Next Scientists
European International Journal of Multidisciplinary Research and Management Studies

TYPE Original Research
PAGE NO. 124-126
DOI 10.55640/eijmrms-05-05-27

Check for updates

The Development of the KBAT-RC (Knowledge, Behavior and Attitudes Test for Reading Comprehension)

OPEN ACCESS

SUBMITTED 30 March 2025
ACCEPTED 29 April 2025
PUBLISHED 31 May 2025
VOLUME Vol.05 Issue05 2025

Akhmedova Nodira Muxtarjanovna

TSPU, PhD., Associate professor, Uzbekistan

Abstract: This article is about developing reading motivation by using meaningful tasks such as using reading to identify solutions to problems and other texts of interest to the students. Findings from the first sample suggest that teachers prefer more tangible practices when teaching reading comprehension (teaching vocabulary, prediction and asking questions), in contrast to developing the inference skills and self-monitoring for meaning strategies of the children they teach.

Keywords: Reading, comprehension, teacher knowledge, measurement, teacher training.

Introduction: The KBAT-RC measurement tool was developed by Dixon and Oakhill to address the lack of tools available to explore teacher professional knowledge of reading comprehension. It was designed to probe teachers' knowledge, behaviours and attitudes in relation to teaching reading comprehension.

The KBAT-RC was designed around the behaviour change theories outlined in the Theoretical Domains model and the Behaviour Change Wheel [2; 45-p.]. The Behaviour Change Wheel suggests that knowledge (or capacity), opportunity and motivation are necessary components of any approach designed to change ways of thinking and acting. In contrast to the other measurement tools of teacher knowledge about reading, which focus on mainly on subject knowledge, the KBAT-RC was designed to measure subject knowledge and the way the knowledge may, or may not, be used by teachers. We were interested in

understanding what knowledge teachers have and how they act on this knowledge.

The KBAT-RC development followed a four step, outlined in Figure 1. The initial scoping phase involved a secondary data analysis from a prior study [8; 90-p.] and a review of published measurement tools available.

Figure 1. The four-step development process followed to construct the KBAT-RC.

Phase 2 began with a systematic review of experimental studies published between 1990 and 2022 that reported improved outcomes for reading comprehension interventions delivered by teachers to whole classes of primary aged students, on standardised assessments of reading comprehension. The features of effective whole class instruction of reading comprehension were summarised from 4 studies identified. These features include:

- Developing reading motivation by using meaningful tasks such as using reading to identify solutions to problems and other texts of interest to the students.
- Teaching reading strategies (activating prior knowledge, clarifying words and phrases, summarising, inferencing).
- Using small group and peer tutoring approaches, in addition to whole class teaching.
- Differentiating teaching in response to attainment (including using Response to Teaching (RTI) interventions).

The motivations that prompted teachers to engage in the teaching of reading comprehension – both extrinsic (including policy, opportunities and motivation provided by school leadership and colleagues) and intrinsic motivation (such as personal and social validity).

The KBAT-RC is a useful measurement tool, allowing researchers to explore the knowledge, behaviours and attitudes of teachers to the teaching reading comprehension. Using this measure on a wider basis presents an opportunity to make teacher professional learning more targeted and effective in supporting teachers to develop appropriate skills and pedagogies in the classroom.

The KBAT-RC consists of 25 questions split into four parts. Part 1 collects contextual and demographic information from participants and asks about their current teaching responsibilities and the range and breadth of teaching experience. The current opportunities available to teachers to teach reading comprehension are explored in Part 2 (6 questions), and their motivations to teach reading comprehension are probed in Part 3 (8 questions). Part 4 comprises 10 questions which tap into the knowledge of teachers. The knowledge of the teachers is defined as their subject and pedagogical content knowledge, combined with the choices they make when teaching. Therefore, the questions aim to explore both teachers' beliefs about what is important when teaching reading comprehension (including common assessment practices) and the direct strategies used when teaching. Scenario questions, where participants are asked to consider the reasons behind pedagogical decisions, are used to explore what teachers think would be appropriate in the classroom and to understand what informs the pedagogical decisions they make when working with students. The design of the questions varies from section to section. Parts 1, 2 and 3 are 5-part Likert scale questions which ask participants to select the most appropriate answer. There are open response questions at the end of Part 2 and 3 for participants to add comments and reflections. Part 4 probes teacher knowledge of reading comprehension and uses both 5 part-Likert scale response questions and multiple-choice scenario questions which probe the reason for using different pedagogies with students. An additional open question asking teachers to describe a typical reading lesson (adapted from Neuman and Cunningham 2009) was discarded from the question set, as it was shown to reduce the questionnaire completion rate during the piloting phase.

Reading comprehension, in contrast to the interactive nature of spoken language comprehension, can be thought of as a solitary task – at first reading, the reader is dependent on their own skills, knowledge and understanding to construct their initial interpretation of the text. Further discussion and reflection of a text with others can support an individual to refine their understanding. The Component Model of Reading Acquisition or CMR acknowledges reading as a social practice. The CMR proposes that the acquisition of reading skill requires cognitive components (word recognition and language comprehension), psychological components (motivation and interest), and ecological components (influences of peers, classroom and community), acknowledging texts and reading as social and cultural practices.

The findings of the KBAT-RC of the knowledge, behaviours and attitudes of teachers in England reflect findings from other studies [4; 110-p.]. Teachers in this sample report being intrinsically motivated to teach reading comprehension, but appear to focus on the more tangible, discrete aspects such as the explicit teaching of vocabulary and decoding. The less tangible, metacognitive aspects of the reading comprehension process, such as self-monitoring for understanding and

inference generation are less well understood. This could reflect the position taken in the English National Curriculum for English (DFE Citation2014), highlighting the impact of recent policy interventions on the teaching of word reading (such as the government endorsed introduction of materials, training and resources) has had on the reading classroom in England. Data from this first sample has identified some intriguing contradictions and further research should be conducted to better understand gaps between the espoused beliefs of teachers and the instructional strategies they report using. Using the KBAT-RC with other participant samples, both in England and in other educational jurisdictions will enable a broader picture to be established of teacher knowledge, behaviours and attitudes to teaching reading comprehension.

REFERENCES

Aarnoutse, C., and G. Schellings. 2003. "Learning Reading Strategies by Triggering Reading Motivation." Educational Studies 29 (4): 387–409. https://doi.org/10.1080/0305569032000159688.

Binks-Cantrell, E., R. M. Joshi, and E. K. Washburn. 2012. "Validation of an Instrument for Assessing Teacher Knowledge of Basic Language Constructs of Literacy." Annals of Dyslexia 62 (3): 153–171. https://doi.org/10.1007/s11881-012-0070-8.

Duff, F. J., and P. J. Clarke. 2011. "Practitioner Review: Reading Disorders: What are the Effective Interventions and how Should They be Implemented and Evaluated?" Journal of Child Psychology and Psychiatry 52 (1): 3–12. https://doi.org/10.1111/j.1469-7610.2010.02310.x.

Hoover, W. A., and P. B. Gough. 1990. "The Simple View of Reading." Reading and Writing 2 (2): 127–160. https://doi.org/10.1007/BF00401799.

Michie, S., M. Johnston, J. Francis, W. Hardeman, and M. Eccles. 2008. "From Theory to Intervention : Mapping Theoretically Derived Behavioural Determinants to Behaviour Change Techniques." Applied Psychology 57 (4): 660–680. https://doi.org/10.1111/j.1464-0597.2008.00341.x.

Michie, S., M. van Stralen, and R. West. 2011. "The Behaviour Change Wheel: A New Method for Characterising and Designing Behaviour Change Interventions." Implementation Science 6

Oakhill, J. 2020. "Four Decades of Research into Children's Reading Comprehension: A Personal Review." Discourse Processes 57 (5–6): 402–419. https://doi.org/10.1080/0163853X.2020.1740875.

Oakhill, J. V., and K. Cain. 2012. "The Precursors of Reading Ability in Young Readers: Evidence from a Four-Year Longitudinal Study." Scientific Studies of Reading 16 (2): 91–121. https://doi.org/10.1080/10888438.2010.529219.

Suggate, S. P. 2016. "A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency and Reading Comprehension Interventions." Journal of Learning Disabilities 49 (1): 77–96. https://doi.org/10.1177/0022219414528540.