

ARTICLE

Improving questioning techniques to enhance children's critical thinking during shared book reading time in an Early Years setting in Switzerland

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Abstract

Learning to ask questions effectively is a key skill of the teacher. Observing other teachers' use of questioning is helpful but may not clarify what types of questions are most effective. This piece of action research was carried out with a small group of children just starting school, with the aim of encouraging their critical thinking through well-planned questions. Using a cyclical action research approach, interviews, observations, mentor discussions, and audio recordings were used to analyse the types of questions and wait time being used. From the data collected it was evident that the practitioner's questioning progressed from lower-order questions in the first reading, to a good mixture of question types in the final reading, targeted at the children's varying abilities. From observation feedback and critical conversations with the mentor and, it became apparent that the children were responding, participating in discussions, and asking their own questions, a sign of critical thinking. Future research opportunities are discussed, with suggested analysis of the types of response being potentially useful to gauge understanding.

Introduction

As part of self-evaluation, the practitioner observed that within the International Baccalaureate (IB) school setting, she was not challenging the children when questioning, while her peers were able to enhance the children's critical thinking in all areas of play. The practitioner used a mixed-method action research to improve her questioning techniques, moving from lower-level to higher-level questions during shared book reading (SBR) to engage children's critical thinking. The practitioner chose the area of SBR for analyzing her questioning, as reading to children is an optimal time to ask higher-level questions (Gest *et al.*, 2006), basing her questioning on Bloom's Revised Taxonomy (BRT) by Anderson & Krathwohl (2000), adapted from Bloom's Taxonomy (1956) designed by Benjamin Bloom and collaborators. BRT focuses on six levels of cognition: *Remember, Understand, Apply*, the three lower-levels of questioning; *Analyze, Evaluate and Create*, the higher-levels. For the practitioner to enhance children's critical thinking, she needed to be able to change from lower-levels to higher-levels of questioning but still be able to ask questions at all levels to support the thinking abilities of all children in her SBR (Strasser & Mufson Bresson, 2017). BRT was chosen as it is designed to achieve higher-level thinking and resembles the IB Transdisciplinary Key Concepts: *Skills, Form, Function, Causation, Change, Connections, Perspective* (IB, 2018a). The revised model includes *Create* which is more relevant to the Early Years where children think about how to use the story and transfer it to other areas of play.

Literature review

The Importance of Critical Thinking

The study of critical thinking has been researched by the three traditions of thought: philosophers; such as Ennis (1987), Scriven and Paul (1987), psychologists Bruner (1960) and Sternberg (1985), and educational theories of Bloom (1956) and Perkins (1981). John Dewey (1956) is a philosopher, psychologist, and

educator, and is considered the 'modern-day' founder of critical thinking (Sternberg, 1985). Dewey (1910, p.6) describes it as reflective thinking "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends."

Teachers need to spend time teaching children how to think, not what to think, so they have the skill of critical thinking to become life-long learners (IB, 2018b; Williams, 2005). Children need to be active participants in their own learning and to have support from teachers to question, challenge, engage and support their learning. Sternberg (2010) encourages children to problem solve and think for themselves and with a constructivist education model such as that of Vygotsky (1978), children will be able to learn the skill of critical thinking. The IB (2018a) curriculum supports this idea of understanding that no two inquirers will conclude with the same results, which promotes innovative ideas and problem solving.

The Importance of Questions in Teaching Critical Thinking

Blooms' Taxonomy of Learning (1956) categorizes domains of learning as cognitive, affective and psychomotor, in order from lower to higher-order cognitive levels (critical thinking) using six levels. Used well, it promotes higher-order thinking and supports learning outcomes that focus on depth of learning rather than tasks. To use Bloom's Taxonomy correctly, teachers need to understand the level of cognitive development the child is at. If the child is not asked the questions at the appropriate level to engage their critical thinking, the child will not progress (Storey, 2004). Questions need to be pre-planned for teachers to identify the child's current level of thinking. From this knowledge, teachers can construct more complex questions at a level to challenge children to increase their critical thinking skills, building on question stems based on the taxonomy.

In the past, teachers asked questions to comprehend what the child knew. Now questioning is a technique used by teachers to enhance children's cognitive development, to support children to think for themselves, to inquire, explore the world, experiment and to reflect on their learning (IB, 2018b) Questions provide opportunities for children to think beyond and question what they already know and question what they are told. By teachers knowing the children and understanding their level of knowledge, they will be able to ask questions at a higher level, promoting learning within the Zone of Proximal Development (ZPD) (Vygotsky, 1934).

Zucker *et al.* (2010) focus on the development of literal and inference language skills in children. By teachers reading storybooks and asking literal and inference questions, they found that it was inferential questions that led to children participating in complex conversations. McKeown & Beck (2003) also support the importance of inferential questions. In contrast with these two studies, Walsh and Blewitt's (2006) research suggests that the type of question is not important if there is active participation. Apart from Zucker *et al.* (2010), limited research has focused on questioning techniques during SBR and how it supports children's critical thinking. A great deal of research (Hargrave and Sénéchal, 2000; Lever & Sénéchal 2010; Ewers & Brownson, 1999; Ard & Beverly, 2004) has investigated the use of SBR using open-ended/ inference questions to increase children's vocabulary, emergent literacy and reading achievement (Bus, Ijzendoorn & Pellegrin, 1995) but not looked at the children's conversations during SBR.

Teachers' use of questioning in the Early Years

Not all questions in a classroom setting provide children an opportunity to think at a higher level. In an SBR study conducted by Deshmukh *et al.* (2019), 89% of the questions asked by teachers were *Yes/No* questions and *What, Where, When, Who* questions, 4% were *How-many* and the remaining 3% were *How/ Why* questions (higher level). It was observed that the *Wh-* questions were not challenging enough as the children were able to answer them with 85% accuracy. Comparable results were found in 'Would you like to tidy up now? An analysis of adult questioning in the English Foundation Stage study' (Siraj-Blatchford and Manni, 2008) based on the *Researching Effective Pedagogy in the Early Years (REPEY)* where 94.5% of questions asked were closed questions. This study was not based on SBR but on four half-day observations over twelve pre-school settings. These findings are unfortunate, as the children were not being optimally challenged in their Zone of Proximal Development (ZPD) (Vygotsky, 1978) because the teachers were not asking higher-level questions to develop the child's thinking or learning.

To be able support children's development with questions at a higher thought level, educators need to wait after asking questions, showing that they are listening, giving the children the opportunity to think, to reflect, and to answer (Carin & Sund, 1971). Limited research is available when it comes to understanding the importance of waiting time in between questions and the rate and frequency of asking questions (Deshmukh *et al.*, 2019). Dillon (1979) suggests that when teachers ask too many questions and do not give a chance for children to answer, the children will feel overwhelmed and withdraw from answering any questions.

Critical thinking is a skill that is taught by teachers, encouraging children to be active learners, to problem solve, to discover their own answers, and to contribute their answers in conversations. BRT was created to guide teachers to support children to start thinking critically (Strasser & Mufson Bressor, 2017). The research that is available (Hargrave and Sénéchal, 2000; Lever & Sénéchal, 2010; Ewers & Brownson, 1999; Ard & Beverly, 2004) highlights the importance of open-ended questions during SBR to increase children's vocabulary, emergent literacy and reading achievement (Bus, Ijzendoorn & Pellegrinii, 1995), making SBR a vital area in the early years. From the study results by Siraj-Blatchford and Manni (2008) and Deshmukh *et al.* (2019), indicates more research is needed to understand why teachers are not practicing higher-level questions and what support is needed for teachers to implement this teaching technique.

This piece of action research builds upon the concepts above, aiming to develop questioning for higher-order thinking within an Early Years setting.

Methodology

This action research used the Atweh *et al.* (1998) participatory action research spiral diagram (cited in Blaxter, Hughes and Tight, 2010, p. 72), to observe, reflect and implement ideas to improve personal practice. As McNiff (2016, p. 15) describes, this "takes the form of curved lines and intertwining spirals that moves through dynamic open spaces." It was a mixed-method action research, with both qualitative and quantitative data, as Blaxter, Hughes and Tight (2010) suggest, keeping them separate can be complicated. By comparing the data from the methods; interviews, observations, meetings, and audio recordings, triangulation occurred to support the validity of the research and reduce bias (Cohen, Manion and Morrison, 2007; Blaxter, Hughes and Tight, 2010).

Setting

The setting for this action research was in an IB school in Switzerland. The IB curriculum is inquiry based, so questioning is crucial to children's learning (IB, 2018b). As the children had just started school and the Unit of Inquiry was *Who We Are- our feelings, first day of school and being proud of who you are*, the book *Stand Tall, Molly Lou Melon* by Patty Lovell was read repeatedly throughout the research project. The repetition of the book was to "...support the transition from lower to higher level thinking" (Strasser & Mufson Bresson, 2017) and to promote new words to being understood and retained for both English and English as a second language children (Sénéchal, 1997; Gonzalez *et al.*, 2014; Walsh & Blewitt, 2006; Sénéchal, Thomas, & Monker, 1995).

Participants

The readings were read in the children's classroom with the same five children all of whom are all turning 4 years old within the next three months. The families are of the middle-class with all parents having higher education. Three children are English speaking, one of whom has a speech impediment. Another child speaks Punjabi at home and the last child of the class is German, but both speak English at school.

Teachers in Early Years 1

In the first week of the research, the practitioner interviewed, emailed a questionnaire, and observed five teachers in three Early Years classes during shared book reading (SBR) to 3– 4-year-olds. These readings were at various times of the day, depending on the class routine. This gave the practitioner personal knowledge on how IB teachers question, how often, how and if they reached higher-level questions and how children responded to those questions. The interviews were intended to provide a deeper understanding of the importance of questioning in school (McNiff, 2016), to "get inside the story"

(McAteer, 2013), to understand how the IB teachers know when they are reading an age-appropriate book and how they increase children's critical thinking.

Audio Recordings

The recording of the SBR reading started from the time the children sat down until the end of the story including all questions related to the story. To ensure consistency and accuracy, all readings were audio recorded and transcribed by <http://www.rev.com> which claims to have a 99% accuracy rate.

Observations

Observations provide validity and authentic data, recording both children and teachers' verbal and nonverbal communication, such as body language and behaviours during SBR (Cohen *et al.*, 2017). For the practitioners' observations, an Early Childhood professional with 35 years of experience in the IB environment observed the practitioner's SBR and documented their findings on an observation form. Throughout this research paper, the professional will be referred to as the 'mentor.'

Personal Reflections

Practitioner's own observations documented on the SBR Question plan.

Critical Conversations

The mentor and practitioner reflected, discussed the issues, strategies, and planned for the next cycle (McNiff, 2016) using the observation form and the SBR question plan.

The triangulated data from these forms, critical conversations and audio recordings were used to guide the next cycle of action research.

Ethics

The practitioner has a background in Te whāriki (MoE, 2017), the New Zealand curriculum, with limited knowledge of the IB curriculum. To overcome this limited knowledge of the IB curriculum, the practitioner undertook meetings, questionnaires, interviews, and observations of teachers in Early Years 1. This allowed the practitioner to get an understanding of how teachers conducted group readings and the importance of group reading in an IB setting. This ensured that the research project had been conducted within the ethos of the school and the IB curriculum.

To move forward with this study and comply with the ethical guidelines (BERA, 2018), the Vice Principal and Head teacher granted authorization, giving the practitioner permission to record audio and to observe the other teachers. As the research was based on the practitioner's personal practice, no names or photographic evidence of children or teachers was required. The practitioner verbally asked the teachers to participate in the study with assurance that names will stay confidential.

A partnership with parents is important (Senechal, Thomas, & Monker, 1995). The practitioner would have liked to involve the parents by introducing them to the study through email or verbal conversation, providing parents with question starters to support their SBR at home (Appendix A), and giving parents updates on the school's communication platform *Seesaw*. However, the head teacher and practitioner decided not to involve the parents as the children were only just starting to settle into their new school environment.

Data Collection and Analysis

Teachers' Data collection and Analysis: Week 1 and 2

From the analysis of this data, all five teachers indicated they used a mixture of question types, conducted readings at any time, encouraging participation and discussions. The practitioner felt the questionnaire useful to get basic quantitative data but felt it difficult to interpret as the teachers added their own answers to the questionnaire, which were similar but varied enough to not be easily categorized, so it distorted results (Appendix B). McNiff (2016) suggests constructing good questions to get the type of answer you are looking for, otherwise the information can be misleading.

Five teachers were meant to participate but due to busy schedules and transitions of new children, there was a lack of time and only three were available. A key point that came from the interviews was that all three teachers value questioning during SBR, with one teacher being confident in being able to enhance the children's critical thinking, by provoking children to talk, to answer each other's questions and ask more questions. One teacher did not feel that she went deep enough with her questions (Appendix C- Teacher one). The teachers had different ideas on how to make the book age-appropriate, from simplifying the book, to changing the way they questioned, to dropping text if it was too long. The answers gave the practitioner strategies to conduct the story book readings and an insight into how teachers can find it difficult to enhance children's thinking with questioning.

The audio recordings and transcripts used in the study were to determine what kind of questions the teachers use to achieve a higher-level of thinking of the children and how the children participated. In all five readings, the teachers had a relevant introduction to the story. In analyzing the audio recordings data, the practitioner calculated that 78.3% of the questions were *Remember* questions (see Appendix B). This was surprising as the school follows an inquiry-based curriculum, and these are level 1 questions which are based on facts and recalling of the story (Strasser & Mufson Bresson, 2017). Few teachers used *Understanding* questions (level 2), *Apply* (Level 3) and only one teacher used *Analyzing* (level 4) questions. Two of the teachers were able to have discussions with children at a higher level by making a comment and then the children started participating (Appendix D). This shows that comments and sentence starters can also be used to encourage children's thinking. This is supported by DeTemple & Snow (2003) where they write that the full benefits from SBR could be from extratextual conversations (cited in Blewitt *et al.*, 2009).

Conclusion of Teacher's Data Collection and Analysis

The practitioner's original goal was to understand the questioning skills of her peers as they related to the development of critical thinking. The questionnaire responses indicated that teachers felt that they used a mixture of questions, however observation sessions showed that actual practice contradicted the questionnaire's results. As Robson says (2002, p. 310), "what people do may differ from what they say they do, and observation provides a reality check (cited in Cohen *et al.*, 2017). The interviews were in a structured form, had they been unstructured, teachers could have been more communicative, saying what they wished (McNiff, 2016), giving more detail in their questioning techniques. The downside of informal interviews is that the results are harder to analyze and compare when the questions are not comparable (Cohen, Manion and Morrison, 2017). In theory, teachers want to question children to enhance higher levels of cognitive development but not all teachers understand how or have the courage "worried about going off topic and losing momentum."- Appendix C, Teacher 1, Comments section. The triangulation data from the teachers in the Early Years showed the practitioner the challenges teachers have with questioning techniques during SBR.

Personal Practice: Week 3-6

Within each cycle the practitioner pre-read the story to become familiar with it (Strasser and Mufson Bresson, 2017) and preplanned questions. Preplanning questions ensures that teachers ask the correct level of questions and think about diverse ways to ask them to guide children to higher levels of thinking (Lewis, 2015). The reading was audio recorded, observed, and documented by the mentor. After each reading, there was a critical conversation between practitioner and mentor to discuss the observation and the practitioners' personal reflections. This was triangulated with the audio recording analysis to decide the next cycle in the study.

Upon review of cycle one, it was evident that there were too many questions being asked, on average one question every 10.8 secs and the practitioner did not often wait in between questions before asking another one, the average wait time being 1.3 seconds. The quick time between questions could have been caused by 84.6% of questions being *Remember* questions (Appendix F). During the critical conversations, the practitioner and mentor both felt the questions were appropriate to get an understanding of the children's knowledge. The children were able to answer the *Remember* and *Understand* questions and were ready to be introduced to *Apply* questions (level 3). Another observation was that the book's illustrations were eccentric. As a teacher suggested in the interviews "if the pictures don't really draw them in.... you can see them drift off"- Appendix C, Teacher 2. This could have contributed to the mentor's

observation of the children being disruptive. Upon further discussion between the practitioner and mentor, too many questions were asked, and the story could have been read too late in the day.

During cycle two, the SBR was earlier in the day and *Apply* questions were added. Unfortunately, the audio recording failed but the data from the mentor's observation and the practitioner's reflections showed there was an increase in conversation relevant to the story, questions from children, and an improvement in the children's behaviour. Questions were asked directly to the children using their names to give them individual attention. Both the practitioner and mentor felt that even though the book is relevant to the Unit of Inquiry at school, the illustrations distracted the children. The writing in the book is quite complex and can be supported by teachers' questions but as Cianciolo (1970) indicates, illustrations are meant to support the text and should not be too novel and peculiar (cited in Brookshire *et al.*, 2002).

'*Little Mouse's New Friend*' by Jo Parry was introduced in cycle three. As this was a new book, it was vital to start with lower-level questions to ensure the children knew what was happening in the story before moving on to higher-level questions (Strasser and Mufson Bresson, 2017). The data from cycle one (Appendix F) to cycle three (Appendix G) showed a large shift in the types of lower-level questions asked, moving from mainly *Remember* questions to similar amounts of *Remember*, *Understand* and *Apply*. The surprise in this cycle three was that the practitioner asked *Analyze* (level 4) 2% and *Evaluate* (level 5) 18.4% questions, higher-level questions in a first reading. Children responded to the *Evaluate* questions by discussing why characters were behaving as they were. The practitioner's wait time between questions went to 2.5 secs and with an average one question every 18.4 sec. This showed improvement as the children had time to think about the higher-level questions before answering.

Analyzing cycle four (Appendix H) showed an improvement in questioning at all levels, *Understand* 31%, *Apply* 25.4%, and *Evaluate* 32.6%. *Remember* questions went down to 11%. It is important to continue using *Remember* questions as these are foundations to moving through the levels (Strasser and Mufson and Bresson, 2017) and relevant for children who have English as a second language. From the observation of the mentor and practitioner's reflection and listening to the audio recording, it was noted that children were given time to offer their ideas and a lot of discussion was had, "Children were given time to offer their ideas" (Appendix I, Lesson observation 4th Oct, Pg 1- Pedagogy). The wait time between questions was 1.9 secs. Careful analysis of the audio recording showed that the practitioner, on eight separate occasions asked three questions in a row, without waiting. The questions were similar to each other but adapted to cover the levels from *Understand*, *Apply*, and *Evaluate*. This could have contributed to the short wait times between questions. This took the opportunity away from the child to think of an answer, and the potential time to have a conversation was lost (Wasik and Hindman, 2018; Carin & Sund, 1971). Even though this occurred the practitioner still maintained her average of 18.3 sec between each question.

Conclusion of Practitioner's Personal Practice Data Collection and Analysis

From the statistics of the three audio recordings, there was a consistent improvement in the questioning levels. The most notable change was from the *Remembering* (level 1) questions at 84.6% in the first reading, down to 11% in the last reading. The proportions of different questions equaled out slightly, as *Understand* was at 31%, *Apply* 25.4%, *Evaluate* 25.4%. Another noticeable difference was that the practitioner did not use many *Analyze* (level 4) questions in any of her readings. Strasser and Mufson Bresson (2017) indicate that children do not systematically move through the levels, but practitioners should use all the higher-level questions to help them scaffold and extend children's learning to encourage critical thinking. As this was the goal of the practitioner, *Analyze* should have been more focused on. There was a slight improvement in the wait time between each question and throughout each SBR there was an improvement in the time between each question. From the data analysis in cycle four, moving rapidly through the levels within one question, indicated that the practitioner was still trying to understand when each level of question should be asked, and how to slow down and wait until the question was answered before asking another.

Limitations

Had more teachers been involved in the interview section, more personal, professional advice could have supported how teachers support children's critical thinking. On the other hand, all five teachers have been

working together for over ten years, so the practitioner is unsure as to whether the answers would have been any different or similar.

The SBR was with a limited sized group of children. Had this been in a larger group, the practitioner would have needed to also learn to control the group and have the skill set to keep a larger group of children interested and participating. The analysis would also have been more difficult to interpret. As the practitioner was asking different level questions, she would need to be able to monitor which children were answering higher-level or lower-level questions, ensuring that each child was given the opportunity to answer questions at a level appropriate to their level of critical thinking development.

Conclusion

Overall, the practitioner has changed her approach to questioning, having gained an awareness of the levels of questions children need, moving from lower to higher levels. The practitioner needs more experience in assessing when and how to ask the correct questions for each child to engage each child's critical thinking. From the data collected it is evident that the practitioner's questioning progressed from *Remember* questions in the first reading, to a good mixture of questions in the final reading, covering all children's abilities. With observations from the mentor and critical conversations, it showed that the children were answering back, having discussions, and asking their own questions, a sign of critical thinking. From this research study, the practitioner feels that more practice is needed with a stronger focus on only asking one question at a time, at one level, and increasing wait time.

Even with the observation of children discussing the book, answering higher-level questions, the actual responses/ words were not analyzed. In the Zucker *et al.* (2010) study it revealed that not all higher-level questions receive elaborated, multi-word responses. This should be considered, as children may be undergoing critical thinking non-verbally, as a result of having been asked higher-level questions, without necessarily providing a verbal answer during the session. To further the development of this action research, there is an opportunity to follow up with a focus on the children's verbal and/ or nonverbal responses and how we can analyse more accurately. This would contribute to gaining a true understanding of the children are thinking critically as a result of higher-level questions.

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Appendixes

Appendix A

Question starters

Level 1: Remember
(identify, name, count, repeat, recall)

What is this called?

How many _____ are there?

What do you remember about _____?

What color (shape) is this?

Point to the _____.

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Level 2: Understand
(describe, discuss, explain, summarize)

What happened first (next, last)?

What can you tell me about the story (block structure, painting, character)?

How would you sort (separate) these pattern blocks (teddy bears, buttons)?

How can you describe the picture (puzzle, block structure)?

Tell me more about that story (friend, family member, picture).

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Level 3: Apply
(explain why, dramatize, identify with/relate to)

Why did you paint your picture (build your structure, end your story) that way?

Where else in your life (in the classroom, in another book) do you see this?

What would happen if you change the characters in the story (block structure, collage)?

What material(s) could you get from the art (dramatic play, block) area to help complete your creation?

What does your mom (dad, grandma, sister) do at home to make you feel better when you are sad (sick, tired, worried)?

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Level 4: Analyze
(recognize change, experiment, infer, compare, contrast)

How do you think the character (friend, animal) feels? Why?

How is the beginning different from the end?

How does this look different from when you started?

Is this story real or pretend? How do you know?

How can we experiment with LEGO bricks (blocks, art materials) to make your creation stand up on its own?

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Level 5: Evaluate
(express opinion, judge, defend/criticize)

How could he (she) have solved this problem differently?

Do you think the _____ in the story did the right thing? Why?

Which is your favorite animal (story, painting)? Why?

Do you agree with the way that story ended? Why?

How do you feel about your drawing (friend's actions, new baby sister, dad moving away)?

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Level 6: Create
(make, construct, design, author)

How can we solve this problem?

Can you make something that holds pencils (pulls cars, stops animals from escaping)?

How can we create a new song using that tune?

How will you create a story about that?

What ideas do you have for a mural (collage, class book)? What materials do you want to use to create it?

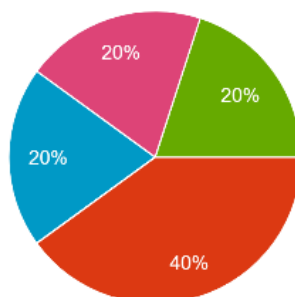
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Appendix B

Teacher Questionnaire.

What type of questions do you use the most while reading storybooks to children?

5 responses



- Closed questions Example: Did the cat climb the tree?
- Open questions Example: What was the story about?
- Direct questions Example: Which cat...
- Probing questions Example: Correct, t...
- Hypothetical questions Example: Wha...
- I think I probably use a variety of the a...
- Open, direct, probing, hypothetical
- Probably a mixture

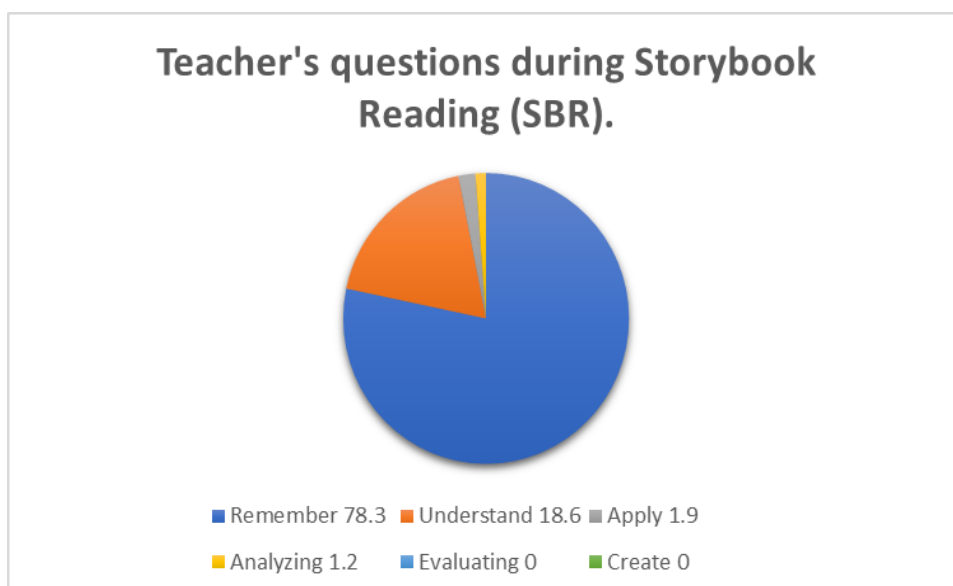
Appendix C

Interviewing Teachers

Teacher	1	2	3
Experience	15 years	26 years	6 Years
Qualifications	B Ed- Primary	PGCE	
	Teaching Assistant	Teacher	Teaching Assistant
1. How do you measure if a group of children are enjoying the story	Looking, listening, and joining in	Listening Story is engaging them Looking at you even if they don't understand everything that is going on	Their faces Listening Paying attention
2. How do you measure if a group of children is learning from the book?	Maybe they can't answer They have different answers and responses	By questioning	Their questions are about the book Looking at you Curious, excitement
3. How do you know if the book you are reading, is at an age-appropriate level?	<i>Engaged and when they are not, then I will make up the story. Retelling, and using simplified words, skip out words that are too hard and they don't know. I will ask them if they know a particular word, and if they look unsure then I know.</i>	Attention span <i>If the pictures don't really draw them in or if the text is too long, you can see them drifting off</i> Drop text if the story is too long	By their engagement
4. How do you know if your questions are age appropriate and that you are challenging them?	If they couldn't respond to my questions, then I might alter the questions that I'm asking. Then I'd simplify it again. I also change the way I'm questioning.	If not age appropriate: Drop text if the story is too long Use your own words to shorten the book	They have to think about the answer, could be incorrect, but they have thought about it. If above their level, they will have blank looks
5. What do you do during story book reading to enhance the children's critical thinking?	Try and question a little deeper on the responses that they give and then ask another question. Phrase it in a different way.	Start by asking questions Open ended Provoke them to answer each other's questions "Oh did you hear what A said, what do you think?"	Pitching the questions sideways-open ended.
Comments:	-Doesn't feel she goes deep enough with her questions -Worried about going off topic and losing momentum.	-Use statements such as "I am wondering..." -Rephrase what the children say. -We model language.	

Appendix D

This pie chart shows the questioning levels the five teachers used during their SBR.



Appendix E

From the conversation below you can see the children are expressing their opinion and *Evaluating* (level 5) why the characters in the book are not doing their washing at home.

"Oh, they are not washing their clothes at home."- Teacher

"Why are they not doing their washing at home?" – child 1.

"Yeah, maybe they don't have a washing machine"- child 2

"Maybe they need to go and get one, maybe its broken" -child 1

"It's broken fire. Um fire inside of it"- child 3

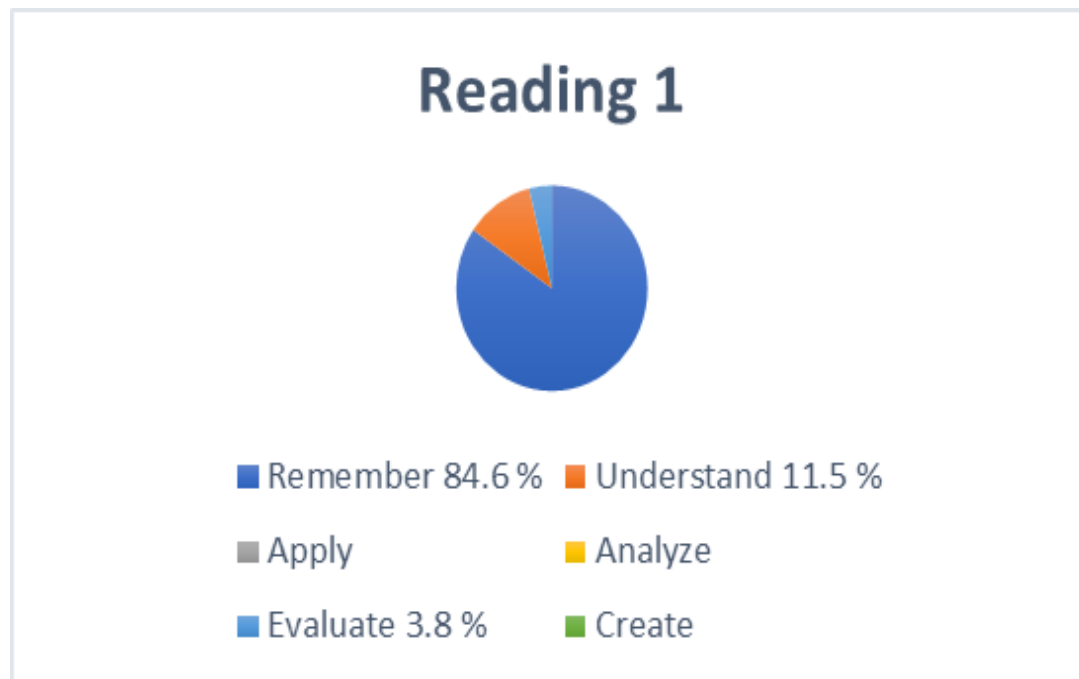
"You think there is a fire inside of it? We talked about that this morning, fires."- Teacher.

Appendix F

Audio recording data

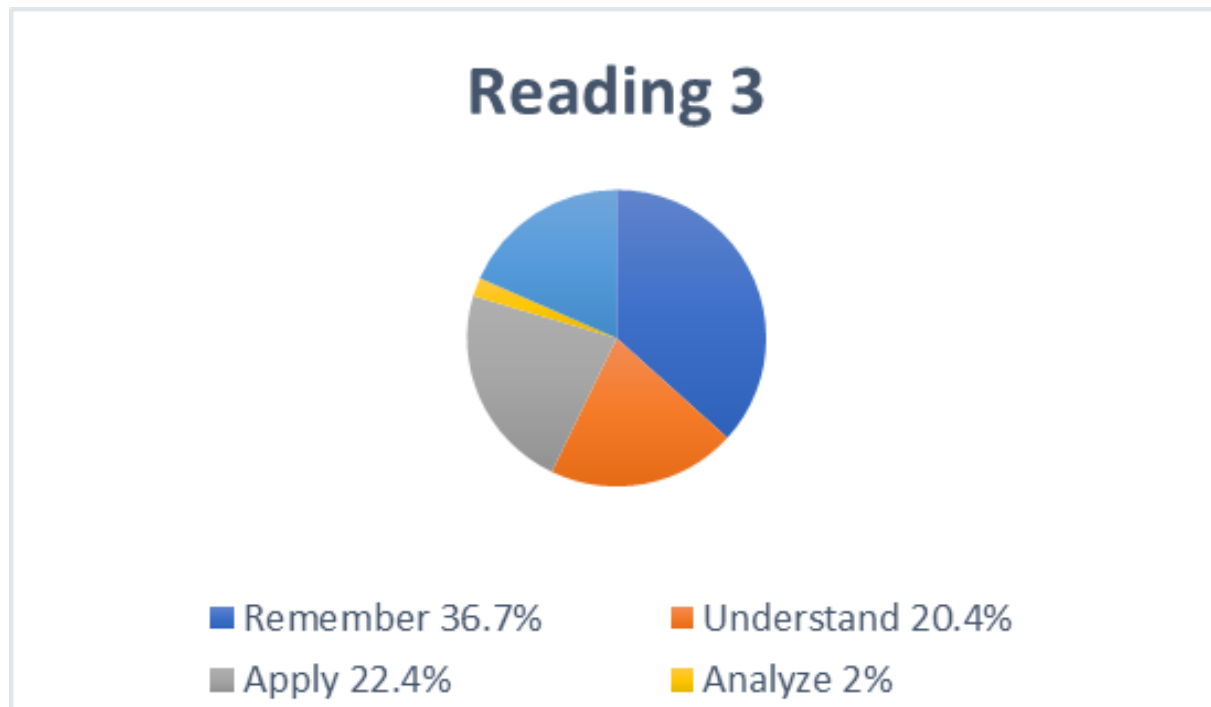
The percentage amounts from the difference levels during each reading by the practitioner.

Stand Tall, Molly Lou Melon by Patty Lovell



Appendix G

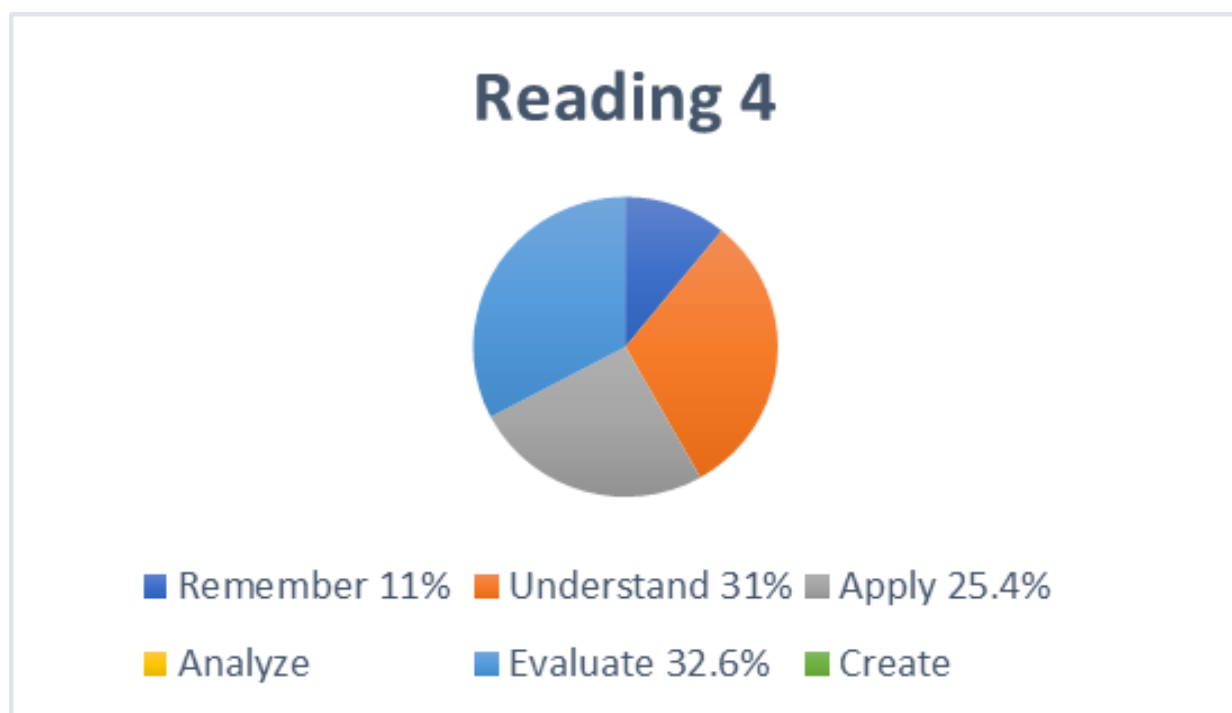
'Little Mouse's New Friend' by Jo Parry



Ap

Appendix H

'Little Mouse's New Friend' by Jo Parry



Appendix I

Reading 4: Mentor's Observation Comments

Pedagogy	Comment on key points emerging from the session – pedagogy: <i>Opportunities for all pupils to make progress at an appropriate level.</i> Delivery of book was smooth. Children were given time to offer their ideas
Curriculum	Comment on subject knowledge and curriculum: <i>Knowledge of the subject, its concepts, rules and principles; effective resources and strategies used to encourage high levels of engagement and involvement; modelling used to effectively address misconceptions.</i> Questions were focused on feelings. Important to remind children to think of the question asked. Asked good questions such as: Why was Hetty (character in book) sad - What do you think.....?
Assessment	Comment on assessment strategies planned for and used during session: <i>Assessment is used to inform decisions including support for pupils and adapted planning.</i> Due to the focused questions the assessment process was clear. The children offered their opinions and understandings. Thinking of how others feel in the story.