the adopted strategies. It is apparent that developing fluent L2 readers is a challenging task requiring much time, resources, and effort (Lu, 2015). Over the past two decades, a set of strategies for L2 reading instruction has emerged. Al Aila (2015) proposes seven strategies to teach reading comprehension. These are monitoring comprehension; metacognition; graphic and semantic organizers; answering questions; generating questions; recognizing story structure and finally summarizing.

Duke et al (2011) from their perspective also suggest the following strategies: setting purposes for reading, previewing and predicting, activating prior knowledge, monitoring, clarifying, and fixing, visualizing, drawing inferences, self-questioning and thinking aloud, summarizing and retelling.

Williams (2009) similarly, identify nine individual reading strategies as having a significant influence on reading comprehension: prior knowledge, mental imagery, graphic organizers, text structure awareness, comprehension monitoring, question answering, question generating, mnemonic support practice, and summarization.

### **2.3.1 Reading comprehension strategies**

Reading comprehension is the ultimate goal of learning to read. The purpose of mastery of each of the four previous skills is to enable comprehension. Likewise, reading comprehension facilitates mastery of the other four skills.

### **2.3.2 Models of Reading Comprehension**

There are three cognitive processes that are widely referred to as the bottom-up, top-down and interactive model (Mohammed et al, 2016).

### **2.3.3 The Bottom-up Model**

The Bottom-up model is also known as text-driven model, surface structure and part to whole model. The reader tends to understand each word in the text and then, gradually, he/she builds up an interpretation of the whole. Some theorists believe that this model is good for teaching second language learners because it offers them the probability to know the linguistic and structural part of the English language (Horwitz, 2020). According to Mukengeshay (1993), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. Some teachers teach reading by introducing new vocabulary and new structures first and then going over the text sentence by sentence. This is followed by some questions and answers and reading aloud practice. This way of teaching reading reflects the belief that reading comprehension is based on the understanding and mastery of all the new words, new phrases, and new structures as well as a lot of reading aloud practice. Also, this reading follows a linear process from the recognition of letters, to words, to phrases, to sentences, to paragraphs, and then to the meaning of the whole text. This traditional model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structures (Pardede, 2008).

The researcher believes that the ability to follow the process of recognizing letters, words, phrases, sentences and paragraphs and then deducing the meaning of the whole

text facilitates comprehension of the text. Therefore, despite its flaws, the model is quite instructive if well applied.

### **2.3.4 The Top-down Model**

This model is also known as: inside-out model, concept-driven model, deep-structure, whole to part model. It is the cognitive view of reading. It encourages reading for meaning and to focus more on understanding the main ideas of a passage instead of word-by-word decoding. Even if students do not understand each word, they are likely to grasp the meaning of a text as a whole. We may read an article with some new words or new structures in it, but we can guess the meaning of the article based on our knowledge about the topic without too much difficulty. Therefore, it is believed that in teaching reading, the teacher should teach the background knowledge first so that students equipped with such knowledge will be able to guess meaning from the printed page (Mahmoud, 2019). Schema or the plural schemata theory is related to this model, in the way the reader interprets the text depending on his/her prior knowledge. Cook (2002) defines it as the background knowledge on which the interpretation of a text depends. The top-down reading models has the potential to assist those learning a second language since they enable students to concentrate on the whole meaning of a text. The theory also works with those just learning to read, as readers rely on their previous knowledge to decipher text or unfamiliar words (Cook, 2002).

The model should be used frequently in a second language classroom to help students decode the meaning of the passage based on the background knowledge they have acquired prior to the reading process.

### **2.3.5 The Interactive Model**

Neither the bottom-up nor the top down models of reading process totally account for what occurs during the reading process (Teiku 2022). The interactive model of reading came to be the new method for teaching comprehension. This model has been described by many theorists as one of the most successful models of reading that helps the student to decode and comprehend the meaning of a text (Rueda, 2011).

The interactive model views reading as an interaction between reader and text, not simply a one-way exchange of information. It views reading as an interactive process. That is to say, the brain receives visual information and at the same time, interprets or reconstructs the meaning the writer had in mind when he wrote the text. This process does not only involve the printed page but also the reader's knowledge of the language in general, of the world, and of the text types. During the process of reading, all these factors interact with each other and compensate each other. Therefore, a proficient reader should have good language skills: recognizing words and phrases, understanding sentence structures. Also, he/she should have relevant knowledge about the topic, the organization of the type of text and general knowledge about the world.

## **2.4 Levels of Reading Comprehension**

There are different levels of reading comprehension (Mahmoud, 2019). This section takes a look at four levels.

### **2.4.1 Literal level**

Teiku (2022) treats the literal level as what is actually stated in terms of facts and details, rote learning, memorization, and surface understanding only. At this level, there is no need to go deeply on what was stated; the material has just to be absorbed. It deals with

what is stated in the material. Making predictions, scanning and skimming are sub skills at this level.

### **24.2 Inferential level**

It means to read between the lines to understand what is meant or implied; in other words, students attempt to recognize that what they need to read carefully and analyze what they read (Pardede, 2019).

Teiku (2022) treats the inferential level in terms of what is implied or meant, rather than what is actually stated in forms of drawing inferences, tapping into prior knowledge / experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated.

### **2.4.3 Evaluative level**

At this level, judgment of text by taking what is said (literal) and then what is meant (inferential) and this requires a great background knowledge of the reader. Readers need to combine ideas, draw conclusions, interpret, evaluate and deduce the meaning from what they know and the messages in the text (Pradini, 2021). This level involves critical analysis which imposes the readers to be critical, to form opinions, to identify points of view, to consider the power of texts and their messages and to infer motives of themes (Ibrahim, 2018).

### **2.4.4 Creative level**

This level requires the reader to be creative and to read beyond the material presented by the writer and to use his imagination to draw new ideas or alternative solutions (Iida,

2011). The creative level occurs after the students have understood the text and started to draw new ideas about the text. Skills of this level include:

- Generate questions about a reading text.
- Relate text to personal experience, opinion, or evaluation.
- Extract and synthesize information from different sources.

## **2.5 Teaching Reading Comprehension Skills in Classrooms**

Generally, there are three stages that should be applied to ESL (English as Second Language) reading instruction (Mahmoud, 2019)

These stages are:

### **2.5.1 Pre reading stage**

This is the stage where all the preliminary activities are carried out. Before reading activities include: discussing the text type, brainstorming, considering titles, skimming and scanning for structure and future directions (Al Aila, 2015). Teachers arouse the students' interest, let them talk about the pictures and predict what the text will be about, activate their prior knowledge and schemata as well (Mahmoud, 2018).

### **2.5.2 Reading Stage**

Teiku (2022) states teachers monitor understanding by questioning, guessing word meanings, analyzing reference words, predicting text content, reading for specific pieces of information and learning to use the dictionary effectively. The teachers should guide the students to understand the real content and the meaning of the text. It focuses on developing students' reading skills through answering multi-level comprehension

questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

### **2.5.3 Post Reading Stage**

In this stage, teachers first check students' comprehension and then lead students to a deeper analysis of the text to notice if the text was understood clearly or not. The student can remember all the ideas that are included in the text and then the teacher tries to relate the text to the student's experiences. The students go beyond the reading text by reflecting, relating, summarizing and judging (Mahmoud, 2018).

## **2.6 The Concept of Shared Reading**

Shared reading is a collaborative and interactive approach to reading that has proven to be effective in promoting literacy development and nurturing a passion for reading among learners. This instructional strategy involves a facilitator, such as a teacher or parent, guiding a group of learners through the reading process, encouraging active participation, and fostering meaningful discussions. The purpose of this research is to explore the concept of shared reading, examine its benefits, and highlight its implementation in the Ajumako Enyan-Essiam educational setting.

Shared reading offers numerous benefits for learners of all ages and abilities. Firstly, it enhances phonemic awareness, which is the ability to recognize and manipulate individual sounds in words. Through shared reading, learners are exposed to the rhythm, rhyme, and cadence of language, which supports their development of phonological skills (Russo, 2023). Secondly, shared reading promotes vocabulary acquisition. Learners encounter new words in context and engage in discussions about their meanings, deepening their understanding and expanding their word knowledge (Murphy, 2023).

Furthermore, shared reading improves comprehension skills. During shared reading sessions, the facilitator models reading strategies, such as making predictions or asking questions, which encourages learners to think critically about the text (Putra, 2024). By actively participating in the reading process, learners develop their ability to infer, analyze, and evaluate information.

In addition to literacy skills, shared reading also nurtures social interaction and collaboration. When learners engage in shared reading, they have the opportunity to discuss the text, share their thoughts and ideas, and listen to the perspectives of others (Jones, B., & Lynch, J. 2023). This collaborative environment fosters communication skills, empathy, and respect for diverse opinions.

Shared reading can be implemented in various educational settings, including classrooms, libraries, and homes. In a classroom setting, teachers often use big books or project texts onto a screen to ensure visibility for all learners. They take on the role of the facilitator, guiding the reading process and encouraging participation (Smith et al 2023). In libraries, shared reading can be organized as group sessions, where librarians engage children in interactive readings and discussions (Caffrey et al 2024). At home, parents can engage in shared reading with their children, using age-appropriate texts and incorporating discussions and activities related to the story (Johnson & Victoria, 2024).

Shared reading can be adapted to meet the needs of diverse learners. For learners with different language abilities, shared reading provides an opportunity to develop language skills, acquire vocabulary, and improve comprehension (Boyle et al 2019). The facilitator can offer support by providing explanations, simplifying complex concepts, and using visual aids to enhance understanding.

Moreover, shared reading can accommodate various learning styles. Visual learners may benefit from the use of illustrations or visual cues during the reading process, while kinesthetic learners can engage in hands-on activities related to the text, such as acting out scenes or creating artwork (Walker, 2023). By incorporating multimodal approaches, shared reading ensures that all learners can actively participate and engage with the text.

Shared reading is a powerful instructional strategy that promotes literacy development and a love for reading among learners. By creating a collaborative and interactive environment, shared reading enhances phonemic awareness, vocabulary acquisition, comprehension skills, and social interaction. Its implementation in classrooms, libraries, and homes ensures accessibility and adaptability for diverse learners. As educators and parents, embracing shared reading as a fundamental practice can contribute to the holistic development of learners and cultivate a lifelong passion for reading (Murphy, 2023).

## **2.7 The Importance of Shared Reading**

Shared reading plays a crucial role in promoting literacy development and fostering a lifelong love for reading among learners. This instructional approach, characterized by collaborative reading experiences, engages learners in active participation, meaningful discussions, and comprehension-building activities. This paper aims to explore the importance of shared reading, highlighting its benefits and implications for literacy development in various educational settings.

## **2.8 Enhancing Literacy Skills**

Shared reading serves as a foundational tool for developing essential literacy skills. Research suggests that shared reading experiences positively impact phonemic

awareness, which is the ability to identify and manipulate individual sounds in words (Paige et al 2023). When learners engage in shared reading, they are exposed to the rhythm, rhyme, and cadence of language, which supports their development of phonological skills.

Vocabulary acquisition is another significant aspect of shared reading. As learners encounter new words within the context of the text, they have the opportunity to engage in discussions about word meanings and deepen their understanding (Johnson, 2023). Shared reading sessions provide a rich language environment where learners can expand their vocabulary and develop a broader range of word knowledge.

Moreover, shared reading contributes to the development of comprehension skills. During shared reading, the facilitator models effective reading strategies, such as predicting, questioning, and making connections to the text (Dennis et al 2024). Learners actively participate in discussions, share their thoughts, and critically analyze the story elements. These interactions foster higher-order thinking skills and enhance learners' ability to infer, interpret, and evaluate information.

Beyond literacy skills, shared reading also promotes social interaction and collaboration. When learners engage in shared reading, they have the opportunity to discuss the text, share their thoughts and ideas, and listen to the perspectives of others (Jones, B., & Lynch, J. 2023). This collaborative environment nurtures communication skills, empathy, and respect for diverse opinions. Learners not only develop their reading abilities but also strengthen their social and emotional competencies.

## **2.9 Cognitive and Emotional Benefits**

Shared reading offers additional cognitive and emotional benefits. When learners actively participate in shared reading, they engage their imaginations, visualize the

story, and make personal connections (Dawes et al, 2023). This process stimulates creativity and critical thinking, fostering a deeper engagement with the text.

Shared reading also cultivates a positive attitude and love for reading. Through shared reading experiences, learners develop positive associations with books and reading, recognizing it as an enjoyable and meaningful activity (Aubert et al, 2022). This positive attitude towards reading lays the foundation for lifelong learning and a continued curiosity for exploring new texts.

In addition, shared reading can provide a sense of security and bonding. When learners engage in shared reading with a facilitator, usually a teacher or parent, they experience a sense of closeness and connection (Dawes et al, 2023). The shared experience of reading together creates a nurturing and supportive environment, fostering a positive relationship with reading and learning.

Shared reading is of paramount importance in promoting literacy development and nurturing a lifelong love for reading. By facilitating the development of literacy skills, fostering social interaction, and cultivating a positive attitude towards reading, shared reading provides learners with a strong foundation for academic success and personal growth. Its impact extends beyond the realm of literacy, influencing cognitive, emotional, and social aspects of learners' lives. Embracing shared reading as an integral part of educational practices can empower learners, foster a joy for reading, and set them on a path of lifelong learning and exploration.

## **2.10 Teachers' Knowledge on the Effective Use of Shared Reading**

Teachers play an important role in implementing shared reading effectively and maximizing its benefits for learners. Their knowledge and understanding of shared reading strategies, techniques, and its purpose greatly influence the quality of the reading experience. This section explores the importance of teachers' knowledge on the

use of shared reading and highlights the key elements they should be familiar with to create meaningful and engaging shared reading sessions.

To effectively utilize shared reading, teachers must have a clear understanding of its purpose and goals. Shared reading aims to promote literacy development, enhance comprehension skills, and foster a love for reading among learners. It is essential for teachers to recognize the potential of shared reading in supporting phonemic awareness, vocabulary acquisition, and critical thinking skills (Smith et al 2023). By comprehending the purpose of shared reading, teachers can design and implement relevant activities that align with specific learning objectives.

### **2.11 Awareness of Strategies and Techniques**

Teachers need to possess knowledge of various strategies and techniques that can be employed during shared reading sessions. These strategies include reading aloud with expression, modeling reading behaviors, using think-aloud, and engaging learners in interactive discussions (Johnson et al 2023). By employing these techniques, teachers provide learners with a model of fluent reading, scaffold their understanding of the text, and encourage active participation.

### **2.12 Knowledge of Text Selection**

Teachers should have a repertoire of high-quality texts appropriate for shared reading sessions. They need to consider factors such as the language level, genre, and content of the text to ensure its suitability for the learners' age and reading abilities. Familiarity with a range of texts, including picture books, poems, and short stories, enables teachers to select texts that align with the learners' interests, engage their attention, and stimulate meaningful discussions (Dawes et al, 2023).

### **2.13 Ability to Differentiate Instruction**

Effective teachers possess the ability to differentiate shared reading instruction to meet the diverse needs of their learners. They understand that learners have varying levels of reading readiness, language proficiency, and prior knowledge. Through their knowledge of instructional strategies and assessment techniques, teachers can adapt shared reading activities, provide support to struggling learners, and challenge advanced readers (Jones, 2023). Differentiation ensures that all learners have access to the shared reading experience and can actively participate at their individual levels.

### **2.14 Reflection and Professional Development**

Teachers' knowledge of shared reading should be an ongoing process that involves self-reflection and professional development. Reflective teachers critically examine their shared reading practices, evaluate their effectiveness, and make adjustments as needed. They actively seek opportunities for professional development through workshops, conferences, and collaboration with colleagues to enhance their knowledge and refine their instructional practices (Fernandez, 2024). This commitment to continuous learning supports teachers in staying abreast of current research, trends, and best practices in shared reading.

Teachers' knowledge on the use of shared reading is instrumental in fostering meaningful and effective reading experiences for learners. By understanding the purpose of shared reading, employing appropriate strategies and techniques, selecting suitable texts, differentiating instruction, and engaging in reflective practices, teachers can optimize the benefits of shared reading. Ongoing professional development ensures that teachers remain knowledgeable and adaptable in their implementation of shared reading, ultimately supporting learners' literacy development and nurturing their love for reading.

## **2.15 Shared Reading and Writing Techniques**

Shared writing is an instructional approach in which the teacher and learners collaboratively compose a text, with the teacher guiding and modelling the writing process while learners contribute ideas.

Shared reading and writing techniques are instructional strategies that facilitate collaboration and active engagement between teachers and students. These techniques aim to develop students' reading and writing skills, enhance comprehension, and foster a love for literacy. This section explores various shared reading and writing techniques and their impact on student learning and growth.

### **2.15.1 Choral Reading**

Choral reading is a popular shared reading technique where the teacher and students read a text together in unison. This technique has been found to improve students' fluency, rhythm, and intonation (Duran & Jesús, 2022). By engaging in synchronized reading, students gain confidence in their reading abilities and develop a sense of unity within the classroom (Desir, 2023). Choral reading also creates a supportive environment that encourages students to take risks and participate actively in the reading process.

### **2.15.2 Echo Reading**

Echo reading is another shared reading technique where the teacher reads a sentence or passage aloud, and students echo or repeat after the teacher. This technique helps students improve their reading accuracy, pronunciation, and expression (NOVI, 2024). It allows students to practice oral reading in a guided and supportive manner, building their confidence and developing their reading fluency (Murphy, 2023). Echo reading also fosters a strong connection between spoken and written language, promoting overall literacy development.

### **2.15.3 Shared Writing**

Shared writing is a collaborative technique where the teacher and students jointly compose a piece of writing. The teacher acts as a scribe, capturing students' ideas and contributions. This technique provides students with an opportunity to actively participate in the writing process and learn from their peers (Tomlin, 2022). Shared writing promotes students' understanding of writing conventions, vocabulary development, and critical thinking skills (Smith & Blecher, 2023). It also nurtures a sense of ownership and pride in their written work (Johnson, 2023).

### **2.15.4 Interactive Read-Aloud**

Interactive read-aloud is a technique where the teacher reads a text aloud to the students while engaging them in discussions, predictions, and reflections. This technique encourages students to actively participate in the reading experience and builds their comprehension skills (Dhakal, 2024). Through interactive read-aloud sessions, students develop critical thinking abilities, make connections to their own lives, and expand their vocabulary (Relyea et al, 2024). The discussions and reflections fostered by this technique deepen students' understanding of the text and promote higher-order thinking skills.

### **2.15.5 Think-Aloud**

Think-aloud is a strategy where the teacher verbalizes their thoughts and cognitive processes while reading a text aloud. This technique models the thinking strategies used during reading, such as predicting, questioning, and summarizing (Tomlin, 2022)

. Think-aloud help students develop metacognitive skills, enabling them to consciously monitor their comprehension and engage in self-regulated learning (Smith et al, 2022).

By observing the teacher's thinking process, students gain insight into effective reading strategies and become more proficient readers (Johnson & Keane, 2023).

#### **2.15.6 Shared Editing**

Shared editing involves the collaborative review and revision of a piece of writing. The teacher guides the editing process, addressing grammar, punctuation, and clarity issues, while students actively participate by identifying errors and suggesting improvements (Adebayo et al, 2024). This technique promotes students' understanding of writing conventions and helps them develop editing and revising skills (Robinson, 2024). Shared editing also fosters peer collaboration and constructive feedback, contributing to a supportive writing community within the classroom (Tomlin, 2022).

#### **2.15.7 Literature Circles**

Literature circles are small groups of students who read and discuss books independently. Each member of the group takes on a different role, such as discussion director, summarizer, connector, or word wizard. Literature circles have been shown to enhance critical thinking, analysis, and collaboration (Smith et al, 2022). Through literature circles, students engage in meaningful discussions, share diverse perspectives, and deepen their understanding of the texts (Talenta & Himawati, 2023). This technique also encourages independent reading and exploration of various genres and authors (Nibras, 2024).

#### **2.15.8 Shared Book Writing:**

Shared book writing involves the collaborative creation of a class book. The teacher and students work together to develop the plot, characters, and illustrations. This technique fosters creativity, teamwork, and a sense of ownership over the final product (Davis, 2023). Shared book writing provides students with opportunities to practice

their writing skills, learn from their peers, and engage in the publishing process (Tomlin, 2022). It also promotes a positive attitude towards writing and cultivates a love for literacy (Smith, 2024).

Shared reading and writing techniques offer valuable opportunities for collaboration, engagement, and skill development in the classroom. Techniques such as choral reading, echo reading, shared writing, interactive read-aloud, think-aloud, shared editing, literature circles, and shared book writing empower students to actively participate in the reading and writing processes. These techniques promote fluency, comprehension, critical thinking, vocabulary development, and a sense of ownership over their learning. By incorporating these shared reading and writing techniques, educators can create dynamic and inclusive learning environments that foster a lifelong love for literacy and empower students as confident readers and writers.

## **2.16 Influence of the Shared Reading and Writing Model on Students' Attitude toward Composition**

The shared reading and writing model has a profound influence on students' attitude toward composition. This instructional approach fosters collaboration, active participation, and a supportive learning environment, which can significantly impact students' perception of writing and their overall attitude toward composition. This section explores the ways in which the shared reading and writing model influences students' attitude toward composition.

### **2.16.1 Increased Confidence**

Through shared writing activities, students become active participants in the writing process, gradually building confidence in their writing abilities (Hakimov, 2023). The collaborative nature of shared writing allows students to receive immediate feedback

and support from their peers and the teacher, which boosts their confidence in expressing their ideas and thoughts in writing (Smith et al, 2023). As students experience success and witness their ideas come to life through shared writing, their attitude toward composition becomes more positive.

### **2.16.2 Sense of Ownership**

Shared writing activities involve students' input and ideas in the creation of a written piece, fostering a sense of ownership and pride (Yood, 2024). Students feel a sense of accomplishment and value in their collaborative work, which can transfer to their individual compositions (Davis & Parmenter, 2021). Recognizing that their ideas and contributions are valued and respected in the writing process, students develop a more positive attitude toward composition as they see themselves as capable and valued writers.

### **2.16.3 Peer Collaboration and Support**

The shared reading and writing model often incorporates peer collaboration and feedback, creating a supportive writing environment (Tomlin, 2022). Students work together to refine their writing, provide suggestions, and offer constructive criticism (Fadhly & Rosdiana, 2023). This collaborative atmosphere fosters a sense of community and support among students. When students receive positive and constructive feedback from their peers, it creates a safe space for them to take risks and explore their writing skills (Smith, B.J. 2022). This supportive environment enhances students' attitude toward composition by reducing anxiety and creating a positive writing community.

### **2.16.4 Improved Writing Skills**

The shared reading and writing model provides students with opportunities to observe and learn from their peers' writing strategies, techniques, and styles (McGrail, E. &

Davis, A., 2011). Engaging in shared editing activities, students develop a deeper understanding of writing conventions and gain insights into effective revision and editing practices (LaVecchia et al, 2024). As their writing skills improve through collaborative learning, students become more confident in their composition abilities, leading to a more positive attitude toward composition (Aarar, M. A. M., 2024).

### **2.16.5 Connection to Authentic Texts**

Shared reading activities expose students to a variety of authentic texts, including literature, nonfiction, and informational texts (Johnson, 2023). Through interactive read-aloud and discussions, students have the opportunity to analyze and appreciate the craft of professional writers (Smith, B. J., & Blecher, H. 2023). This exposure to high-quality writing can inspire students and provide them with models to emulate in their own compositions. When students see the relevance and connection between shared reading experiences and their own writing, it enhances their motivation and attitude toward composition (McGrail, E. & Davis, A., 2011).

The shared reading and writing model exerts a positive influence on students' attitude toward composition. By fostering collaboration, confidence, a sense of ownership, peer collaboration and support, improved writing skills, and connection to authentic texts, this instructional approach nurtures students' belief in their writing abilities, encourages risk-taking, and promotes a positive perception of writing as a valuable and enjoyable form of expression.

When employing the shared reading and writing model during composition lessons, teachers and pupils may encounter several challenges. Some of the challenges are:

### **2.17.1 Time Constraints**

Implementing the shared reading and writing model requires dedicated time for collaborative activities, discussions, and writing processes (Curcic et al, 2023). In a busy curriculum, finding sufficient time for these activities can be a challenge. Teachers may need to carefully plan and allocate time for shared reading, writing, and peer collaboration to ensure that all aspects of the model are effectively implemented.

### **2.17.2 Varying Skill Levels**

Students in a classroom often have diverse writing skills and abilities. Some students may require more support and scaffolding, while others may be ready for more complex writing tasks (Pacheco et al, 2021). Addressing the varying skill levels within a shared reading and writing model can be challenging for teachers. Providing differentiated instruction and support to meet the needs of all learners can require additional planning and resources.

### **2.17.3 Managing Group Dynamics**

Collaborative activities in the shared reading and writing model involve group work and peer interactions (McGrail, E. & Davis, A., 2011). Managing group dynamics, ensuring equitable participation, and fostering a respectful and inclusive environment can be demanding for teachers. Some students may dominate discussions, while others may be reluctant to contribute. Teachers must actively facilitate group interactions to ensure that all students have opportunities to express their ideas and contribute to the collaborative writing process.

### **2.17.4 Balancing Structure and Creativity**

The shared reading and writing model often includes structured activities and guided writing tasks (Kim et al, 2024). While these elements are essential for skill development,

they can sometimes limit students' creativity and self-expression. Striking a balance between providing structure and allowing for individuality and creativity can be a challenge for both teachers and students. Teachers need to create a supportive environment that encourages students to take ownership of their writing while also adhering to writing conventions and learning objectives.

### **2.17.5 Assessment and Evaluation**

Assessing and evaluating student writing within the shared reading and writing model can be complex. Traditional assessment methods, such as standardized tests, may not capture the collaborative nature of the model or reflect individual growth (Kyllonen et al, 2024). Teachers may need to explore alternative assessment strategies, such as portfolios, rubrics, or conferences, to effectively measure student progress and provide meaningful feedback.

### **2.17.6 Limited Resources**

Implementing the shared reading and writing model may require access to a wide range of authentic texts, writing materials, and technology tools (Pacheco et al, 2021). Limited resources can pose challenges for teachers, especially in schools with budget constraints. Teachers may need to be creative in sourcing materials, leveraging digital resources, and adapting activities to make the most of the available resources.

### **2.17.7 Resistance to Collaboration**

Some students may be apprehensive about collaborative writing or prefer working individually (HOUAM, 2023). Overcoming resistance to collaboration and fostering a positive attitude toward shared writing can take time and effort. Teachers must establish a supportive and inclusive classroom culture that values and promotes collaboration, encouraging students to embrace the benefits of working together.

While the shared reading and writing model offers numerous benefits for composition lessons, challenges such as time constraints, varying skill levels, managing group dynamics, balancing structure and creativity, assessment and evaluation, limited resources, and resistance to collaboration may arise. Teachers need to be prepared to address these challenges by planning effectively, providing differentiated support, promoting inclusive classroom environments, and exploring alternative assessment methods. By proactively addressing these challenges, teachers can maximize the benefits of the shared reading and writing model and create engaging and enriching composition lessons for their students.

### **2.18 Empirical studies**

Coker Jr. et al, (2018) the Impact of Shared Reading and Writing Model on Elementary Students' Composition Writing. This study found that students who participated in shared reading and writing activities demonstrated significant improvements in the quality of their composition writing. The model helped develop their vocabulary, sentence structure, and overall writing skills. Li, M. & Zhang, M. (2023), Collaborative Writing in the Shared Reading and Writing Model: Effects on Middle School Students' Composition Writing. This study explored the impact of collaborative writing within the shared reading and writing model. It revealed that students working in groups showed enhanced writing skills, including improved organization, clarity, and creativity in their compositions.

Brown, S. & Allmond, A. (2021). Shared Reading and Writing Model and English Language Learners' Composition Writing. This study examined the effectiveness of the shared reading and writing model on English language learners' composition writing. Results indicated that the model provided valuable support for language acquisition and literacy development, leading to improved writing abilities.

Proctor, et al (2020). The Influence of Shared Reading in the Shared Reading and Writing Model on Students' Composition Writing Motivation. This study investigated the impact of shared reading on students' motivation to write. The findings revealed that shared reading activities fostered a positive writing disposition, increased engagement, and improved motivation to produce written compositions.

Chen, W. & Hapgood, S. (2021). Effects of Shared Writing on Students' Revision Skills within the Shared Reading and Writing Model. This study focused on the influence of shared writing activities on students' revision skills. The results demonstrated that collaborative revision in the shared reading and writing model facilitated students' ability to identify and make meaningful revisions in their compositions.

Afonso, et al (2022). Shared Reading and Writing Model and Students with Learning Disabilities: Implications for Composition Writing. This study explored the benefits of the shared reading and writing model for students with learning disabilities. It indicated that the model provided a supportive framework for these students, promoting their writing skills, self-confidence, and academic achievement.

Klein, et al (2024). The Role of Modeling in the Shared Reading and Writing Model: Effects on High School Students' Composition Writing. This study investigated the impact of teacher modeling within the shared reading and writing model. Findings indicated that explicit modeling of effective writing strategies improved students' writing skills, including sentence structure, vocabulary usage, and organization.

Thompson, D. F. (2024). Shared Reading and Writing Model and Students' Writing Fluency. This study examined the relationship between the shared reading and writing model and students' writing fluency. The results showed that regular engagement in shared reading and writing activities increased students' writing speed, coherence, and overall fluency.

Siller, H. & Ahmad, S. (2024). Peer Collaboration in the Shared Reading and Writing Model: Impacts on Students' Composition Writing. This study explored the effects of peer collaboration within the shared reading and writing model. The findings revealed that collaborative writing activities enhanced students' writing skills, fostered critical thinking, and improved the quality of their compositions.

Harwood, N. (2023). Long-Term Effects of the Shared Reading and Writing Model on Students' Composition Writing Skills. This longitudinal study investigated the long-term effects of the shared reading and writing model on students' composition writing skills. It demonstrated that sustained implementation of the model led to significant and lasting improvements in students' writing abilities across multiple grade levels.

### **Similarities and Differences**

The reviewed empirical studies largely align with the focus of the present study, as they consistently report that the shared reading and writing model significantly improves students' composition writing in terms of vocabulary development, sentence structure, organization, coherence, and overall writing quality. Studies by Coker Jr. et al., Li and Zhang, Brown and Allmond, Klein et al., and Harwood collectively demonstrate that collaborative writing, teacher modelling, and sustained exposure to the model lead to measurable improvements in learners' writing performance. Similarly, Proctor et al., Thompson, and Afonso et al. highlight positive affective outcomes such as increased motivation, writing fluency, confidence, and engagement, which correspond with the broader instructional benefits examined in the current study. However, these studies also differ from the present research in important ways. Most were conducted in non-Ghanaian contexts and at varying educational levels, including elementary, middle, and high school settings, limiting their direct applicability to the Ajumako Enyan Essiam

District. In addition, several studies focus narrowly on specific learner groups or writing sub-skills, while relatively few examine teachers' knowledge and classroom implementation of the shared reading and writing model. Consequently, while the empirical evidence supports the effectiveness of the model, the contextual, methodological, and teacher-focused gaps in the literature underscore the relevance and originality of the present study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter covers the research paradigm; the research approach; research design; population; sample; sampling techniques; ethical considerations; the research instruments; validity and reliability, the setting of the study; ethical considerations; data collection procedures and data analysis procedures respectively.

#### **3.2 Research Paradigm**

It is important to note that every research is guided by a theory; thus, it is critical for every researcher to clearly declare his or her assumptions about how knowledge is constructed and how the world works during the research process. According to Strang, (2015), when planning a study, researchers must consider the philosophical worldview assumptions that they bring to the study, the research design that is related to this worldview, and the specific research methods or procedures that translate the approach into practice. To Hirschheim, Klein & Lyytinen (1995), paradigms typically consist of assumptions: about how knowledge can be obtained (epistemology), about physical and social world views (ontology), and how to acquire it (methodology). As a result, choosing an appropriate research paradigm is a critical step in any study.

A paradigm is a way of looking at or researching phenomena, a world view of what counts as accepted or correct scientific knowledge or way of working, an “accepted model or pattern” Kuhn, cited in Cohen et al, (2017). A paradigm can also be seen as a “set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of that world” Peca, (2001). Also, Gummesson (2000), emphasizes the need of a paradigm in a research work and

therefore asserts that, “It will be used to represent people’s value judgments, norms, standards, frames of reference, perspectives, ideologies, myths, theories, and approved procedures that govern their thinking and action”.

This study falls under the pragmatist paradigm. Teddlie and Tashakkori (2011) point out that, “the mixed methods research literature has proposed pragmatism as the “best paradigm” for this research, therefore, a researcher with intents to conduct a mixed method research is in agreement with this paradigm”. Because of the nature of the research topic and the questions that guided this study, the researcher needed to use both qualitative and quantitative approaches to answer these questions. Furthermore, Creswell contends that with pragmatists, the emphasis is more on the research problem under study, the types of questions asked, rather than the methods used (Creswell, J. W & Creswell, J. D., 2005). Brierley, (2017) asserts that, “Unlike a critical realist approach to mixed methods research, a pragmatic approach gives less influence to philosophical assumptions for the conduct of research methods; by doing this, researchers are less restricted in terms of how they can carry out research”. Also, Pragmatists hold a belief that; the researcher needs to determine what best works for the research and the approach that can best be adopted to aid in answering the research questions for a study. Brierley, (2017) agrees that, pragmatism considers “what works” to answer research questions, rather than making a choice between the positivist/post positivist or constructivist paradigms. This does not mean, however, that mixed methods are adopted in a haphazard fashion, such that “anything goes”, rather, they should be adopted thoughtfully, by choosing and integrating the results of the appropriate methods to answer research questions, (Takavarasha, et al 2011). Pragmatists believe that research is primarily concerned with the research project, rather than with using inquiry to pursue abstract knowledge; in essence, research is an attempt to improve

knowledge by meeting specific research goals (is Senior, 2007). This means that warranted assertions emerge from directed inquiry, which implies that no initial assertions about the social world are made; instead, the only assertions made are derived from the research (Small, 2011).

The focus of this study makes it clear that the researcher's final assertions will be derived from the research process, with no prior assertions made about the researched. This is why this study fits best in the pragmatist paradigm. In addition, the researcher accepted the pragmatists' assertion in this study in order to conduct meaningful research and ensure the validity of the study's findings. Gray & Milne (2015) agrees that, in order to make the research meaningful and valid, research conducted within this framework is free to use both qualitative and quantitative paradigms.

Similarly, the researcher wanted to use different methods in answering the research questions in this present study hence the pragmatist paradigm was deemed fit as opined by Doyle, Brady and Byrne (2009) that, “The philosophical underpinning of pragmatism allows and guides mixed methods researchers to use a variety of approaches to answer research questions that cannot be addressed using a singular method.”

Finally, the characteristics of the Pragmatism Paradigm made its use in this research study necessary. The following important Pragmatism Paradigm characteristics were identified by Shah, Shah & Khaskhelly (2018):

- a) A lack of commitment to any particular paradigm.
- b) The researcher is free to use whatever research methods he or she wants to solve the problem.
- c) Pragmatists believe that social, political, historical, and other factors influence the research environment.

- d) Determining the best course of action for the phenomenon being studied.
- e) The ability to adapt to a worldview and design research methodology that is relevant to the study's objectives.

### **3.3 Research Approach**

A research approach is a strategy that includes steps for systematic data collection, analysis, and interpretation of broad assumptions (Chetty, et al 2014). A research approach, according to Strang, (2015), is a set of plans and procedures that range from broad assumptions to comprehensive data collection, analysis, and interpretation methods. Qualitative, quantitative, and mixed methods research are the three main approaches used by researchers around the world. The problem under study, data collection procedure, and data analysis procedure all influence which method is best for a given study. The distinction between qualitative and quantitative research is frequently defined as the use of words (qualitative) rather than numbers (quantitative), or the use of closed-ended questions (quantitative hypotheses) rather than open-ended questions (qualitative interview).

A mixed method approach was used in this study. The choice of this method was influenced by the fact that the mixed method approach falls within the pragmatism paradigm. "Studies that are products of the pragmatist paradigm" combine qualitative and quantitative approaches in the various stages of the research process (Tashakkori 1998).

According to Creswell (2005), a mixed methods study is a "methodological research design (which includes the selection, analysis, and mixing of qualitative and quantitative approaches, from initial conceptual assumptions to drawing conclusions, at various stages of the research process) and methods (it focuses on collecting,

analyzing, and mixing quantitative and qualitative data in a single study or series of studies)". The theory is based on the premise that the mixed method approach assists the researcher in gathering and interpreting data both qualitatively and quantitatively.

In this study, the mixed method approach was used by the researcher in an effort to eliminate the restrictions that a single method might show. According to Olivier, et al (2012), the fact is that quantitative analysis is weak when you know the context or environment in which people speak. Often, the voices of participants are not directly heard in quantitative research. Also, quantitative researchers are in the past, and their own personal biases and interpretations are rarely discussed. Qualitative research compensates for those limitations. On the other hand, due to the personal interpretations of the researcher, the complexity of generalizing results to a large population due to the limited number of participants studied, and the gender difficulty, qualitative research is seen as deficient. This therefore makes the use of a single method (either quantitative or qualitative) quite disadvantageous.

In addition, unlike the single approach, the mixed method approach also allows the researcher to use all the available methods for data collection. This allows the researcher, therefore, to conduct and obtain comprehensive study results. In this regard, Almalki, (2016) believes that, mixed methods analysis provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone. Instead of being limited to the types of data collection commonly associated with qualitative research or quantitative research, researchers are permitted to use all available resources for data collection.

Moreover, the mixed method approach was preferred by the researcher due to its practicability. Chitumwa, (2017) acknowledges that, the mixed methods approach is

"practical" in the sense that the researcher is free to use any practicable methods to solve a research problem. It is also "practical" because people use both numbers and words to solve problems, combine inductive and deductive reasoning, and use skills to evaluate individuals as well as record behavior. Mixed analysis methods are also common for people to use as the preferred way to understand the universe.

In spite of the advantages of the mixed method approach discussed above, the mixed method approach also exposes the researcher to some disadvantages. It can be very voluminous, time consuming and quite complex for both data collection and analysis. Creswell, (2005) claims that it is not easy to conduct mixed methods research despite its value. Collecting and analyzing both quantitative and qualitative data requires time and resources. If the reader is going to be able to sort out the various procedures, it complicates the research procedures and requires clear presentation. In addition, investigators are often trained in only one type (quantitative or qualitative) of investigation, but mixed approaches require both types of data to be known.

However, though the mixed method approach has some disadvantages, its importance outweighs its difficulty, making it the most suitable method for this present study. Also, the researcher considered the mixed method approach to be more suitable for achieving the study objectives because it allows for more interpretations that make the analysis and results more understandable.

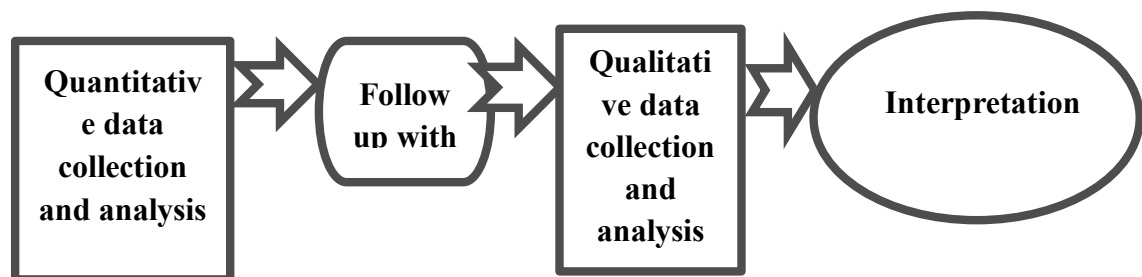
### **3.4 Research design**

Researchers have described research design in a variety of ways. For instance, a research design, according to Parahoo (2000), is a plan that explains how, when, and where data obtained in a study will be analyzed. Blumberg, Cooper & Schindler, (2014) also opines that, a research design is a technique used to carry out a research analysis

as well as to put the planned strategy into action. Thus, a research design outlines the researcher's approach to analyzing the data obtained from respondents in a specific study.

Explanatory Sequential Mix Method Design (SED) was used in this study. According to Ngulube (2013), the goal of SED is to use qualitative data to enrich, explain or extend the findings of quantitative approaches. In this technique, there are two segments: segment one involves quantitative collection and analysis of data. The second segment uses qualitative methods to elaborate on the results from the quantitative method. This helps the researcher to systematically obtain and analyze both qualitative and quantitative information. Below is a pictorial view of Explanatory Sequential Mix Method Design by Bowen, Rose & Pilkington, (2017);

**Figure 2.2: Explanatory Sequential Mixed Method Design**



**Source:** Bowen, Rose & Pilkington, (2017);

In addition to the above, Terrell, (2024) outlines the following about the Sequential Explanatory Mixed Method Design:

- The collection and analysis of quantitative data is accompanied by qualitative data collection and analysis.
- For the two levels, equal priority is granted.
- During interpretation, data is incorporated.

- The JHS emphasis is to clarify quantitative outcomes by discussing those outcomes in more detail or describing unexpected outcomes (e.g., using follow-up interviews to better understand the results of a quantitative study).

In the SED, as indicated by Terrell, (2024), equal priority is granted, either quantitatively or qualitatively, to each section of the study's data set. When the SED is used by the researcher, at every stage of the study, the data collected and analyzed is treated with the same value; this helps to produce a very legitimate finding that will lead significantly to other studies carried out on the topic under consideration. The SED's other importance lies in its straight forwardness. As stated by Terrell, (2024), the SED is relatively straight forward due to clear, distinct stages and easier to describe than concurrent strategies. The follow-up explanatory Model (FEM) in connection with the SED to explain more quantitatively collected and analyzed information. Qualitative data was collected as a follow-up to the quantitative data collected. Through qualitative approaches, the FEM provides a deeper interpretation of the study's quantitative results. Therefore, the researcher was able to provide a straightforward interpretation of the findings owing to this design. This also assisted the researcher in drawing favorable conclusions.

Despite the numerous benefits of the SED discussed above, there are some challenges that the researcher may face when attempting to use this design. According to Terrell, (2024), the SED takes a long time, particularly when both phases are given equal weight and priority.

In conclusion, the SED gives the researcher a great deal of strengths rather than weakness; therefore, in order to address the research questions and fulfill the objectives of this report, this design was worthy of use in this study.

### **3.5 Population**

In research, a population is a group of individuals or persons who share common characteristics and are of interest to the researcher. It can also be thought of as a group of people to whom the researcher applies his or her results (Kusi, 2020). Population, according to Liu et al (2008), is the complete collection of all units of analysis about which the researcher wishes to draw clear conclusions. Furthermore, according to Taherdoost (2017), the population is the entire collection of cases from which the research sample is drawn.

According to Bright, A. A & Asare, G. (2019), population in research was the complete set of individuals (subjects), objects or events with common observable features for which a researcher is interested in studying. It is, also, regarded as the larger group from which individuals are selected to participate in a study. A population is also defined as a group of individuals or people with the same characteristics and in whom the researcher is interested. Kusi (2018) also defines population as “a group of individuals that the researcher generalizes his/her findings”.

The target population for this study was junior high school teachers in the Ajumako Enyan Essiam District. The Ajumako Enyan Essiam District has seven circuits. Statistics from the Ajumako Enyan Essiam District Education Directorate indicate that there were 101 junior high schools in the district. There were a total of 101 English language teachers in these schools. Johnson and Christensen (2024) assert that accessible population consisted of the research participant who was available for participation in a given research. The accessible population for this research consisted of all the 101 junior high school English teachers within the district.

### **3.6 Sample Size and Sampling Procedure**

A sample was a subset of the population of interest. It was the small amount of the population that was given out representative information about the population it was taken from. The study adopted a census sampling technique in selecting respondents for the first phase of the study. In census sampling technique, all the members of the accessible population are used. This technique is often used when data is gathered on every member of the population and reasonably so when the population is small (Kennedy and Gelman, 2021). Though the census technique has its disadvantages such as higher cost and the use of more time, it however has lots of advantages. Some of these advantages are, every member of the population has the opportunity to participate and then also there is better demographic data on the population obtained (Rea & Parker, 2014). The researcher for these reasons used all the members in the accessible population which comprised all junior high teachers for the first phase of the study. The participants responded to the structured questionnaire designed by the researcher.

Purposive sampling is a non-probability sampling technique that involves selecting participants based on specific characteristics or criteria relevant to the research study. Unlike random sampling, which provides an equal chance for every member of the population to be selected, purposive sampling allows researchers to intentionally choose participants who possess the desired qualities or characteristics. This technique is commonly used when researchers seek to gain in-depth insights from participants who have first-hand experience or expertise related to the research topic (Ekoto, Zubkov, Asok, 2022).

Purposive sampling offers several benefits in research studies. Firstly, it allows researchers to select participants who possess the specific characteristics or qualities necessary to address the research questions or objectives. In this study, the researchers

aimed to gather insights into the in-service needs of junior high school teachers in English Composition. The researcher purposively sampled ten respondents, including both males and females, the researcher were able to include a diverse range of perspectives and experiences that could provide comprehensive insights into the research topic (Bula, 2023).

Additionally, the purposive sample enables the researcher to select participants who are most likely to provide rich and relevant information. In this study, the researcher has chosen participants based on their expertise in science education or their roles as junior high school teachers. The researcher selected participants who are with extensive experience in the field; the researchers gather valuable insights and perspectives that contribute to a deeper understanding of the shared reading and writing model (Khoa, Hung & Hejsalem-Brahmi, 2023).

In this study, the researcher used a purposive sampling technique to select participants for the qualitative phase. The initial sample included ten respondents, comprising 4 females and 6 males. The researchers employed purposive sampling to ensure that the selected participants possessed the necessary characteristics and experiences related to the research topic. However, despite the initial selection of ten respondents, only eight respondents (4 females and 4 males) were available for interviews. This limitation occurred due to various reasons, such as scheduling conflicts or participants' withdrawal from the study.

The use of purposive sampling in this study is justified based on the research objectives and the need to gather insights from junior high school English teachers who have direct experience in English education. Purposive sampling allowed the researcher to select participants who could provide valuable information and perspectives on the shared

reading and writing. By including both male and female participants, the researcher aimed to capture a range of experiences and ensure a diverse representation of teachers' perspectives.

While the use of purposive sampling may limit the generalizability of the findings to a larger population, the focus of this study is to gain in-depth insights into the experiences and perceptions of junior high school English teachers in a specific context, rather than making broad generalizations. Purposive sampling aligns with the qualitative nature of the study and the goal of exploring the unique knowledge of teachers on the impact of shared reading and writing models (Arnold, 2020).

The selection of ten teachers for the interview phase was methodologically justified and supported by established qualitative research authorities. Qualitative research prioritises depth and richness of data over large sample sizes, with sample adequacy determined by the attainment of data saturation rather than numerical representativeness. Creswell and Poth (2018) state that in qualitative interview studies, a sample of 5 to 15 participants is sufficient to generate detailed and meaningful insights when participants are information-rich and closely aligned with the research focus. Therefore, selecting ten teachers provided an appropriate balance between depth of inquiry and manageability.

Furthermore, Guest, Bunce, and Johnson (2006) argue that data saturation in interview-based qualitative studies often occurs within the first six to twelve interviews, especially when participants share similar professional backgrounds. In this study, the teachers selected were all junior high school English teachers with direct experience in the use of the shared reading and writing model, making ten participants adequate for capturing recurring themes and patterns related to instructional practices and challenges.

Additionally, Patton (2015) emphasises that purposive sampling is appropriate when the objective is to obtain information-rich cases that can provide deep understanding of a phenomenon within a specific context. The ten teachers were purposively selected based on their experience and involvement in English instruction, ensuring the relevance and credibility of the data collected. Although only eight teachers were ultimately available for interviews, the initial selection of ten participants was justified as it increased the likelihood of achieving saturation and strengthened the trustworthiness of the qualitative findings.

### **3.7 Research Instruments**

This study's data was obtained using a triangulation approach, which requires the use of multiple data collection methods. The triangulation method is useful because it enables researchers to examine human behaviour from several angles by merging quantitative and qualitative data. As a result, the richness and complexity of human nature can be more thoroughly outlined and clarified (Cohen, Manion, & Morrison, 2017). Furthermore, a multi-faceted instrument was used to collect data for the study since the researcher wanted to measure the magnitude of various aspects of shared reading and writing models in student's composition. Furthermore, using triangulation and collecting data with a variety of instruments is advantageous since relying solely on one method may not provide adequate information about the topic under investigation.

Three instruments were used to collect data for this study's analysis: questionnaire (with closed ended items), a semi-structured interview, and classroom observation.

### **3.7.1 Questionnaire**

According to Creswell, J. W & Creswell, J. D., (2005), a questionnaire is a series of written questions to be answered by participants in a particular study. It is simply a series of typed questions that a respondent answers or provides an opinion on in order to obtain statistically useful information on a specific subject. Questionnaires, according to Roopa and Rani (2012), become a vital instrument for making statements regarding specific groups, individuals, or entire populations when properly planned and responsibly administered. A reasonable questionnaire format would make the study worthwhile because it will accurately reflect the participants' views and opinions. It is also a less expensive and more time-efficient data collection tool. Despite its advantages, using a questionnaire has some disadvantages that the researcher can encounter. These include misleading answers from respondents, missing questions, clarification issues, and so on.

In this study, questionnaires were made available to teachers. The structure of the questionnaires were same. The questionnaire's items were close-ended (where respondents were offered options from which they were to select those that they deemed appropriate). The questionnaire was used to collect quantitative data.

A five point Likert-scale ranging from strongly disagree, disagree, neutral, agree, to strongly agree was used to elicit the responses from the respondents in the study.

### **3.7.2 Semi-Structured interview**

A research interview involves a researcher who asks questions and a respondent who responds to those questions. According to Mensah (2023), a semi-structured interview is one in which the interviewer creates a list of key questions to be asked before the interview takes place, but builds great flexibility on how and when these issues are addressed and enables a significant amount of additional topics to be concentrated on.

Interviews are an important method for gathering in-depth information on people's views, attitudes, perceptions, and feelings.

The use of interview as a research instrument has many benefits. For instance, during an interview process, difficult questions and issues can be explained. According to Heath (2018), interviewing has numerous advantages for researchers, including familiarization, clarification of questions, following up on vague or incomplete answers, and so on. The researcher is able to delve into the areas indicated by the respondents' responses and discuss concerns that the interviewer was previously unaware of before the interview. Interviews, according to Hopkins (2014), are often very valuable sources of knowledge for a researcher looking to verify previous hypotheses. The interview process, once again, creates a positive relationship between the interviewer and the respondent. It's also a very easy, dependable, and practical way to gather information about objects that aren't easily identifiable.

In addition, Semi-structured interviews have proved to be a successful method of ensuring that people can speak about anything in detail over time. This is because, unlike structured interviews, which limit the respondents' ability to express themselves in detail, respondents are given the opportunity to express themselves in detail during the semi-structured interview process. Also, Raudeliuniene, (2018) opines that, semi-structured interviews ensure that the follow-up questions that may arise during the interview session are flexible and it also provides room for fast responses to these questions. In agreement, according to Doğan, (2016), semi-structured interviews include a set of pre-prepared guiding questions and prompts, an open-ended format, and the interviewee being encouraged to expand on the issues presented in an exploratory manner.

Despite its advantages, the result of an interview depends on the researcher's ability and the fluency of the respondents. The researcher can also send tacit signals influencing the respondent to provide the researcher's expected answers. Semi-structured Interviews are time-consuming, and expensive. Also, it is difficult to replicate a question because, multiple questions can be asked of respondents, making it almost impossible to obtain similar responses. This can make the researcher's analysis of the information collected very tedious.

The researcher's goal in using this technique in this study was to consider the respondents' points of view rather than making wild assumptions about the subject, as well as to ensure a follow-up on the responses provided by the respondents from the questionnaire given to them. In that case, the semi-structured interview guide was used to interview both the teachers and the students.

The interview sessions were audio recorded. As opined by Carpiano, (2009), when interviews are recorded, the researcher is allowed to give full attention to the interviewee rather than pausing to take notes (as in the case of not audio recording). In this study, the researcher recorded the interview sessions for all the participants. In addition, the researcher had an interview guide typed on paper which served as a guide in asking all the interviewees the questions throughout the interview schedules. Also, the researcher chose to audio record the interview session with the intention that, semi-structured interviews comprises open-ended questions and discussions may deviate from the interview guide especially when the interaction gets keen; hence, there was the need to audio record the interviews and later transcribe during the analysis of the responses.

The interviewees were asked open-ended questions which the researcher had prepared in advance. Furthermore, questions were phrased differently for the teachers. In all, the

researcher prepared ten (10) follow-up questions for the teachers. These interview questions were drawn from the responses given in the questionnaire. However, if other pertinent concerns arose during the interview, the researcher ensured that those questions were discussed appropriately. The researcher decided to concentrate on the research questions in this study based on the areas where the researcher was interested in, the details presented in the questionnaire that needed to be discussed further, as well as the topics that needed follow-up for further clarity.

### **3.8 Validity and Reliability of the instruments**

#### **3.8.1 Validity**

Carpiano, (2009) explains that, the validity of a scale refers to the degree to which it measures what it is to measure. Carpiano, (2009) further stresses that, although there is no one clear-cut indicator of a scale's validity, the validation of a scale involves the collection of empirical evidence concerning its use. In a research study, the researcher can ensure the validity of the research instruments in several ways including: content validity, criterion validity, construct validity etc.

It is important to note that minimizing bias as much as possible is a practical way of gaining greater validity; for example, in an interview, bias comes from the interviewer's characteristics, the respondent's characteristics, and the substantive content of the questions. According to Jong and Jung (2015), it is inevitable for the interviewer to have some effect on the interviewee and the data because interviews are interpersonal, that is, people communicating with people.

In this study, content (face) validity was ensured by the researcher. To Shek, et al (2018), the extent to which items adequately represent the trait that the researcher seeks to test is referred to as content validity hence, field of study expert assessment is frequently a

suitable first step in instrument creation to examine content validity in respect of the topic or field being studied. According to Pallant, (2005), Content validity refers to the adequacy with which a measure or scale is sampled from the intended domain of content. According to Polit and Beck (2017), this judgment is only made by specialists in the field of study. In view of this, the researcher ensured that, the instruments and data were reviewed by experts in the field of research and was subject to peer examination as well. Specifically, after the instruments for the study were developed, they were given to the researcher's supervisors and colleagues on the master's program who worked together with the researcher to see whether the items in the instruments actually measured the underlying variables. These reviewers, especially the researcher's supervisors offered input on grammatical errors, typographical errors, and ambiguities. The researcher's attention was also drawn to certain equally important items that were not present in the already prepared one but was needed to be included in the set of items. These suggestions were taken into account and were used to redesign the instruments as needed. Subsequently, the important questions covering all aspects of the study's variables were checked and kept, while irrelevant questions were removed. At some point, some of these items in the instruments were also restructured in compliance with the corrections made by the experts named above.

### **3.8.2 Reliability**

Reliability deals with the consistency, dependability and replicability of "the results obtained from a piece of research" (Dobakhti, 2020). Similarly, according to Carpiano, (2009), the reliability of a scale indicates how free it is from random error. The reliability of a scale can be indicated by using either Test-retest reliability or Internal consistency. Internal consistency was used to assess the instrument's reliability in this study.

According to Krieglstein, et al. (2022), internal consistency refers to the degree to which items in a scale or measurement system are uniform and represent the same underlying construct using the Cronbach's Alpha coefficient. Likewise, Carpiano, (2009) opines that, internal consistency is the degree to which the items that make up the scale in a research work are all measuring the same attribute. The Cronbach's coefficient alpha available using the SPSS is the commonly used statistics for ensuring internal consistency.

Since the questionnaire's items were Likert scale, the Cronbach co-efficient alpha was deemed most suitable for evaluating its reliability. The Cronbach co-efficient alpha became a suitable method given the work of Vormawah (2009), who believe that Cronbach alpha is appropriate for measures with multiple-scored products, such as attitudinal scales. According to Carpiano, (2009), and Gandhi, Sachdeva & Gupta, (2018), an optimal Cronbach alpha co-efficient ranges between 0 to 1 with higher values representing higher reliability.

### **3.9 Dependability and replicability of the study**

According to Mehdi, Rezvani and Ghanbar, (2023) three techniques can be used to ensure the dependability and replicability of the results: the investigator's role, triangulation, and audit trial. The use of triangulation in this study ensured the dependability and replicability of the findings. According to Salkind (2010), the term triangulation refers to the process of analyzing information using various data sources or methods in order to increase the credibility of a research results. It is used in research that uses both qualitative and quantitative approaches. In triangulation, the researcher must obtain data using a range of instruments, such as questionnaires, interviews, and classroom observations. This knowledge must also be obtained from a variety of sources, including students, teachers, language teachers, subject teachers, and so on. The

accumulation of various types of information from various sources can thus increase the replicability of the data and the findings. The study's replication is also easy to carry out using triangulation.

### **3.10 Pilot testing**

A piloting process was carried out before the questionnaires were given to the respondents in the actual research study. In all, twelve (12) ESL teachers at separate schools located in the District but in a different District and that were not part of the sampled schools were given the questionnaire. As a result, neither the teachers were directly involved in the sampled participants for the research since the main intent of the piloting procedure was to determine the validity and reliability of the instruments.

The respondents were given some guidance about the intent of the pilot study before being asked to complete the questionnaire, indulge in the interview and subsequently the observation process. The respondents were given the opportunity to notify the researcher about some ambiguous questions in the questionnaire. In this regard, particularly the students, made few comments and asked few questions about certain words and statements while filling out the questionnaire. Similarly, some of the respondents asked for clarity of some statements during the interview session. Respondents were asked whether the alternative ways in which certain terms and questions were rephrased were more concise. Further adjustments were made in response to the feedback given by the respondents where necessary.

The reliability of the questionnaire in the pilot procedure was calculated using Cronbach alpha formula, and it was found to have a value of 0.78. This showed that, the degree of internal consistency in the questionnaire was reasonably high, and that the instrument was considerably reliable.

The researcher pilot-tested the interview instrument on the respondents who were given the questionnaire respectively. The pilot interview schedule was conducted on four respondents: ESL teachers in the two selected schools for the pilot testing. As suggested by Mehta, et al. (2019), the respondents who were sampled for the pilot testing had characteristics similar to that of the participants in the actual study.

It is worth noting that, the pilot procedure was quite helpful for the main study. This is because, the responses obtained from the participants from the pilot studies aided the researcher in revising and where necessary, restructuring some items in the interview guide. It also showed the appropriateness of the questions and the type of responses expected from the interview schedules in the main study. The pilot process also provided the researcher with pre-requisite experience in conducting the interviews in the actual study. Before each interview session, the researcher reiterated the reason for the research study and assured the respondents of confidentiality and their anonymity. This applies to the observation process as well. However, two classes were observed during a two period (one hour) English language instruction in basic three (3) of the two selected schools. This was because, only two teachers were selected for the pilot procedure.

### **3.11 Data collection procedure**

The researcher personally administered the data collection instruments to the respondents in their respective schools. Prior to data collection, an introduction letter was collected from the Department of Basic Education, University of Education, Winneba. This letter was addressed to the Director of Education at Ajumako Enyan Essiam District. The director also provided a letter to be submitted to the Headteachers of the various schools. The first visit to each school was used to familiarize and clarify the components of the questionnaire as well as the details required to complete, while

the second and subsequent visits were used to administer instruments and observe teaching and learning. In all, the data collection was completed over a three-week period.

Basically, before the beginning of the data collection procedure, the researcher briefed the participants on the purpose of the study. The questionnaires were distributed to all one hundred and one English as a Second Language (ESL) teachers over the course of fifteen working days. The questionnaires were collected in the order in which they were delivered as soon as they were completed (school by school). Precisely, five schools were given the questionnaire in a day. Based on their questionnaire answers, some of the participants were purposefully sampled and interviewed as a follow-up. In order to crosscheck the questionnaire responses from the teachers, they were observed during English language lessons.

### **Questionnaire Administration**

The questionnaire were distributed to one hundred and one English as a Second Language (ESL) teachers. Each teacher received one copy of the teacher questionnaire. The administration of the questionnaire was carried out over fifteen working days. Before distribution, the researcher carefully explained the structure of the questionnaire, clarified difficult terms, and demonstrated how to respond to the items. After completion, the questionnaires were collected on the same day, following the same order in which they were distributed.

### **Interviews**

Following the questionnaire phase, a subset of participants were purposefully selected for follow-up interview. Selection was based on the quality and relevance of their questionnaire responses, as well as their willingness to provide further insights. A total

of six teachers and eight students participated in the interview sessions. Each interview lasted between 20 to 30 minutes and was conducted in a designated classroom within the school. The interviews sought to gather deeper information on teachers' knowledge, instructional practices, and experiences with the shared reading and writing model. With participants' consent, notes were taken during each session, and in some instances, responses were audio-recorded to ensure accuracy.

### **Justification on the use of Questionnaire and Semi Structured Interview Guide**

The use of questionnaires and interviews, rather than classroom observation, was justified by the nature, scope, and objectives of the study. The questionnaire was appropriate because it enabled the researcher to collect data from a relatively large group of participants within a limited time frame, ensuring consistency and comparability of responses across teachers and students. It was particularly suitable for gathering quantifiable information on participants' knowledge, perceptions, and experiences with the shared reading and writing model, which could not be easily captured through observation alone. In addition, questionnaires reduced classroom disruption and allowed respondents to reflect on their experiences before responding, thereby increasing the reliability of the data.

The interview complemented the questionnaire by providing in-depth qualitative insights that clarified and expanded upon questionnaire responses. Through interviews, the researcher was able to probe participants' explanations, reasoning, and personal experiences, especially regarding teachers' instructional practices and challenges in implementing the shared reading and writing model. This depth of information would not have been fully accessible through observation, which primarily captures visible behaviours but does not adequately reveal participants' intentions, beliefs, or pedagogical reasoning. Observation was therefore not prioritised because the study

focused on participants' knowledge, perceptions, and self-reported practices rather than real-time classroom performance. Furthermore, observation would have required extended access to classrooms and posed risks of observer effect, potentially altering teachers' and students' natural behaviour. Consequently, the combined use of questionnaires and interviews provided a more practical, efficient, and methodologically appropriate means of addressing the study's research questions.

### **Challenges Encountered**

Several challenges were encountered during the data collection process. Firstly, scheduling conflicts occasionally arose, as some teachers were engaged in other school activities such as staff meetings or extra-curricular events, necessitating rescheduling of interviews and observations. Secondly, limited time allocation for English lessons in certain schools made it difficult to conduct lengthy observations. In such cases, follow-up visits were arranged to complete the observation process.

A third challenge related to students' comprehension questionnaire items. Some struggled to understand certain terms or instructions, requiring the researcher to read items aloud or rephrase them for clarity. Additionally, environmental noise and interruptions (visitors entering classrooms and school bells) occasionally disrupted interviews and observation sessions. Despite these challenges, the researcher ensured that data collection was completed systematically and that all participants were adequately supported to provide reliable responses.

### **3.12 Data analysis procedures**

Both quantitative and qualitative data analysis methods were used in this research study. SPSS was used to analyze the quantitative data obtained from the questionnaire. The qualitative data was analyzed based on the research question. To interpret both

quantitative and qualitative data sequentially, the follow-up explanation model (FEM) was used. (Dumbili, 2014) opine that, since researchers need qualitative data to clarify or build on the quantitative findings, the follow-up explanations model is useful. Hence, the researcher identified relevant quantitative findings that required further clarification and as a result, the researcher gathered qualitative data from the participants that could better clarify the quantitative results.

The quantitative data collected through the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0 software. The data collected from the respondents were quantified using descriptive statistics such as mean, and standard deviation. The researcher coded and tallied the questionnaire results from the respondents on sheets of papers which was transferred on the SPSS software for the statistical analysis. The codes given to the respondents include: ESL Tr. 1, ESL Tr. 2 to ESL Tr. 10 (where ESL means English, and Tr. Represents teacher) Audio recording, coding and transcribing were used to interpret the qualitative data gathered from interviews and classroom observations. The codes given to the respondents in the questionnaires were same for the interview and observation sessions as well. This was done by the researcher to ensure correct transcription of the responses from the respondents. In interpreting the data collected from the interview, a thematic approach supported by verbatim responses from teachers was used. The interview response was specifically recorded coded and later transcribed into units (sentences and paragraphs). The notes from the observation were also recorded, transcribed, and analyzed based on the research questions. The checklists, and notes taken during the observations helped the researcher in the data analysis. Based on the information on the observation checklists, the researcher transcribed, coded, and categorized instances where English language teachers during the English language lessons.

### **3.14 Ethical Considerations**

In terms of essential principles relevant to ethical concern in research, the researcher ensured that the participants in the study were not subject to any kind of discomfort in any way. In considering ethics in this present study, the researcher was guided by Franklin, (2012) who outlines the following among others as a matter of ethical concerns:

- Participants must participate voluntarily.
- Participants must understand purpose and procedures of the study.
- Participants must understand the potential benefits of the study and that their privacy will be respected.
- Researchers must understand the impact of their presence at research sites and ensure that these sites are left undisturbed at the end of the study.
- Ensure that writing is free of bias towards any group (e.g., age, ethnicity, sexual orientation, race, gender, etc.)
- The details of the study must be carefully explained within the actual report so as to allow readers the opportunity to judge the ethical quality of the study for themselves.

Teachers were given prior notice requesting their permission prior to the beginning of data collection. The respondents were therefore allowed to participate in the study at their own free will without being forced or lured in any way. The researcher also made sure the respondents' anonymity and confidentiality were respected. In that regard, the researcher ensured that the consent of the respondents was sought before any recording was done. The researcher explained to the respondents that, the recording was done to enable the researcher to describe accurately what transpired during the interviews. Similarly, the researcher ensured that, all audio recordings done during the interview

and observation process were kept confidential; in essence the recorded document was only accessible by the researcher and the supervisors. Also, participants were identified by codes rather than names to ensure that their anonymity was prioritized. Furthermore, the researcher made every effort to avoid any kind of bias or misleading information in the representation of the results obtained from the participants. The researcher also ensured that a date and place was scheduled for the interviews based on the convenience to the interviewee and availability of an appropriate place in each school for the interview sessions.

### **3.15 Summary of the chapter**

This chapter covered the methodology the researcher employed in collecting data for analysis in the study. Basically, the philosophical paradigm which was based on the pragmatist point of view was discussed. Secondly, the research approach employed in this study was the mixed method approach which is noted with the pragmatist's point of view.

Also, the research design used in this study was the Explanatory Sequential Mix Method Design. With this design, the data collected quantitatively was backed or followed-up with the collection of qualitative data. The population, sample, sampling techniques were also discussed in this chapter. With the use of census sampling techniques (purposive, census), the researcher sampled a total of 101 respondents for the study. Precisely, a total of 101 teachers formed the sampled population.

A multi-faceted instrument was used in the study for data collection. This comprised of questionnaire, interview, and observation. A piloting test was conducted by the researcher to ensure the validity and reliability of the instruments used for the collection of data for the study. The results obtained from the piloting process were included in this chapter as well. Also, how the researcher ensured that there were ethical

considerations when it comes to the selection and use of the participants for this present study. The setting of the research as well as the procedure for data collection and analysis were also discussed in this chapter. The teachers were used in collecting and analyzing quantitative and qualitative data respectively.

## **CHAPTER FOUR**

### **ANALYSIS, FINDINGS AND DISCUSSIONS**

#### **4.1 Overview**

This chapter is divided into three major sections (A, B and C) and it presents the results of the study based on the data obtained from teachers' questionnaires, interviews, and classroom observations. Firstly, the quantitative data analysis, findings and discussion are done with the support of IBM SPSS version 26. These are followed by the Qualitative data analysis, findings and discussions respectively. As stated in the preceding chapter, the thematic approach backed by verbatim responses from the participants and the information obtained from the observation checklist was used as a basis for coding and transcribing the instances English language lessons. Basically, the interviews were audio-recorded using a digital voice recorder and transcribed. The data was then coded for emergent themes and sub-themes respectively. According to Thornberg & Charmaz (2014), coding means "naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data". Also, in order to assist the analysis of the information on the observation checklist, tables representing the occasions and frequencies of the use of the teachers were used.

#### **4.2 Section A: Quantitative Data Analysis, Findings and Discussion**

This section presents the analysis, findings and discussion of data obtained from the questionnaire given to both the teachers in the district. It is divided into two parts and various sections. Part one (1) analyses and discusses teachers' quantitative data consisting of section A-E.

#### 4.2.2 Stage A: Results on the Demography of Teachers

**Table 1: Sex of Teachers**

Sex	Frequency	Percent
Male	31	31
Female	70	69
Total	101	100

*Source: Field Survey, 2024*

Table 1 represents the sex of the teachers who were sampled for the study from the ten schools in the district. A total of 101 teachers were given the questionnaire prepared by the researcher for the study. All 101 were retrieved by the researcher. The researcher found that, out of a total of 101 teachers, 31, representing 31% were male whereas 70, representing 69% were female. This means that, in the Ajumako Enyan Essiam District, there are more females teaching English Language at Junior high schools.

**Table 4.2: Age of Teachers**

Age	Frequency	Percent
25 to 35 years	25	25.
Above 35 years	76	75.
Total	101	100.

*Source: Field Survey, 2021*

Table 2 presents the findings of the age range of the junior high school teachers who participated in the survey. The table shows that, generally, majority of the teachers in the Ajumako Enyan Essiam District are above thirty-five years old. Specifically, 76

teachers representing 75% of the total number of participating teachers were above 35 years with those below 35 years recording a total of 25 representing 25% of the total population of English language teachers.

**Table 4.3: Status of Respondents**

Status	Frequency	Percent
Professional	101	100

*Source: Field Survey, 2024*

Table 3 shows the status of junior high school ESL teachers in the Ajumako Enyan Essiam District. The data obtained from the survey shows that, all the ten teachers, representing a total of 100% in the Ajumako Enyan Essiam District are professional teachers. It is worth stating again that, the target population for the study was all the 101 public junior high schools in the Ajumako Enyan Essiam District. The data on table 3 shows that, all the junior high school ESL teachers in the Ajumako Enyan Essiam District are fully trained professional teachers and therefore knew and understood the purpose of this research before answering the questionnaire given them.

**Table 4.4 Years in Teaching Service**

	Frequency	Percent
1-5 years	10	10
6-10 years	30	30
11-15 years	50	50
Above 16 years	11	10
Total	101	100

*Source: Field Survey, 2024*

This table shows the number of years each participating teacher has been in the teaching service. The data obtained shows that, generally, majority of the teachers have spent more than ten (10) years in the teaching service. The highest number, that is 50 of the teachers, representing a total of 50% have been in the teaching service between eleven (11) and fifteen (15) years. 30 of the teachers representing 30% have taught for a period of six (6) to ten (10) years and another 11 also representing 10% have also been in the teaching service above sixteen (16) years. The least among the participants, is 10 teacher representing 10% who has been in the teaching service for a period of one (1) to five (5) years.

This therefore suggests that, most of the teachers have been in the teaching service for quite a long time and are therefore more experienced. This also implies that, the teachers sampled for this study, having taught for quite a long period of time do understand what it means to learn a second language and can clearly spell out the best techniques to help students. Their experience in teaching also enabled them to answer the questions in the questionnaire given out to them with much knowledge, understanding and objectivity.

**Table 4.5: Highest Educational Qualification**

	Frequency	Percent
Diploma	30	29.7
Bachelor's degree	71	70.3
Total	101	100.

*Source: Field Survey, 2024*

From the data illustrated in Table 5, it can be seen that, academically, most of the junior high school ESL teachers are holders of the Bachelor's degree. Teachers with

Bachelor's degree recorded the highest number of 71 representing a total of 70.3% of the overall respondents and 30 (29.7%) of the teachers holds a Diploma certificate.

**Research Question 1: What is the level of knowledge of teachers in Ajumako Enyan Essiam District on the use of shared reading and writing model for teaching composition?**

Criteria	Below Average F(%)	Average F(%)	Above Average F(%)
1. Understanding	20 (19.8)	55 (54.5)	26 (25.7)
2. Training they received	25 (24.7)	50 (49.5)	26 (25.7)
3. Self-Assessment	18 (17.8)	60 (59.4)	23 (22.8)
4. Impact on the Student	22 (21.8)	53 (52.5)	26 (25.7)
5. Collaboration	30 (29.7)	45 (44.6)	26 (25.7)
6. Challenges faced	28 (27.7)	49 (48.5)	24 (23.8)

What is the level of knowledge of teachers in Ajumako Enyan Essiam District on the use of shared reading and writing model for teaching composition?

The research question 1 sought to investigate the level of knowledge of teachers in Ajumako Enyan Essiam District on the use of shared reading and writing model for teaching composition. This question was analyzed using frequency and percentages with a rating scale from below Average, Average and Above Average

Research question one aimed to investigate the level of knowledge of teachers in the Ajumako Enyan Essiam District regarding the use of the shared reading and writing model for teaching composition. The data reveals that the majority 60 (59.4) of the

teachers demonstrate an average level of knowledge. Specifically, 55 (54.5) of teachers exhibit an average understanding of the model, while 20(19.8) fall below average and 26 (25.7) are above average in their understanding. Regarding training, 50 (49.5) of teachers rated their training as average, with 25 (24.7) considering it below average and 26 (25.7) above average. Self-assessment showed a similar trend, with 60 (59.4) of teachers rating themselves as average, 18 (17.8) below average, and 23 (22.8) above average. The perceived impact on students was also largely average, with 53 (52.5) of teachers indicating an average impact, 22 (21.8) below average, and 26 (25.7) above average. Collaboration skills were rated slightly lower, with 30 (29.7) of teachers assessed as below average, 45 (44.6) as average, and 26 (25.7) as above average. Finally, 28 (27.7) of teachers reported facing below-average challenges, 49 (48.5) average challenges, and 24 (23.8) above-average challenges. These figures suggest that while teachers have a general familiarity with the shared reading and writing model, there is room for improvement in areas such as training, collaborative strategies, and addressing the challenges encountered during implementation. Further professional development and support could enhance teachers' understanding and effectiveness in utilizing the model to improve student composition skills.

Some of the responses of the teachers as captured from the afore-mentioned sub-themes are presented below after transcription

*1. Teacher 1: " I have noticed that the level of knowledge among my colleagues regarding the use of the shared reading and writing model for teaching composition varies. Some teachers have attended professional development workshops and received training on implementing this model effectively. They demonstrate a strong understanding of the strategies and techniques involved. However, there are also teachers who may not have had the same*

*exposure or training, resulting in limited knowledge and utilization of the shared reading and writing model in their classrooms."*

*2. Teacher 2: "In our District, there is a mix of teachers who are well-informed about the shared reading and writing model and those who are still in the process of learning about it. Many teachers actively seek professional development opportunities and engage in collaborative discussions with their colleagues to enhance their knowledge and understanding. However, there is a need for more comprehensive training programs to ensure that all teachers in our District are equipped with the necessary skills and knowledge to effectively use the shared reading and writing model for teaching composition."*

*3. Teacher 3: "In my experience, the level of knowledge regarding the shared reading and writing model among teachers in Ajumako Enyan Essiam District varies based on their individual professional development journeys. Some teachers actively engage in research and attend conferences to stay updated with the latest best practices in teaching composition. They are knowledgeable about the shared reading and writing model and its application. However, it is essential to provide ongoing support and professional development opportunities for all teachers to ensure consistency and effectiveness in implementing this model."*

*Teacher 4: "As an English language teacher in Ajumako Enyan Essiam District, I have observed that some teachers have a solid understanding of the shared reading and writing model and utilize it effectively in their classrooms. They incorporate various techniques, such as shared reading activities, interactive discussions, and collaborative writing exercises, to enhance students' composition skills. However, it is important to recognize that continuous professional development and support are crucial to further improve teachers' knowledge and implementation of the shared reading and writing model."*

*5. Teacher 5: "In Ajumako Enyan Essiam District, there is a range of knowledge levels among teachers regarding the shared reading and writing model. While some teachers have received training and are well-versed in the benefits and strategies of this model, others may have limited exposure or awareness. It is important to create a culture of continuous learning and provide opportunities for*

*professional development for all teachers, ensuring that they have the necessary knowledge and skills to effectively implement the shared reading and writing model for teaching composition."*

Teachers need to possess knowledge of various strategies and techniques that can be employed during shared reading sessions. These strategies include reading aloud with expression, modeling reading behaviors, using think-aloud, and engaging learners in interactive discussions (Johnson, et al 2023). Through employing these techniques, teachers provide learners with a model of fluent reading, scaffold their understanding of the text, and encourage active participation.

Teachers should have a repertoire of high-quality texts appropriate for shared reading sessions. They need to consider factors such as the language level, genre, and content of the text to ensure its suitability for the learners' age and reading abilities. Familiarity with a range of texts, including picture books, poems, and short stories, enables teachers to select texts that align with the learners' interests, engage their attention, and stimulate meaningful discussions (Zbaracki, 2023).

Effective teachers possess the ability to differentiate shared reading instruction to meet the diverse needs of their learners. They understand that learners have varying levels of reading readiness, language proficiency, and prior knowledge. Through their knowledge of instructional strategies and assessment techniques, teachers can adapt shared reading activities, provide support to struggling learners, and challenge advanced readers (Jones, 2023). Differentiation ensures that all learners have access to the shared reading experience and can actively participate at their individual levels.

Teachers' knowledge of shared reading should be an ongoing process that involves self-reflection and professional development. Reflective teachers critically examine their shared reading practices, evaluate their effectiveness, and make adjustments as needed. They actively seek opportunities for professional development through workshops,

conferences, and collaboration with colleagues to enhance their knowledge and refine their instructional practices (Sydnor, Davis & Daley 2024). This commitment to continuous learning supports teachers in staying abreast of current research, trends, and best practices in shared reading.

Teachers' knowledge on the use of shared reading is instrumental in fostering meaningful and effective reading experiences for learners. By understanding the purpose of shared reading, employing appropriate strategies and techniques, selecting suitable texts, differentiating instruction, and engaging in reflective practices, teachers can optimize the benefits of shared reading. Ongoing professional development ensures that teachers remain knowledgeable and adaptable in their implementation of shared reading, ultimately supporting learners' literacy development and nurturing their love for reading.

Shared reading and writing techniques are instructional strategies that facilitate collaboration and active engagement between teachers and students. These techniques aim to develop students' reading and writing skills, enhance comprehension, and foster a love for literacy. This section explores various shared reading and writing techniques and their impact on student learning and growth.

### **Research Question 2: Which Shared Reading and Writing Techniques do Teachers in the Ajumako Enyan Essiam District use to Teach English Composition?**

Research question 2 sought to investigate the shared reading and writing techniques teachers in the Ajumako Enyan Essiam District use to teach English composition. This question was analysed using means and standard deviation with five point Likert scale ranging from strongly disagree, disagree, neutral, agree and strongly agree

<b>Statement</b>	<b>M</b>	<b>SD</b>
I utilize read-aloud sessions as part of shared reading and writing activities.	3.2	1.3
I encourage students to engage in collaborative writing during shared writing sessions.	3.8	1.1
I incorporate discussions and reflections during shared reading and writing activities.	3.7	1.2
I provide modelling of effective writing strategies during shared writing sessions.	3.5	1.2
I encourage peer feedback and revision during shared writing activities.	3.4	1.3
I use graphic organizers or visual aids to support students' comprehension and writing during shared reading and writing.	3.7	1.2
I employ think-aloud strategies to demonstrate the thinking process behind composing written pieces during shared writing.	3.5	1.3
I integrate technology tools and resources to enhance shared reading and writing experiences.	3.2	1.3
I create opportunities for students to connect their personal experiences and prior knowledge to the composition writing process during shared reading and writing.	3.8	1.1
I employ different genres and text types during shared reading and writing activities to expose students to diverse writing styles and purposes.	3.7	1.2

**Scoring Key:** Responses were rated on a five-point Likert scale:

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

**Mean scores were interpreted as follows:**

1.00–1.49 = Very Low Use; 1.50–2.49 = Low Use; 2.50–3.49 = Moderate Use; 3.50–4.49 = High Use; 4.50–5.00 = Very High Use.

Here is an interpretation of the provided statements, including the mean (M) and standard deviation (SD) for each. I utilize read-aloud sessions as part of shared reading

and writing activities. (M: 3.2, SD: 1.3). On average, the teachers somewhat agree (M = 3.2) that they utilize read-aloud sessions as part of shared reading and writing activities. The standard deviation (SD = 1.3) suggests some variability, indicating that there may be differences in the extent to which teachers incorporate read-aloud sessions.

I encourage students to engage in collaborative writing during shared writing sessions. (M: 3.8, SD: 1.1). The teachers, on average, moderately agree (M = 3.8) that they encourage students to engage in collaborative writing during shared writing sessions. The low standard deviation (SD = 1.1) suggests relatively low variability, indicating a higher level of overall agreement among the teachers.

I incorporate discussions and reflections during shared reading and writing activities. (M: 3.7, SD: 1.2). The teachers, on average, somewhat agree (M = 3.7) that they incorporate discussions and reflections during shared reading and writing activities. The moderate standard deviation (SD = 1.2) suggests some variability, indicating that some teachers may place a greater emphasis on discussions and reflections than others.

I provide modelling of effective writing strategies during shared writing sessions. [M: 3.5, SD: 1.2]. The teachers, on average, somewhat agree (M = 3.5) that they provide modelling of effective writing strategies during shared writing sessions. The moderate standard deviation (SD = 1.2) suggests some variability, indicating that there may be differences in the extent and effectiveness of modelling among the teachers.

I encourage peer feedback and revision during shared writing activities. [M: 3.4, SD: 1.3]

. On average, the teachers somewhat agree ( $M = 3.4$ ) that they encourage peer feedback and revision during shared writing activities. The standard deviation ( $SD = 1.3$ ) suggests some variability, indicating that there may be differences in the frequency and emphasis placed on peer feedback and revision.

I use graphic organizers or visual aids to support students' comprehension and writing during shared reading and writing. [ $M: 3.7, SD: 1.2$ ]

The teachers, on average, somewhat agree ( $M = 3.7$ ) that they use graphic organizers or visual aids to support students' comprehension and writing during shared reading and writing. The moderate standard deviation ( $SD = 1.2$ ) suggests some variability, indicating that some teachers may utilize these tools more frequently or effectively than others.

I employ think-aloud strategies to demonstrate the thinking process behind composing written pieces during shared writing. [ $M: 3.5, SD: 1.3$ ]

- The teachers, on average, somewhat agree ( $M = 3.5$ ) that they employ think-aloud strategies to demonstrate the thinking process behind composing written pieces during shared writing. The standard deviation ( $SD = 1.3$ ) suggests some variability, indicating that there may be differences in the extent and effectiveness of think-aloud strategies among the teachers.

I integrate technology tools and resources to enhance shared reading and writing experiences. [ $M: 3.2, SD: 1.3$ ]

- On average, the teachers somewhat agree ( $M = 3.2$ ) that they integrate technology tools and resources to enhance shared reading and writing experiences. The standard

deviation ( $SD = 1.3$ ) suggests some variability, indicating that there may be differences in the extent to which teachers incorporate technology in their shared reading and writing activities.

I create opportunities for students to connect their personal experiences and prior knowledge to the composition writing process during shared reading and writing. [M: 3.8, SD: 1.1]

- The teachers, on average, moderately agree ( $M = 3.8$ ) that they create opportunities for students to connect their personal experiences and prior knowledge to the composition writing process during shared reading and writing. The low standard deviation ( $SD = 1.1$ ) suggests relatively low variability, indicating a higher level of overall agreement among the teachers.

I employ different genres and text types during shared reading and writing activities to expose students to diverse writing styles and purposes. [M: 3.7, SD: 1.2]

- The teachers, on average, somewhat agree ( $M = 3.7$ ) that they employ different genres and text types during shared reading and writing activities to expose students to diverse writing styles and purposes. The moderate standard deviation ( $SD = 1.2$ ) suggests some variability, indicating that some teachers may incorporate a wider range of genres and text types than others, leading to exposure to diverse writing styles and purposes to varying degrees.

The data provide insights into the teachers' responses regarding their practices related to shared reading and writing activities. The mean and standard deviation values help

gauge the level of agreement among the teachers and the extent of variability in their practices.

Teacher 1: "In my classroom, I often incorporate interactive read-aloud sessions as a shared reading technique. This involves reading a text aloud to the students and engaging them in discussions about the content, characters, and themes. Through these discussions, students develop critical thinking skills while building their vocabulary and comprehension abilities."

Teacher 2: "Many teachers in our District utilize collaborative writing activities as part of the shared writing technique. Students work together in groups or pairs to create written pieces, such as stories or informative essays. This approach encourages peer interaction, fosters creativity, and enhances students' writing skills through shared brainstorming, drafting, and revising processes."

Teacher 3: "Guided reading and writing exercises are commonly used by teachers in our District. During guided reading, teachers provide support and guidance to students as they read texts at their appropriate reading levels. Similarly, guided writing activities involve teachers scaffolding the writing process, providing prompts, and offering feedback to help students develop their writing skills in a structured manner."

Teacher 4: "Shared reading and writing techniques often involve the use of graphic organizers. Teachers in our District frequently employ graphic organizers, such as story maps, Venn diagrams, and concept maps, to visually represent information and guide students' understanding and organization of their composition."

Teacher 5: "One of the shared reading and writing techniques that I find effective is the use of literature circles. In literature circles, students form small groups and read the same book or text independently. They then come together to discuss their insights, analyze the text, and share their interpretations. This technique promotes active engagement, critical thinking, and collaboration among students."

Shared reading is a collaborative and interactive approach to reading that has proven to be effective in promoting literacy development and nurturing a passion for reading among learners. This instructional strategy involves a facilitator, such as a teacher or parent, guiding a group of learners through the reading process, encouraging active participation, and fostering meaningful discussions. The purpose of this paper is to explore the concept of shared reading, examine its benefits, and highlight its implementation in various educational settings.

Shared reading offers numerous benefits for learners of all ages and abilities. Firstly, it enhances phonemic awareness, which is the ability to recognize and manipulate individual sounds in words. Through shared reading, learners are exposed to the rhythm, rhyme, and cadence of language, which supports their development of phonological skills (Russo, 2023). Secondly, shared reading promotes vocabulary acquisition. Learners encounter new words in context and engage in discussions about their meanings, deepening their understanding and expanding their word knowledge (Jelani & Aini, 2023).

Furthermore, shared reading improves comprehension skills. During shared reading sessions, the facilitator models reading strategies, such as making predictions or asking questions, which encourages learners to think critically about the text (Boyle, 2024). By actively participating in the reading process, learners develop their ability to infer, analyze, and evaluate information.

In addition to literacy skills, shared reading also nurtures social interaction and collaboration. When learners engage in shared reading, they have the opportunity to discuss the text, share their thoughts and ideas, and listen to the perspectives of others (Jones & Lynch, 2023). This collaborative environment fosters communication skills, empathy, and respect for diverse opinions.

Shared reading can be implemented in various educational settings, including classrooms, libraries, and homes. In a classroom setting, teachers often use big books or project texts onto a screen to ensure visibility for all learners. They take on the role of the facilitator, guiding the reading process and encouraging participation (Smith, et al 2022). In libraries, shared reading can be organized as group sessions, where librarians engage children in interactive readings and discussions (Subramaniam, 2018). At home, parents can engage in shared reading with their children, using age-appropriate texts and incorporating discussions and activities related to the story (Quan, 2024).

Shared reading can be adapted to meet the needs of diverse learners. For learners with different language abilities, shared reading provides an opportunity to develop language skills, acquire vocabulary, and improve comprehension (Toews, McQueston & Kurth 2021). The facilitator can offer support by providing explanations, simplifying complex concepts, and using visual aids to enhance understanding.

Moreover, shared reading can accommodate various learning styles. Visual learners may benefit from the use of illustrations or visual cues during the reading process, while kinesthetic learners can engage in hands-on activities related to the text, such as acting out scenes or creating artwork (Fallace, 2023). By incorporating multimodal approaches, shared reading ensures that all learners can actively participate and engage with the text.

Shared reading is a powerful instructional strategy that promotes literacy development and a love for reading among learners. By creating a collaborative and interactive environment, shared reading enhances phonemic awareness, vocabulary acquisition, comprehension skills, and social interaction. Its implementation in classrooms, libraries, and homes ensures accessibility and adaptability for diverse learners. As

educators and parents, embracing shared reading as a fundamental practice can contribute to the holistic development of learners and cultivate a lifelong passion for reading (Subramaniam, 2018).

Shared reading plays a crucial role in promoting literacy development and fostering a lifelong love for reading among learners. This instructional approach, characterized by collaborative reading experiences, engages learners in active participation, meaningful discussions, and comprehension-building activities. This paper aims to explore the importance of shared reading, highlighting its benefits and implications for literacy development in various educational settings.

Shared reading serves as a foundational tool for developing essential literacy skills. Research suggests that shared reading experiences positively impact phonemic awareness, which is the ability to identify and manipulate individual sounds in words (Smith, et al 2022). When learners engage in shared reading, they are exposed to the rhythm, rhyme, and cadence of language, which supports their development of phonological skills.

Vocabulary acquisition is another significant aspect of shared reading. As learners encounter new words within the context of the text, they have the opportunity to engage in discussions about word meanings and deepen their understanding (Johnson, 2016). Shared reading sessions provide a rich language environment where learners can expand their vocabulary and develop a broader range of word knowledge.

Moreover, shared reading contributes to the development of comprehension skills. During shared reading, the facilitator models effective reading strategies, such as predicting, questioning, and making connections to the text (Parr & Gadd, 2024). Learners actively participate in discussions, share their thoughts, and critically analyze

the story elements. These interactions foster higher-order thinking skills and enhance learners' ability to infer, interpret, and evaluate information.

Beyond literacy skills, shared reading also promotes social interaction and collaboration. When learners engage in shared reading, they have the opportunity to discuss the text, share their thoughts and ideas, and listen to the perspectives of others (Jones & Lynch, 2023). This collaborative environment nurtures communication skills, empathy, and respect for diverse opinions. Learners not only develop their reading abilities but also strengthen their social and emotional competencies.

Shared reading offers additional cognitive and emotional benefits. When learners actively participate in shared reading, they engage their imaginations, visualize the story, and make personal connections (Subramaniam, 2018). This process stimulates creativity and critical thinking, fostering a deeper engagement with the text.

Shared reading also cultivates a positive attitude and love for reading. Through shared reading experiences, learners develop positive associations with books and reading, recognizing it as an enjoyable and meaningful activity (Smith, et al 2022). This positive attitude towards reading lays the foundation for lifelong learning and a continued curiosity for exploring new texts.

In addition, shared reading can provide a sense of security and bonding. When learners engage in shared reading with a facilitator, usually a teacher or parent, they experience a sense of closeness and connection (Johnson, 2016). The shared experience of reading together creates a nurturing and supportive environment, fostering a positive relationship with reading and learning.

Shared reading is of paramount importance in promoting literacy development and nurturing a lifelong love for reading. By facilitating the development of literacy skills, fostering social interaction, and cultivating a positive attitude towards reading, shared

reading provides learners with a strong foundation for academic success and personal growth. Its impact extends beyond the realm of literacy, influencing cognitive, emotional, and social aspects of learners' lives. Embracing shared reading as an integral part of educational practices can empower learners, foster a joy for reading, and set them on a path of lifelong learning and exploration.

**Research Question 3: What impact does the use of the shared reading and writing model by Ajumako Enyan Essiam District teachers have on learners' attitude toward the learning of English composition?**

<b>Statement</b>	<b>M</b>	<b>SD</b>
The shared reading and writing model has positively influenced students' attitudes toward learning English composition.	3.8	1.1
Students actively participate and engage in shared reading and writing activities.	3.7	1.2
The shared reading and writing model has increased students' confidence in their composition writing abilities.	3.5	1.2
Students perceive shared reading and writing as an enjoyable and effective way to learn composition.	3.4	1.3
The shared reading and writing model has improved students' motivation to learn English composition.	3.7	1.2
Students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences.	3.5	1.3
Students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared reading and writing.	3.2	1.3
The shared reading and writing model has helped students develop a deeper understanding of the writing process and its components.	3.8	1.1
Students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities.	3.7	1.2
The shared reading and writing model has fostered a collaborative and supportive learning environment for English composition.	3.8	1.1

**Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).**

Mean scores were interpreted as follows:

**1.00–1.49 = Very Low Impact; 1.50–2.49 = Low Impact; 2.50–3.49 = Moderate Impact; 3.50–4.49 = High Impact; 4.50–5.00 = Very High Impact.**

The shared reading and writing model has positively influenced students' attitudes toward learning English composition. [M: 3.8, SD: 1.1]

- On average, the teachers agree (closer to Agree than Neutral) that the shared reading and writing model has positively influenced students' attitudes toward learning English composition. The low standard deviation (SD = 1.1) suggests relatively low variability in this perception among the teachers.

Students actively participate and engage in shared reading and writing activities. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that students actively participate and engage in shared reading and writing activities. The moderate standard deviation (SD = 1.2) indicates some variability in the extent of student participation and engagement.

The shared reading and writing model has increased students' confidence in their composition writing abilities. [M: 3.5, SD: 1.2]

- The teachers, on average, somewhat agree (closer to Neutral than Disagree) that the shared reading and writing model has increased students' confidence in their composition writing abilities. The moderate standard deviation (SD = 1.2) suggests some variability in the perceived impact on student confidence.

Students perceive shared reading and writing as an enjoyable and effective way to learn composition. [M: 3.4, SD: 1.3]

- On average, the teachers somewhat agree (closer to Neutral than Disagree) that students perceive shared reading and writing as an enjoyable and effective way to learn composition. The standard deviation ( $SD = 1.3$ ) indicates some variability in how students perceive the enjoyment and effectiveness of this approach.

The shared reading and writing model has improved students' motivation to learn English composition. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that the shared reading and writing model has improved students' motivation to learn English composition. The moderate standard deviation ( $SD = 1.2$ ) suggests some variability in the perceived impact on student motivation.

Students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences. [M: 3.5, SD: 1.3]

- The teachers, on average, somewhat agree (closer to Neutral than Disagree) that students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences. The standard deviation ( $SD = 1.3$ ) indicates some variability in the extent to which students experience this sense of ownership and pride.

Students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared reading and writing. [M: 3.2, SD: 1.3]

- On average, the teachers somewhat agree that students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared

reading and writing. The standard deviation ( $SD = 1.3$ ) suggests some variability in the perceived impact on student interest and curiosity.

The shared reading and writing model has helped students develop a deeper understanding of the writing process and its components. [M: 3.8, SD: 1.1]

- The teachers, on average, agree (closer to Agree than Neutral) that the shared reading and writing model has helped students develop a deeper understanding of the writing process and its components. The low standard deviation ( $SD = 1.1$ ) suggests relatively low variability in this perception among the teachers.

Students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities. The moderate standard deviation ( $SD = 1.2$ ) indicates some variability in the extent to which students value this feedback and guidance.

The shared reading and writing model has fostered a collaborative and supportive learning environment for English composition. [M: 3.8, SD: 1.1]

On average, the teachers agree (closer to Agree than Neutral) that the shared reading and writing model has fostered a collaborative and supportive learning environment for English composition. The low standard deviation ( $SD = 1.1$ ) suggests relatively low variability in this perception among the teachers.

The Table above provide insights into the teachers' responses regarding the perceived effects of the shared reading and writing model on students' attitudes, participation, confidence, motivation, enjoyment, sense of ownership, interest, understanding, value for feedback, and learning environment. Here is an interpretation of the provided statements, focusing on the Mean (M) and Standard Deviation (SD) values:

The shared reading and writing model has positively influenced students' attitudes toward learning English composition. [M: 3.8, SD: 1.1]

- On average, the teachers agree (closer to Agree than Neutral) that the shared reading and writing model has positively influenced students' attitudes toward learning English composition. The low standard deviation (SD = 1.1) suggests relatively low variability in this perception among the teachers.

2. Students actively participate and engage in shared reading and writing activities. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that students actively participate and engage in shared reading and writing activities. The moderate standard deviation (SD = 1.2) indicates some variability in the extent of student participation and engagement.

3. The shared reading and writing model has increased students' confidence in their composition writing abilities. [M: 3.5, SD: 1.2]

- The teachers, on average, somewhat agree (closer to Neutral than Disagree) that the shared reading and writing model has increased students' confidence in their

composition writing abilities. The moderate standard deviation ( $SD = 1.2$ ) suggests some variability in the perceived impact on student confidence.

4. Students perceive shared reading and writing as an enjoyable and effective way to learn composition. [M: 3.4, SD: 1.3]

- On average, the teachers somewhat agree (closer to Neutral than Disagree) that students perceive shared reading and writing as an enjoyable and effective way to learn composition. The standard deviation ( $SD = 1.3$ ) indicates some variability in how students perceive the enjoyment and effectiveness of this approach.

5. The shared reading and writing model has improved students' motivation to learn English composition. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that the shared reading and writing model has improved students' motivation to learn English composition. The moderate standard deviation ( $SD = 1.2$ ) suggests some variability in the perceived impact on student motivation.

Students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences. [M: 3.5, SD: 1.3]

- The teachers, on average, somewhat agree (closer to Neutral than Disagree) that students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences. The standard deviation ( $SD = 1.3$ ) indicates some variability in the extent to which students experience this sense of ownership and pride.

7. Students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared reading and writing. [M: 3.2, SD: 1.3]

- On average, the teachers somewhat agree (closer to Neutral than Disagree) that students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared reading and writing. The standard deviation (SD = 1.3) suggests some variability in the perceived impact on student interest and curiosity.

8. The shared reading and writing model has helped students develop a deeper understanding of the writing process and its components. [M: 3.8, SD: 1.1]

- The teachers, on average, agree (closer to Agree than Neutral) that the shared reading and writing model has helped students develop a deeper understanding of the writing process and its components. The low standard deviation (SD = 1.1) suggests relatively low variability in this perception among the teachers.

9. Students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities. [M: 3.7, SD: 1.2]

- The teachers, on average, agree (closer to Agree than Neutral) that students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities. The moderate standard deviation (SD = 1.2) indicates some variability in the extent to which students value this feedback and guidance.

10. The shared reading and writing model has fostered a collaborative and supportive learning environment for English composition. [M: 3.8, SD: 1.1]

- On average, the teachers agree (closer to Agree than Neutral) that the shared reading and writing model has fostered a collaborative and supportive learning environment for English composition. The low standard deviation (SD = 1.1) suggests relatively low variability in this perception among the teachers.

The interpretations above provide insights into the teachers' responses regarding the perceived effects of the shared reading and writing model on students' attitudes, participation, confidence, motivation, enjoyment, sense of ownership, interest, understanding, value for feedback, and learning environment

1. Teacher 1: "I have observed that the use of the shared reading and writing model has a positive impact on learners' attitude toward learning English composition. By incorporating interactive and collaborative activities, students feel more engaged and motivated. They develop a sense of ownership over their learning and become more enthusiastic about expressing their ideas through writing. This approach creates a supportive and interactive classroom environment that fosters a positive attitude toward the learning of English composition."

2. Teacher 2: "The shared reading and writing model significantly influences learners' attitude toward English composition. When students actively participate in shared reading activities and collaborative writing tasks, they feel a sense of belonging and value their contributions. This positive experience builds their confidence and encourages them to embrace the learning process, resulting in a more positive attitude and increased motivation to improve their composition skills."

3. Teacher 3: "Through the shared reading and writing model, learners in our District develop a more positive attitude toward English composition. By engaging in interactive discussions, collaborative writing, and receiving feedback from peers and teachers, students realize that their ideas and opinions matter. This recognition and validation contribute to a sense of achievement and enthusiasm for learning composition."

Teacher 4: "The use of the shared reading and writing model has a transformative effect on learners' attitude toward the learning of English composition. This model provides opportunities for students to actively participate, share their thoughts, and collaborate with their peers. As a result, students feel empowered, encouraged, and motivated to explore and express their ideas, leading to a more positive outlook on the learning process."

Teacher 5: "In my experience, the shared reading and writing model has a profound impact on learners' attitude toward English composition. By engaging students in meaningful and interactive activities, such as analyzing texts, discussing ideas, and working collaboratively, students develop a sense of excitement and curiosity about composition. They see it as a creative and engaging process, which positively influences their overall attitude and eagerness to learn."

Through shared writing activities, students become active participants in the writing process, gradually building confidence in their writing abilities (Johnson, 2016). The collaborative nature of shared writing allows students to receive immediate feedback and support from their peers and the teacher, which boosts their confidence in expressing their ideas and thoughts in writing (Smith, et al 2022). As students experience success and witness their ideas come to life through shared writing, their attitude toward composition becomes more positive.

Shared writing activities involve students' input and ideas in the creation of a written piece, fostering a sense of ownership and pride (Parr & Gadd, 2024). Students feel a sense of accomplishment and value in their collaborative work, which can transfer to their individual compositions (Subramaniam, 2018). Recognizing that their ideas and contributions are valued and respected in the writing process, students develop a more positive attitude toward composition as they see themselves as capable and valued writers.

The shared reading and writing model often incorporates peer collaboration and feedback, creating a supportive writing environment (Tomlin, 2022). Students work together to refine their writing, provide suggestions, and offer constructive criticism (Johnson, 2016). This collaborative atmosphere fosters a sense of community and support among students. When students receive positive and constructive feedback from their peers, it creates a safe space for them to take risks and explore their writing skills (Smith, et al 2022). This supportive environment enhances students' attitude toward composition by reducing anxiety and creating a positive writing community.

The shared reading and writing model provides students with opportunities to observe and learn from their peers' writing strategies, techniques, and styles (Subramaniam, 2018). Engaging in shared editing activities, students develop a deeper understanding of writing conventions and gain insights into effective revision and editing practices (Parr & Gadd, 2024). As their writing skills improve through collaborative learning, students become more confident in their composition abilities, leading to a more positive attitude toward composition (Tomlin, 2022).

Shared reading activities expose students to a variety of authentic texts, including literature, nonfiction, and informational texts (Johnson, 2016). Through interactive read-aloud and discussions, students have the opportunity to analyze and appreciate the craft of professional writers (Smith, et al 2022). This exposure to high-quality writing can inspire students and provide them with models to emulate in their own compositions. When students see the relevance and connection between shared reading experiences and their own writing, it enhances their motivation and attitude toward composition (Subramaniam, 2018).

**Research Question 4: What challenges do teachers and pupils in the Ajumako Enyan Essiam District encounter when shared reading and writing model is employed during composition lessons?**

<b>Statement</b>	<b>M</b>	<b>SD</b>
Limited resources and materials for implementing shared reading and writing activities.	3.4	1.3
Insufficient time to fully engage in shared reading and writing during composition lessons.	3.7	1.2
Difficulty in managing group dynamics and ensuring equal participation during shared writing activities.	3.5	1.3
Students' varying proficiency levels in English language skills pose challenges during shared reading and writing.	3.2	1.3
Lack of training and professional development opportunities on implementing the shared reading and writing model.	3.8	1.1
Limited access to technology or digital resources for integrating technology into shared reading and writing activities.	3.7	1.2
Challenges in adapting the shared reading and writing model to meet the needs of diverse learners, including English language learners and students with learning disabilities.	3.8	1.1
Limited opportunities for students to practice independent writing skills during shared reading and writing lessons.	3.4	1.3

**Scoring Key**

Responses were rated on a five-point Likert scale:

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

**Mean scores were interpreted as follows:**

1.00–1.49 = Very Low Challenge; 1.50–2.49 = Low Challenge; 2.50–3.49 = Moderate Challenge; 3.50–4.49 = High Challenge; 4.50–5.00 = Very High Challenge.

Limited resources and materials for implementing shared reading and writing activities. [M: 3.4, SD: 1.3]. On average, the teachers somewhat agree (closer to Neutral than Disagree) that there are limited resources and materials for implementing shared reading and writing activities. The standard deviation (SD = 1.3) suggests some variability in the extent to which teachers perceive this limitation.

Insufficient time to fully engage in shared reading and writing during composition lessons. [M: 3.7, SD: 1.2]. The teachers, on average, agree (closer to Agree than Neutral) that there is insufficient time to fully engage in shared reading and writing during composition lessons. The moderate standard deviation (SD = 1.2) indicates some variability in the perceived time limitation.

Difficulty in managing group dynamics and ensuring equal participation during shared writing activities. [M: 3.5, SD: 1.3]. The teachers, on average, somewhat agree (closer to Neutral than Disagree) that there is difficulty in managing group dynamics and ensuring equal participation during shared writing activities. The standard deviation (SD = 1.3) suggests some variability in the extent to which teachers experience this challenge.

Students' varying proficiency levels in English language skills pose challenges during shared reading and writing. [M: 3.2, SD: 1.3]. On average, the teachers somewhat agree (closer to Neutral than Disagree) that students' varying proficiency levels in English language skills pose challenges during shared reading and writing. The standard deviation (SD = 1.3) indicates some variability in the perceived impact of varying proficiency levels.

Lack of training and professional development opportunities on implementing the shared reading and writing model. [M: 3.8, SD: 1.1]. The teachers, on average, agree

(closer to Agree than Neutral) that there is a lack of training and professional development opportunities on implementing the shared reading and writing model. The low standard deviation ( $SD = 1.1$ ) suggests relatively low variability in this perception among the teachers.

Limited access to technology or digital resources for integrating technology into shared reading and writing activities. [M: 3.7, SD: 1.2]. On average, the teachers agree (closer to Agree than Neutral) that there is limited access to technology or digital resources for integrating technology into shared reading and writing activities. The moderate standard deviation ( $SD = 1.2$ ) indicates some variability in the perceived limitation.

Challenges in adapting the shared reading and writing model to meet the needs of diverse learners, including English language learners and students with learning disabilities. [M: 3.8, SD: 1.1]. The teachers, on average, agree (closer to Agree than Neutral) that there are challenges in adapting the shared reading and writing model to meet the needs of diverse learners. The low standard deviation ( $SD = 1.1$ ) suggests relatively low variability in this perception among the teachers.

Limited opportunities for students to practice independent writing skills during shared reading and writing lessons. [M: 3.4, SD: 1.3]. On average, the teachers somewhat agree (closer to Neutral than Disagree) that there are limited opportunities for students to practice independent writing skills during shared reading and writing lessons. The standard deviation ( $SD = 1.3$ ) indicates some variability in the perceived limitation.

The interpretations above provide insights into the teachers' responses regarding the perceived challenges and limitations associated with implementing the shared reading and writing model. These include limited resources, insufficient time, group dynamics,

varying proficiency levels, lack of training, limited access to technology, adaptability to diverse learners, and limited opportunities for independent writing.

Teacher 1: "One challenge that teachers and pupils face when using the shared reading and writing model is the limited availability of resources and materials. Access to a wide range of reading materials, including age-appropriate texts and writing resources, can sometimes be a constraint. Teachers need support in acquiring and creating relevant materials to ensure effective implementation of the model."

Teacher 2: "Managing group dynamics and ensuring equal participation can be a challenge when employing the shared reading and writing model. Some students may be more reserved or reluctant to actively participate in group discussions or collaborative writing tasks. Teachers need to employ strategies that encourage all students to contribute and create an inclusive and supportive classroom environment."

Teacher 3: "Varying proficiency levels in English language skills among students pose a challenge during shared reading and writing activities. Teachers need to differentiate instruction and provide appropriate support to students at different levels. It requires careful planning and adaptation of activities to meet the diverse needs of learners in the classroom."

Teacher 4: "One of the challenges faced by teachers and pupils when using the shared reading and writing model is time management. Implementing interactive discussions, collaborative writing, and providing individualized feedback require sufficient time. Teachers need to strike a balance between covering the curriculum and allowing for meaningful engagement in shared reading and writing activities."

Teacher 5: "A common challenge encountered during shared reading and writing lessons is the need for continuous teacher professional development. Teachers require ongoing support and training to enhance their instructional strategies, facilitate effective discussions, and provide valuable feedback to students. Professional development opportunities should focus on building teachers' capacity in implementing the shared reading and writing model effectively."

Implementing the shared reading and writing model requires dedicated time for collaborative activities, discussions, and writing processes (Johnson, 2016). In a busy curriculum, finding sufficient time for these activities can be a challenge. Teachers may need to carefully plan and allocate time for shared reading, writing, and peer collaboration to ensure that all aspects of the model are effectively implemented.

Students in a classroom often have diverse writing skills and abilities. Some students may require more support and scaffolding, while others may be ready for more complex writing tasks (Smith, et al 2022). Addressing the varying skill levels within a shared reading and writing model can be challenging for teachers. Providing differentiated instruction and support to meet the needs of all learners can require additional planning and resources.

Collaborative activities in the shared reading and writing model involve group work and peer interactions (Subramaniam, 2018). Managing group dynamics, ensuring equitable participation, and fostering a respectful and inclusive environment can be demanding for teachers. Some students may dominate discussions, while others may be reluctant to contribute. Teachers must actively facilitate group interactions to ensure that all students have opportunities to express their ideas and contribute to the collaborative writing process.

The shared reading and writing model often includes structured activities and guided writing tasks (Parr & Gadd, 2024). While these elements are essential for skill development, they can sometimes limit students' creativity and self-expression. Striking a balance between providing structure and allowing for individuality and creativity can be a challenge for both teachers and students. Teachers need to create a supportive environment that encourages students to take ownership of their writing while also adhering to writing conventions and learning objectives.

Assessing and evaluating student writing within the shared reading and writing model can be complex. Traditional assessment methods, such as standardized tests, may not capture the collaborative nature of the model or reflect individual growth (Johnson, 2016). Teachers may need to explore alternative assessment strategies, such as portfolios, rubrics, or conferences, to effectively measure student progress and provide meaningful feedback.

Implementing the shared reading and writing model may require access to a wide range of authentic texts, writing materials, and technology tools (Smith, et al 2022). Limited resources can pose challenges for teachers, especially in schools with budget constraints. Teachers may need to be creative in sourcing materials, leveraging digital resources, and adapting activities to make the most of the available resources.

Some students may be apprehensive about collaborative writing or prefer working individually (Houam). Overcoming resistance to collaboration and fostering a positive attitude toward shared writing can take time and effort. Teachers must establish a supportive and inclusive classroom culture that values and promotes collaboration, encouraging students to embrace the benefits of working together.

While the shared reading and writing model offers numerous benefits for composition lessons, challenges such as time constraints, varying skill levels, managing group dynamics, balancing structure and creativity, assessment and evaluation, limited resources, and resistance to collaboration may arise. Teachers need to be prepared to address these challenges by planning effectively, providing differentiated support, promoting inclusive classroom environments, and exploring alternative assessment methods. By proactively addressing these challenges, teachers can maximize the benefits of the shared reading and writing model and create engaging and enriching composition lessons for their students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter presents a summary of the findings, conclusions derived from the findings and recommendations made from the findings. Also, limitations and suggested areas for further studies are outlined in the chapter.

#### **5.2 Summary**

This study aimed to investigate the level of knowledge among teachers in Ajumako Enyan Essiam District regarding the use of the shared reading and writing model for teaching composition. Additionally, the study explored the shared reading and writing techniques employed by teachers, examined the impact of the shared reading and writing model on learners' attitude toward English composition, and identified the challenges faced by teachers and pupils during the implementation of this model.

#### **5.3 Findings of the Study**

1. The findings revealed a variation in the level of knowledge among teachers in Ajumako Enyan Essiam District regarding the shared reading and writing model. Some teachers demonstrated a solid understanding of the model and effectively incorporated it into their lessons. However, there were also teachers with limited knowledge and utilisation of the model.
2. The study identified several shared reading and writing techniques used by teachers in the district. These techniques included interactive read-aloud sessions, collaborative writing activities, guided reading and writing exercises, and the use of graphic organizers and literature circles.

3. The use of the shared reading and writing model had a positive impact on learners' attitude toward the learning of English composition. Through active participation, collaboration, and opportunities to express their ideas, students developed a sense of ownership and motivation for composition.
4. Teachers and pupils encountered various challenges during the implementation of the shared reading and writing model. These challenges included limited availability of resources and materials, managing group dynamics and ensuring equal participation, addressing varying proficiency levels, and time management.

#### **5.4 Conclusions**

Based on the findings, the study concludes that:

1. Teachers in the Ajumako Enyan Essiam District possess uneven levels of knowledge regarding the shared reading and writing model. While some teachers demonstrate adequate understanding and effective classroom application, a significant number lack sufficient knowledge and do not consistently apply the model, indicating gaps in professional preparation and instructional support.
2. Teachers in the district employ a range of shared reading and writing techniques, such as interactive read-alouds, collaborative writing, guided reading and writing, graphic organizers, and literature circles. This suggests that the model is not entirely absent in classroom practice; however, its application varies in depth and consistency across schools and teachers.
3. The shared reading and writing model positively influences learners' attitudes toward the learning of English composition. Active learner participation,

collaboration, and opportunities for idea sharing foster motivation, interest, and a sense of ownership in composition writing.

4. The effective implementation of the shared reading and writing model is constrained by several challenges, including inadequate teaching and learning resources, difficulties in managing group work, wide variations in learners' proficiency levels, and limited instructional time. These challenges hinder the full realization of the model's instructional benefits.

### **5.5 Limitations**

This study has certain limitations. Firstly, the research was conducted in the Ajumako Enyan-Essiam District, limiting the generalizability of the findings to other contexts. Secondly, the study relied on self-reported data from teachers, which may be subject to biases or inaccuracies. Additionally, the study did not explore the perspectives of students directly, which could have provided a more comprehensive understanding of the impact on learners' attitudes.

### **5.6 Recommendations**

Based on the study findings,

1. It is recommended that the Ministry of Education (MoE), in collaboration with the Ghana Education Service (GES), should design and implement structured and continuous professional development programmes for English language teachers in the Ajumako Enyan Essiam District. This recommendation arises from the finding that teachers' knowledge and use of the shared reading and writing model vary considerably, with some teachers demonstrating limited understanding and inconsistent application. Targeted in-service training,

workshops, and coaching sessions will help standardise teachers' understanding and improve effective classroom implementation of the model.

2. The study recommends that the Ajumako Enyan Essiam District Education Directorate should prioritise the provision of relevant teaching and learning materials, including age-appropriate reading texts, writing resources, charts, and graphic organisers. The limited availability of instructional resources was identified as a key constraint, and improving access to these materials will enable teachers to implement shared reading and writing activities more effectively and consistently across schools.
3. It is recommended that English language teachers should consciously create inclusive and supportive classroom environments that cater for learners with varying proficiency levels. Teachers should adopt flexible grouping strategies, scaffold instruction, and encourage active participation to sustain the positive attitudes, motivation, and sense of ownership observed among learners during shared reading and writing activities.
4. The study recommends that the Ghana Education Service should promote teacher collaboration and the sharing of best practices through professional learning communities, subject-based cluster meetings, and peer mentoring within the district. Such collaborative platforms will enable teachers to collectively address challenges related to group management, time constraints, and learner diversity, thereby enhancing the effective use of the shared reading and writing model in English composition instruction.

### **5.7 Suggestions for Further Studies**

To further investigate the use of the shared reading and writing model for teaching composition, future studies could consider the following:

1. Conduct a comparative study across different District or regions to examine the variations in teachers' knowledge, techniques used, and challenges faced.
2. Explore the impact of the shared reading and writing model on specific subgroups of students, such as English language learners or students with learning disabilities.

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## APPENDIX

### QUESTIONNAIRE

Dear, Sir/Madam,

This questionnaire is aimed at collecting information for thesis writing at the University of Education, Winneba. Its aim is to investigate the impact of shared reading and writing model on students' composition writing in the Ajumako Enyan Essiam District. As a result, there are no correct or incorrect responses. Kindly revert as truthfully as possible. The details you provide will be kept strictly confidential, and your anonymity is guaranteed.

#### Section A: **DEMOGRAPHY**

1. Sex: Male [    ], Female [    ].
2. Age: Less than 25 years [    ], 25 to 35 years [    ], Above 35 years [    ].
3. Status: Professional [    ], Non-Professional [    ].
4. No. of years in teaching service: 1-5 [    ], 6-10 [    ], 11-15 [    ], Above 16 [    ].
5. Highest Academic Qualification: Post-Sec. Cert. A [    ], Diploma [    ], Bachelor's degree [    ], Others [    ].

Research Question 1: What is the level of knowledge of teachers in Ajumako Enyan Essiam District on the use of shared reading and writing model for teaching composition?

Statement	SD	D	N	A	SA
The shared reading and writing model is an effective approach for teaching composition.					
I am familiar with the principles and strategies of the shared reading and writing model.					
I feel confident in implementing the shared reading and writing model for teaching composition.					
I have received sufficient training or professional development on the shared reading and writing model.					
I perceive myself as knowledgeable about the benefits of the shared reading and writing model for composition instruction.					
I understand how to scaffold students' writing skills through shared reading and writing activities.					
I am aware of various instructional strategies to support students' comprehension and writing development during shared reading and writing.					
I can effectively integrate shared reading and writing activities into my composition lessons.					
I believe that the shared reading and writing model enhances students' overall literacy skills, including composition writing.					
I actively seek out new resources and materials to enhance my understanding and implementation of the shared reading and writing model.					

Research Question 2: Which shared reading and writing techniques do teachers in the Ajumako Enyan Essiam District use to teach English composition?

Statement	SD	D	N	A	SA
I utilize read-aloud sessions as part of shared reading and writing activities.					
I encourage students to engage in collaborative writing during shared writing sessions.					
I incorporate discussions and reflections during shared reading and writing activities.					
I provide modelling of effective writing strategies during shared writing sessions.					
I encourage peer feedback and revision during shared writing activities.					
I use graphic organizers or visual aids to support students' comprehension and writing during shared reading and writing.					
I employ think-aloud strategies to demonstrate the thinking process behind composing written pieces during shared writing.					
I integrate technology tools and resources to enhance shared reading and writing experiences.					
I create opportunities for students to connect their personal experiences and prior knowledge to the composition writing process during shared reading and writing.					
I employ different genres and text types during shared reading and writing activities to expose students to diverse writing styles and purposes.					

Research Question 3: What impact does the use of the shared reading and writing model by Ajumako Enyan Essiam District teachers have on learners' attitude toward the learning of English composition?

Statement	SD	D	N	A	SA
The shared reading and writing model has positively influenced students' attitudes toward learning English composition.					
Students actively participate and engage in shared reading and writing activities.					
The shared reading and writing model has increased students' confidence in their composition writing abilities.					
Students perceive shared reading and writing as an enjoyable and effective way to learn composition.					
The shared reading and writing model has improved students' motivation to learn English composition.					
Students feel a sense of ownership and pride in their written compositions through shared reading and writing experiences.					
Students demonstrate increased interest and curiosity in exploring different genres and writing styles through shared reading and writing.					
The shared reading and writing model has helped students develop a deeper understanding of the writing process and its components.					
Students value the opportunity to receive feedback and guidance from both peers and the teacher during shared writing activities.					
The shared reading and writing model has fostered a collaborative and supportive learning environment for English composition.					

Research Question 4: What challenges do teachers and pupils in the Ajumako Enyan Essiam District encounter when shared reading and writing model is employed during composition lessons?

Statement	SD	D	N	A	SA
Limited resources and materials for implementing shared reading and writing activities.					
Insufficient time to fully engage in shared reading and writing during composition lessons.					
Difficulty in managing group dynamics and ensuring equal participation during shared writing activities.					
Students' varying proficiency levels in English language skills pose challenges during shared reading and writing.					
Lack of training and professional development opportunities on implementing the shared reading and writing model.					
Limited access to technology or digital resources for integrating technology into shared reading and writing activities.					
Challenges in adapting the shared reading and writing model to meet the needs of diverse learners, including English language learners and students with learning disabilities.					
Limited opportunities for students to practice independent writing skills during shared reading and writing lessons.					