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# Promoting emerging literacy skills of Malaysian indigenous children through shared-book reading

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## Description

**Title:** Promoting emerging literacy skills of Malaysian indigenous children through shared-book reading

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**Department / Program:** Educational Psychology

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[Achievement Gap](#)

**Abstract:** This quasi-experimental study investigated whether and how an approach to classroom reading instruction, Shared Book Reading (SBR), impacts the development of vocabulary and oral Malay language of young Malaysian indigenous children learning Malay as a second language. 57 Orang Asli children from two first-grade classrooms participated in the study. One of the classes was randomly assigned to implement SBR sessions while the other served as control (delayed treatment). Prior to the intervention, all students were assessed on a grade-appropriate literacy test (LINUS 1), a rapid-automatized naming task (RAN), and a Children's Nonword Repetition test (CNRep). After a five-week intervention, all students were assessed on a second literacy screening test (LINUS 2), vocabulary, storytelling, motivation, and Malay language learning attitudes. Results showed that experiences of SBR accelerated young Malaysian indigenous children's oral Malay language production and increased their word-meaning knowledge. The SBR group performed significantly better than the control group on the word-defining task. They also produced more coherent narratives in a wordless picture story-telling task. They told the stories with greater verbal rate and their stories contained significantly greater vocabulary diversity. SBR discussions enhanced students' motivation, engagement and attitudes toward Malay language learning. These results altogether yield significant implications for the literacy instruction of Malaysian indigenous children.

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