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SHARED READING STRATEGY AND VOCABULARY ACQUISITION ESTRATEGIA DE LECTURA COMPARTIDA Y ADQUISICIÓN DE VOCABULARIO

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Resumen

Este trabajo de investigación involucró a estudiantes de séptimo grado de la Unidad Educativa Santa Mariana de Jesús. El objetivo principal fue evaluar cómo esta estrategia de lectura compartida podría contribuir al desarrollo de vocabulario en estudiantes jóvenes. El estudio incluyó una población de 26 estudiantes, de 10 y 12 años, tanto hombres como mujeres. Todos los estudiantes participaron en la investigación, la cual proporcionó datos específicos y del mundo real para su análisis. Se utilizó un enfoque de investigación de campo para comprender los desafíos reales que enfrentan los estudiantes en el aprendizaje de vocabulario. Además, se implementó un diseño pre-experimental para estructurar las intervenciones y controlar las variables, garantizando resultados más precisos. Por lo tanto, esta investigación presentó resultados cuantitativos medibles. Durante las clases, se implementó la estrategia de lectura compartida, combinando la enseñanza guiada con el trabajo en parejas. El docente introdujo inicialmente estrategias de lectura para facilitar la comprensión de los estudiantes, incluyendo actividades interactivas y la comprensión de vocabulario. A esto le siguió la colaboración estudiantil mediante la relectura, fomentando el trabajo en equipo y la participación activa. Para medir la efectividad de la estrategia, se utilizó el Cambridge Pre-A1 Starters Test. Una prueba previa evaluó el vocabulario inicial y la comprensión lectora de los estudiantes, mientras que una prueba posterior evaluó el progreso después de las intervenciones. Los resultados de las evaluaciones se calificaron en una escala de 10 puntos. Finalmente, se demostró una mejora significativa en la adquisición de vocabulario. Todos los estudiantes completaron ambas evaluaciones, y se utilizó la prueba de rangos con signo de Wilcoxon debido a la distribución no normal de las puntuaciones del postest. El análisis estadístico confirmó el impacto positivo de la estrategia de lectura compartida. Los hallazgos respaldan la lectura compartida como un enfoque eficaz para mejorar la adquisición de vocabulario de los estudiantes, enfatizando el valor de las prácticas guiadas y colaborativas en la enseñanza de idiomas.

Palabras claves: adquisición de vocabulario, aprendizaje colaborativo, instrucción guiada por el profesor, lectura compartida, segunda lengua (L2).

Abstract

This research work involved seventh-grade students at Unidad Educativa Santa Mariana de Jesús. The primary objective was to evaluate how this shared reading strategy could contribute to vocabulary development in young students. The study included a population of 26 students, both male and female, aged between 10 and 12. All students participated in the research, which provided specific and real-world data for analysis. A field research approach was used to understand the real challenges students face in vocabulary learning. Furthermore, a pre-experimental design was implemented to structure the interventions and control variables, ensuring more accurate results. Therefore, this research presented measurable quantitative results. During the classes, the shared reading strategy was implemented, combining guided teaching with pair work. The teacher first introduced reading strategies to facilitate student's understanding, including interactive activities and vocabulary comprehension. This was followed by student collaboration through rereading, encouraging teamwork and active participation. To measure the strategy's effectiveness, the Cambridge Pre-A1 Starters Test was used. A pretest assessed students' initial vocabulary and reading comprehension, while a posttest evaluated

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progress following the interventions. The results of the assessments were graded on a 10-point scale. Finally, a significant improvement in vocabulary acquisition was demonstrated. All students completed both assessments, and the Wilcoxon signed-rank test was used due to the non-normal distribution of posttest scores. Statistical analysis confirmed a positive impact of the shared reading strategy. The findings support shared reading as an effective approach for enhancing students' vocabulary acquisition, emphasizing the value of guided and collaborative practices in language teaching.

Keywords: collaborative learning, second language (L2), shared reading, teacher-guided instruction, vocabulary acquisition.

1. Introduction

This research focused on the implementation of the shared reading strategy to support vocabulary acquisition in EFL students. The study was guided by a review of scientific articles that emphasized the effectiveness of this strategy in promoting the learning and expansion of vocabulary through collaborative reading activities. The following section presented previous studies that validated the positive impact of shared reading on vocabulary development. Twenty-seven families from the Head Start program in the U.S. participated, recording themselves reading "Giraffes Can not Dance" at home. The results showed that parents used few dialogic reading strategies, with great variability among them, and focused primarily on common words (Level 1), highlighting the need to train them in effective interactive reading techniques.

Dessementet et al. (2024) mentioned that the purpose of this study was to analyze whether shared reading of texts helps improve listening comprehension in students with intellectual disabilities (ID), in addition to identifying which teaching strategies are the most effective. Therefore, 19 previous studies were reviewed that included 67 students with ID, some of whom used alternative communication systems to express themselves. Using a type of analysis that allows combining results from several studies, it was found that shared reading has a clearly positive effect on listening comprehension in these students, regardless of whether they need support to communicate. The results indicate that children's participation in this shared reading process enhances their reading skills, building confidence in each of them. Campos et al. (2024) stated that this study analyzed how parents participated in shared reading with



their children without prior instruction and evaluated the effect of a brief intervention to improve these practices. Four families with children aged 4 to 5 years old who did not have any diagnosed disorders participated in this study. Home recordings were used to observe their shared interactions and measure their use of language strategies before and after the intervention. Four aspects of natural reading were identified: physical space, contact with the book, narrative style, and emotional connection. The interventions showed increased strategy use, language development, and children's participatory development, highlighting the importance of guiding families in these practices. Hayati et al. (2022) argued that the purpose of this study was to evaluate the importance of the shared reading strategy in the comprehension of narrative reading texts among second-year high school students. A quasi-experimental approach was applied, in which a reading test was used to analyze the results. This study demonstrated that students who used the shared reading strategy showed significant improvements in their reading

comprehension. On the other hand, students who worked with conventional teaching did not show significant progress in their knowledge, confirming the effectiveness of this methodology. Ahzarisham and Yasin (2020) mentioned that this research study aimed to evaluate the effectiveness of shared reading in positively developing reading comprehension in fifth-grade students. The sample was focused on students with difficulties in comprehending texts and identifying information. Diagnostic tests, formative assessments, field information, and unstructured interviews were used as data collection instruments. The results demonstrated progress in reading comprehension, as evidenced by the students' progress between the pre-test and post-test. It was recommended that future interventions be reinforced with strategies such as pre-teaching vocabulary, the use of visual aids, and reading aloud with good intonation. Lase et al. (2024) researched that this research work showed that the application of the shared reading strategy had a positive impact on the reading comprehension of eighth grade

students. The main purpose was to improve this skill through a quantitative methodological approach. In the first part, several students presented difficulties in achieving the proposed level of comprehension, indicating a limited mastery of reading. However, with the application of the strategy, a progressive improvement in performance was analyzed, achieving that all students reach the established standards. This strategy favored textual comprehension and also strengthened vocabulary and facilitated the identification of key structures. Hutabarat et al. (2017) analyzed the importance of stimulating each student's mind and providing effective feedback. Therefore, it was defined that the shared reading strategy improved reading comprehension by encouraging team analysis, identification 3 of main ideas and key details in the different texts. This analysis was conducted with seventh grade students. This strategy fostered motivation, critical thinking and creativity in English language learning. The results showed that this methodology optimized academic performance and also strengthened

skills such as pronunciation and reading concentration.

2. Methodology

Materials

To carry out this research work, various resources were considered, including human resources, 7th-grade students from Unidad Educativa Santa Mariana de Jesús, and authorities. Moreover, teaching materials such as books, notebooks, pens, paper, markers, slides, worksheets, and so on were used. Technological resources such as computers, the internet, and television were also employed. Finally, special attention was paid to obtaining parental approval through letters of commitment, obtaining assistance from authorities, and obtaining special collaboration from students at the research site.

Methods

Research approach: In this research, a quantitative method was used. Vega et al. (2014) argued that it is characterized by the collection and analysis of numerical data with the purpose of answering one or more research questions, as well as



testing previously established hypotheses. This approach relied on measurement, counting, and the frequent use of statistical tools to accurately identify behavioral patterns within a population. Variables are defined and measured in a specific context, and the data obtained are analyzed using statistical techniques. For this reason, the quantitative approach was considered the most appropriate, as it facilitates objective measurement and allows for generalizations about student performance based on representative samples.

Modality

This research work was field-based, as the data were obtained through interactions between students, the teacher, and their environment, which revealed the various problems and difficulties faced by seventh-grade students. This research work was conducted in a school with a group of students. Harvey and Spee (2023) argued that field research focuses on key environments where exchanges between academic researchers and practitioners are facilitated, allowing for direct interaction with reality. Through the

organized collection of original data, both quantitative and qualitative, in real-life contexts, this methodology seeks to address specific phenomena and generate knowledge that enriches both professional and academic fields.

Type of research /Research design

This research work was conducted using an exploratory approach, as it provided a deeper and more detailed understanding of the needs students face in vocabulary learning. This type of study allowed us to examine little-known or insufficiently analyzed aspects, facilitating the identification of potential areas for improvement in teaching methods and vocabulary acquisition. To carry out this process, a pre-experimental design was applied, which provided a structured framework composed of specific rules and procedures. This design not only guided the planning of the intervention but also made it possible to control variables and measure their effects, thus generating relevant and useful data for analyzing the phenomenon more precisely.

Techniques and tools

Shared reading is an effective pedagogical strategy that combines teacher guidance with student collaboration to strengthen reading comprehension. Through guided reading, the teacher models skills such as intonation, identifying key ideas, and inference, while explaining vocabulary and encouraging active participation. Subsequently, pair work is encouraged, where students reread and discuss the text. This not only reinforces their comprehension but also enables collaborative learning: if one student is unfamiliar with a word or does not understand a part of the text, their partner can offer help, creating an environment of mutual support. This dynamic not only improves reading comprehension, but also vocabulary, fluency, and confidence in reading aloud and sharing ideas (Hutabarat et al., 2017). To develop this research, data were obtained from the Cambridge Pre-A1 Starters Test, which was administered in a school setting. The entire group received an initial pretest to identify their prior reading comprehension level. This was followed by a final assessment (post-

test) to analyze the effects of the implemented strategy. Both the pretest and the post-test were graded on a scale of 10 points. The study focused on Parts 1, 2, 3, 4, and 5 of the Reading and Writing section of the exam. Each part consisted of five questions and was designed to assess specific reading comprehension and vocabulary skills. In Part 1, students were required to mark a tick or a cross depending on whether the sentences correctly matched the image presented. In Part 2, they looked at an image, read several sentences, and answered "yes" or "no" accordingly. In Part 3, they arranged jumbled letters to form words related to a given image. Part 4 included a short text with 21 missing words, which students completed by selecting appropriate words from a choice box. Finally, in Part 5, students observed an image and completed sentences using vocabulary that matched the visual context.

Procedure

The data collection procedure consisted of seven sessions in which the teacher applied the strategy to seventh-grade students at Unidad



Educativa Santa Mariana de Jesús. The first session was used for the pretest, seven classes for strategy development, and the last for the posttest. It is important to mention that the first, third, fifth, and seventh sessions were planned for two pedagogical hours. The lesson plans were adapted to the institution's curriculum, so the general objective focused on teacher continuity in classes, and the specific objectives addressed the application of the two variables of the research work. In the first session, the teacher began with a dynamic activity to engage the students and create a positive environment. The topic of the simple past tense with regular verbs was then introduced. The teacher used visual aids and gestures to present the content in an accessible way, encouraging student participation through questions and simple examples. As the class progressed, the students identified a reading with verbs in the past tense. With the teacher's help, they identified verbs and analyzed new vocabulary. The students participated orally and in writing, first through guided activities and then through teamwork. In groups, they reformulated sentences, converting them into

negations and interrogatives, and then compared their answers with the entire class. To conclude the class, the teacher led a brief oral review activity in which the students answered questions using regular verbs in the past tense. In the second session, the difference between regular and irregular verbs in the past tense was introduced, using a variety of strategies to support student comprehension. Particular emphasis was placed on the shared reading strategy using the book *People from History*, where two characters were selected for the teacher to read aloud while the students followed along, pausing to identify new vocabulary and underline the past tense verbs. This activity allowed students to contextually identify verbs and encouraged active and collaborative participation, which was then complemented during group practice by classifying verbs and transforming affirmative sentences into negative ones and vice versa.²² In the third session, the topic "Famous People and Important Events in the Past" was developed, focusing on reading comprehension with the recognition and use of past tense verbs. The shared reading strategy was again important: the teacher guided the

reading aloud of a text about historical people while the students followed along attentively. Strategic pauses were used to explain new vocabulary through gestures, pictures, or examples, allowing students to understand the content without the need for translation. Students worked in pairs to further develop the strategy. This strategy encouraged the acquisition of new vocabulary and also the identification of past-tense verbs, which were subsequently classified and used by the students to form sentences, thus improving their written and oral skills. The fourth session focused on Understanding Stories: Guided Reading to Build Vocabulary in the Past Tense. The strategy of shared reading continued to be strengthened as a key component of vocabulary development and understanding of the simple past tense. Through reading the book *People from History*, the teacher read aloud, selecting two characters, while the students actively followed along. Pauses were used to identify and explain vocabulary. This strategy was complemented by guided reading, in which students read aloud and the others followed along to continue reading in sequence. The

reading process culminated in a writing activity. An image of Balthazar Ushca was used, and students wrote short stories in the past tense, using the newly learned vocabulary. This assessed reading comprehension and encouraged written work. In the fifth session, the topic "Exploring History through Guided Reading: The Story of Pompeii" was developed, integrating diverse skills with a strong focus on reading comprehension and vocabulary development. Once again, the shared reading strategy took center stage: after individual silent reading with an emphasis on identifying unfamiliar vocabulary, the teacher guided a reading aloud of the text, pausing to work on understanding important new words. Students participated by repeating them aloud, which reinforced both pronunciation and memorization of new vocabulary. Collaborative work in pairs also enhanced vocabulary discussion before receiving the teacher's explanation. In the sixth session, the topic "Guided Reading in Past Simple Tense" was introduced, and reading comprehension and past simple tense skills were further developed through guided reading. A text called



"A Day at the Beach" was used. As the text was read aloud, students followed along, underlining the past tense verbs. This shared reading activity was complemented by cooperative activities, where students classified 23 verbs in the present and past tenses and also identified whether they were regular or irregular. Students then made sentences with the classifications. Finally, students took turns reading in pairs, and the teacher provided feedback on the activity. In the seventh session, the topic "Learning Irregular Verbs through Guided Reading of a Song: "A Busy Weekend" was introduced. This phase combined shared reading, listening comprehension, and vocabulary development. Based on the analysis of song lyrics, the guided reading strategy was applied with a playful and contextualized approach. Through silent reading by the students, the teacher read the song aloud, focusing on unfamiliar verbs and vocabulary. The text was then explained with simple examples and constant checks for understanding. In addition, the students' cooperative work allowed them to recognize and classify verbs, write them with their meaning in Spanish, and practice

their pronunciation both chorally and individually. The combination of music, reading, and oral communication helped students better understand the topic and motivated them to participate at every turn.

Population

The population that conducted this study were 7th-grade students from Unidad Educativa Santa Mariana de Jesús. The research population consisted of 26 students with an average age between 10 and 12 years old. This group consisted of 11 females and 15 males. Furthermore, the entire group used the shared reading strategy, which facilitated the analysis of the qualitative data.

3. Results and discussion

Analysis and discussion of the results

This chapter provides a more detailed understanding of the results obtained from the pretest and posttest administered to 26 participants at Unidad Educativa Santa Mariana de Jesús. The objective was to evaluate the effectiveness of the interventions

through a statistical comparison of the scores obtained before and after the program. The tables generated

using SPSS software are analyzed and interpreted below.

Table 2: *Case Processing Summary*

	Case Processing Summary					
	Valid		Lost cases		Total	
	N	Percentage	N	Percentage	N	Percentage
PRETEST	26	100,0%	0	0,0%	26	100,0%
POSTTEST	26	100,0%	0	0,0%	26	100,0%

Analysis: The table shows that the 26 participants evaluated completed both pretest and posttest assessments without losing any data, ensuring that the study maintained the total sample size throughout the evaluation process. Interpretation: The absence of missing cases is a positive aspect of this evaluation, as it confirms that the

results obtained are not affected by incomplete data. This allows for a valid comparison between the two measurements (before and after the intervention), confirming that the improvements or changes observed naturally reflect the effect of the intervention on the students themselves.

Table 3: *Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk)*

	Normality Test					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistical	gl	sig.	Statistical	gl	sig.
Pretest	,127	26	,200*	,951	26	,239
Posttest	,169	26	,055	,906	26	,022

Analysis: This test was used to determine whether the data had a normal distribution, which was necessary to decide which type of statistical analysis to apply. • In the pretest, the significance values ($p = ,200$ and $,239$) were greater than

0.05. This indicates that the data were normal. • In the posttest, the Shapiro-Wilk value was $p = ,022$, which is less than 0.05. This indicates that the posttest data were abnormal. Interpretation: Since one of the measurements did not conform to normality, it was decided to use a



nonparametric statistical analysis. In this case, the Wilcoxon signed-rank test was used. This test is

appropriate for comparing two related measurements when the data are not abnormal.

Table 4: *Pretest vs. posttest comparison*

Statistical	Pre-test	Post-test
Mean	5,200	8,708
Minimum	2,4	7,2
Maximum	8,8	10,0
Range	6,4	2,8

Analysis: Comparing the pre- and post-intervention scores, the following are detailed: • Increase in mean: From 5.20 to 8.71, which shows an improvement in the overall average. • Reduction in range: From 6.4 to 2.8, which means that the difference between the lowest and highest scores was reduced. Interpretation: These data show that the students' overall average

improved. Scores ranged from 2.4 to 8.8, indicating poor student performance on the pre-test. Scores ranged from 7.2 to Statistical Pre-test Post-test Mean 5,200 8,708 Minimum 2,4 7,2 Maximum 8,8 10,0 Range 6,4 2,8 27 10, indicating high student scores on the post-test. The range narrowed to 2.8, indicating that a total of 26 students improved their final grades.

Table 5: *Wilcoxon test*

Ranges			
	N	Average Range	Total
Posttest-Pretest	Negative Ranges	0 ^a	,00
	Positive Ranges	26 ^b	13,50
	Equality	0 ^c	
	Total	26	351,00

- a. posttest<pretest
- b. posttest>pretest
- c. posttest=pretest

Analysis: This table details the students who improved, worsened, or remained the same in the posttest compared to the pretest. It follows that the positive range is 26 students who improved after the interventions.

Interpretation: According to the data, all students improved on the posttest. These results reflected an improvement across all students, demonstrating a positive impact of the intervention on all students.

Table 6: *Wilcoxon test statistics*

Test Statistics ^a	
Z	Posttest-pretest -4,461b
Sig. asin. (bilateral)	<.001

a. Wilcoxon signed-rank test

b. It is based on negative ranks.

Analysis and Interpretation: This table shows the results of the Wilcoxon statistical test, which was used to compare the scores obtained by the students before (pretest) and after (posttest) implementing the shared reading strategy. The analysis resulted in a Z value of -4.461 and a significance level of $p < .001$. This “p” value is less than 0.05, which means there is a difference

between the pretest and posttest results. In statistical terms, this indicates that the observed improvement was not due to chance, but rather a real and significant change. Therefore, the null hypothesis is rejected, and the alternative hypothesis, which states that the strategy implemented was effective, is accepted.

Table 7: *Hypothesis Test Summary*

Null Hypothesis	Test	Sig.	Decision
The median of differences between PRE_TEST and POST_TEST equal 0.	Related-Samples Wilcoxon Signed Rank Test	<.001	Reject the null hypothesis.
Asymptotic significances are displayed.			
The significance level is .050.			



This table summarizes the results of the hypothesis test on the effect of the shared reading strategy on vocabulary acquisition among seventh-grade students at the Unidad Educativa Santa Marianita de Jesús. The null hypothesis, which suggests that the strategy has no effect on vocabulary acquisition, was evaluated using a related-samples analysis of variance. The test showed a significance level of less than 0.001, below the predefined threshold of 0.05. Therefore, the null hypothesis is rejected. This rejection indicates evidence that the shared reading strategy has a significant effect on students' vocabulary acquisition.

Discussion

The results of this research work demonstrate that the interventions implemented had a positive and significant effect on student performance. Firstly, it was verified that all students participated in both stages of the research (pretest and posttest), which confirmed the validity of the analysis. When observing the normality of the data, it was found that the posttest scores did not follow a normal distribution,

so a nonparametric test (the Wilcoxon test) was used to compare both situations. The improvement was evident in all aspects, as all students obtained positive results in the posttest. Furthermore, the statistical analysis confirmed that this improvement was not due to chance ($p < .001$) but was directly related to the interventions implemented. From a numerical perspective, the overall average increased from 5.20 in the pretest to 8.71 in the posttest. This increase of more than 3 points indicates a considerable improvement in the students' academic performance. These results support the study's hypothesis, demonstrating that the interventions were effective in improving students' performance and development in vocabulary acquisition. Furthermore, these results may be consistent with previous research demonstrating that the shared reading strategy can have a positive impact in similar contexts (Ahzarisham & Yasin, 2020).

4. Conclusiones

This research work concluded that the shared reading strategy offered significant benefits for vocabulary acquisition among English as a foreign language (EFL) student. This strategy allowed for guided and contextualized expression of new words, facilitated students' correct pronunciation, and created a collaborative environment that encouraged student participation, which favored long-term retention of acquired vocabulary. Through classroom interventions, we concluded that shared reading was an effective strategy for addressing students' reading comprehension weaknesses. The pretest and posttest helped us verify the students' vocabulary gaps and the results obtained after the interventions. Guided activities, teacher-student interaction, and student group work improved text comprehension, especially with regard to the meaning of unfamiliar vocabulary in context, helping to reduce dictionary dependence and promoting reading autonomy. The comparison of results between the pretest and posttest determined the impact of the shared reading strategy

on students' vocabulary acquisition. All participants improved their performance, as confirmed by the Wilcoxon test. This strategy was both effective and equitable, benefiting all students equally and demonstrating its applicability as an effective teaching resource.

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