วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์เพื่อพัฒนาความรู้
ด้านคำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 1
INTERACTIVE READ-ALOUD INSTRUCTION TO DEVELOP THE
VOCABULARY KNOWLEDGE OF FIRST GRADE STUDENTS

นางสาวณิชกร สงวนสัตย์ *
Nichakorn Sanguansat
ผู้ช่วยศาสตราจารย์ ดร.ปราณภา โหมดหิรัญ **
Assistant Professor Prannapha Modehiran

บทคัดย่อ

    การวิจัยเชิงปฏิบัติการในชั้นเรียนครั้งนี้มีวัตถุประสงค์เพื่อพัฒนาการเรียนรู้ด้านคำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 1 โดยวิธีการสอนโดยการอ่านออกเสียงแบบมีปฏิสัมพันธ์ กลุ่มตัวอย่างของงานวิจัยครั้งนี้คือ นักเรียนระดับชั้นประถมศึกษาปีที่ 1 จำนวน 11 คน ซึ่งกำลังศึกษาอยู่โรงเรียนสาธิตมหาวิทยาลัยศรีนครินทรวิโรฒประสานมิตร ฝ่ายประถม (โปรแกรมหลักสูตรนานาชาติ) ในภาคเรียนที่ 2 ปีการศึกษา 2560 ดำเนินการเก็บข้อมูลในระหว่างการสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์เป็นเวลา 4 สัปดาห์ติดต่อกัน สัปดาห์ละ 1 ครั้ง ครั้งละ 30 นาที โดยมีเครื่องมือวิจัยคือ แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน และแผนปฏิบัติการการสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ การทดสอบค่าที (pair sample t-test) ค่าเฉลี่ยเลขคณิต คะแนนสูงสุด คะแนนต่ำสุด ความถี่ของข้อมูล และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่าผู้เรียนมีคะแนนผลการทดสอบหลังเรียนเพิ่มมากขึ้นภายหลังจากได้รับการสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สรุปผลการวิจัยได้ว่า การสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์ช่วยพัฒนาความรู้ด้านคำศัพท์ของผู้เรียน

* นิสิตมหาบัณฑิตสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ (หลักสูตรนานาชาติ)
ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
E-mail Address: nichakornsan3@gmail.com
**อาจารย์ประจำสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ(หลักสูตรนานาชาติ)
ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
E-mail Address: prannapha@gmail.com

Abstract

The objective of this action research was to develop first grade students' vocabulary knowledge by using interactive read-aloud instruction. The participants of this study were 11 of the first grade students who were studying at Prasarnmit Primary International Program (PPiP) during the 2017 academic year. The data were collected during interactive read-aloud instruction which lasted over 4 consecutive weeks, once a week, 30 minutes per day. The instrument used comprised an identical pre/post test and 4 Interactive Read-Aloud Instruction lesson plans. The data was analyzed using a pair sample t-test, mean score, maximum, minimum, frequency, and standard deviation. After the implementation of the interactive read-aloud instruction, the results showed that the students' post-test scores after receiving interactive read-aloud instruction were higher than the pre-test scores at a significant level of .05, thus concluding that interactive read-aloud instruction has a significant effect on developing vocabulary knowledge.

คำสำคัญ: การสอนโดยวิธีการอ่านออกเสียงแบบมีปฏิสัมพันธ์ / การอ่านออกเสียง / ความรู้ด้านคำศัพท์
KEYWORDS: INTERACTIVE READ-ALOUD INSTRUCTION/ READ-ALOUD / VOCABULARY KNOWLEDGE

Introduction

Vocabulary plays an important role in foreign language learning. Without sufficient vocabulary, the learners are most likely to be stuck while they attempt to communicate (Wu, 2017). It is like the saying of Wilkins (1972) who stated that "Without grammar little can be conveyed, but without vocabulary nothing can be conveyed". A number of research studies have shown the importance of vocabulary especially in foreign language as it helped learners to become successful in their listening, writing, speaking, and reading skills (Hacking, & Tschirner, 2017; Teng, 2016; Zhang & Yang, 2016).

Vocabulary learning is one of the most important thing in foreign language learning. However, it is challenging for the learners. Esteve (2016) indicated that learning vocabulary in the first language is not an easy task. Therefore, learning vocabulary in the second or foreign language is even more complicated especially to young EFL/ESL learners. The study of Saengpakdeejit (2014) indicated that learning English for Thai students is not easy and the first problem the students generally face is vocabulary knowledge. The time when the learners are unable to find the words to express their ideas is the most frustrating experience in speaking another language (Wallace, 1982, as cited in Lessard-Clouston, 1994). However, it was found out in the study of Saengpakdeejit (2014) that vocabulary learning is challenging for Thai students but the situation is better for those who attend international programs where English is used as the medium of instruction.

In the context of the school where the study has been conducted, the students have been exposed to English from both Thai and foreign teachers at school. They used English as a part of their medium of communication at school and English has been used as a medium of instruction. However, in the context at home, some students tend to expose to limited vocabulary due to their family background as some of them didn't use English at home. Students expose to their native language more frequently than English because of the context of Thailand where English isn't used

outside the classroom. Most of the parents have used Thai to communicate with their children. As a consequence, their exposure to the vocabulary has been fairly limited.

To help students with the problem of vocabulary learning, plenty of research studies have proposed vocabulary learning and teaching strategies. Mediha & Enisa (2014) recommended literary texts which is one of the effective methods that facilitate teaching and learning new vocabulary for both teachers and learners in EFL contexts. The study was conducted in both control and experimental groups. The results showed that integration of literature into the lessons had a positive effect on the enhancement of learners' vocabulary knowledge. Similarly, another effective strategy used in teaching vocabulary proposed by Aminafshar & Mojavezi (2017) has shown the effect of aural and visual storytelling on vocabulary retention of Iranian EFL Learners. The results revealed that, the experimental group's participants outperformed those of control group in both learning and retention of English vocabulary. Moreover, Kabiri and Ghafoori (2015) examined the effects of playing word games on young Iranian EFL learners' vocabulary learning and retention. The results showed that this strategy was effective in order to help learners enhance their vocabulary learning and retention.

Another strategy recommended on teaching and developing vocabulary knowledge included reading aloud. Reading aloud is one of the vocabulary teaching technique that teacher read text aloud to the students. Reading aloud helps students to be familiarized with flow of sentences and vocabulary expression (Smolkin & Donovan, 2001). Reading Aloud is also highly recommended in teaching young learners and primary-grade classrooms (Klein, 1991). This strategy will support the students to become literate as they learned to make inferences about characters' relationship, actions, and consequences. Not only do they learn about how stories operate, but students have opportunities to develop their vocabulary knowledge at the same time (Smolkin & Donovan, 2001).

Several research studies have reported the benefits of read-aloud teaching to young learners, in that young learners who are exposed to texts through read-aloud improve their language ability, comprehension, and vocabulary. For example, Ceron (2014) indicated that reading aloud helped the children develop their critical thinking as well as reading comprehension. Kraemer et al. (2012) claimed that read-aloud of expository text helped improve first graders' listening comprehension and prepare them for the informational, expository reading required in later grades. Anderson (1985) and Mccaffrey & Hisrich (2017) stated that read-aloud are the most important activity for the students to succeed in further reading and improve their literacy skills. Moreover, Ninsuwan (2015) studied the effectiveness of using read-aloud to teach English to Thai students who were beginning English users. The result showed that after using read-aloud technique, the students who were beginners developed their pronunciation, reading, and also increased students' confidence in reading. Read-aloud has been one of the effective practice in the classroom because of the benefit they create. However, this strategy will be more beneficial by making read-aloud interactive.

Interactive learning activities are when the learners generate knowledge and meaning from an interaction between their experiences and their ideas. Learners learn and construct their own knowledge through their own reflection, active engagement, inquiry, problem solving, and

collaboration with their teacher and peers. Learners required the support of the teacher to make the new knowledge accessible and comprehensible for them (Abdal-Haqq, 1998 & Ceron, 2014).

Interactive read-aloud has become an instructional method used in classroom because it offers the same benefits as read-aloud plus the advantage of interactive learning. The term interactive read-aloud is when the teachers did not abandon but share an authority with the children (Smolkin & Donovan, as cited in Lennox, 2013). The most effective read-aloud occurred when the students are actively participated in asking and answering questions rather than passively listening (Dickinson & Tabors, 2001). This strategy offers the students the opportunities to construct their vocabulary knowledge by interacting, sharing, and asking questions with their teacher and peers.

In addition, Wiseman (2010) found that the interactive read-aloud provides the children an opportunity to respond to the text in a way that extends on their knowledge through dialogue and classroom interaction. This technique helps the students to be more socialised by interacting with their partners and teachers and also builds students' comprehension on the text. Mcgee & Schickedanz (2007) and Sipe (2008, as cited in Wiseman, 2010) also recommend interactive read-aloud instruction as one of the classroom practice that promotes dialogue and oral language development in which beneficial and useful in the early grades. Another research study has been proposed by Ceprano (2010), who compared the impact of using interactive read-aloud and simple read-aloud on the students' vocabulary, meaning acquisition, and usage. The result revealed that interactive read-aloud promotes students' vocabulary growth as well as their comprehension.

As stated above, Interactive read-aloud has been proved to be one of the most beneficial teaching technique in order to develop their vocabulary knowledge to young learners. This current study therefore investigated the effect of interactive read-aloud on developing vocabulary knowledge of the first grade students (international program).

Research Question

To what extent does Interactive Read-Aloud Instruction develop vocabulary knowledge of first grade students (International Program)?

Research Objective

The objective of this study was to develop the first grade students' vocabulary knowledge using interactive read-aloud instruction.

Methodology

Participants

The participants of the study comprised 11 students who were studying in first grade at Prasarnmit Primary International Program (PPiP) during 2017 academic year. Through purposive sampling technique, a sample of 11 students were selected from Year 1A classroom where the researcher was responsible to teach. These students have been exposed to English from both Thai and foreign teachers at school. They used English as a part of their medium of communication at school and English has been used as a medium of instruction. However, in the context at home,

some students tend to expose to limited vocabulary due to their family background as some of them didn't use English at home. Students expose to their native language more frequently than English because of the context of Thailand where English isn't used outside the classroom. Most of the parents have used Thai to communicate with their children. As a consequence, their exposure to the vocabulary has been fairly limited. However, English was used throughout the process including pre-test, post-test and interactive read-aloud instruction.

Research Design

This research is the single group pre-test post-test design.

O1 : Pre-test was implemented before using Interactive Read-Aloud Instruction

X   : Implementing Interactive Read-Aloud Instruction

O2 : Post-test was implemented after using Interactive Read-Aloud Instruction

O1 and O2 : Pre-test and Post-test were an identical test

The participants were asked to complete the pre-test one week before the treatment was applied. One week after the last treatment was received, the post-test was given to the participants to complete.

Interactive Read-Aloud Instruction Lessons

The framework for Interactive Read-Aloud Instruction Lessons was based on 'Interactive Read-aloud cycle': Before reading, During reading, and After reading (Giroir et al., 2015) as follows. (See Figure 1)
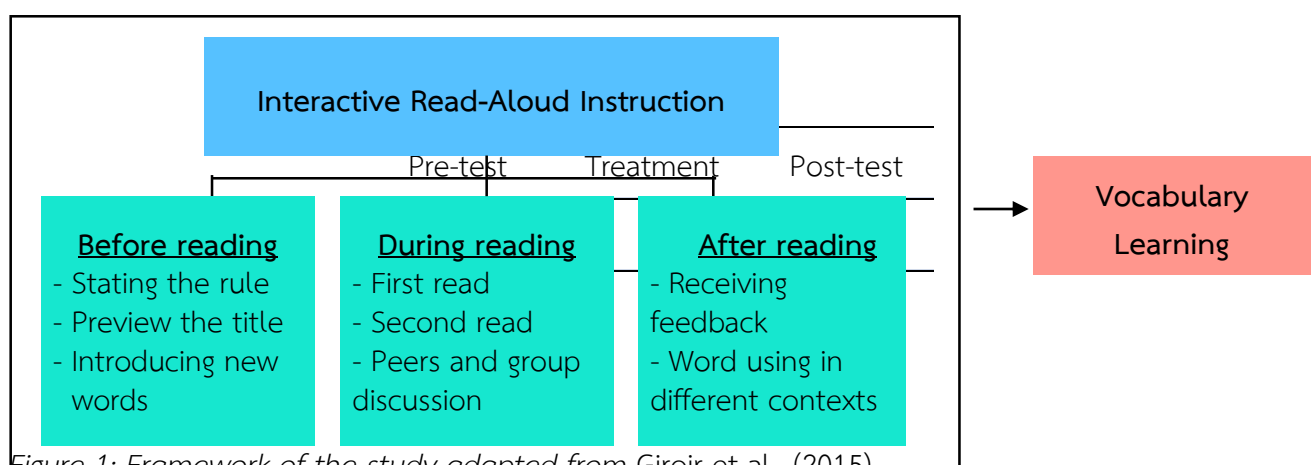

Figure 1: Framework of the study adapted from Giroir et al., (2015)

Instruments

The research instruments of this study were an identical pre/post-test and Interactive Read-aloud Instruction Lessons.

1. The identical pre/post-test

The pre/post-test was matching words and pictures format which was consisted of twenty pictures that carried the meanings of the target words. It consisted of 20 points and students were given 30 minutes to complete the test. The pre/post-test was validated by 3 experts who were in teaching English as a Foreign Language field. The result indicated that 100% of the items were rated at 0.66 which was higher than 0.5 of the IOC index, meaning that they were congruent with the research objectives. The researcher revised the identical pre/post-test according to the three experts' recommendations to ensure that it carried appropriate meaning and clear illustrations.

2. Interactive Read-Aloud Instruction Lessons (adapted from Giroir et al., 2015).

Interactive Read-Aloud Lessons were comprised 4 lessons along with 4 lesson plans validated by 3 experts who were in teaching English as a Foreign Language field. The results indicated that 100% of the items were rated at 0.86 which was higher than 0.5 of the IOC index, meaning that they were congruent with the research objectives. The length of each lesson was 30 minute daily. The procedure was as follows.

In the *Before reading* stage, the students have to follow the rules of no interruption and distraction during the teacher's read-aloud moment. At this stage, the title and the name of the authors were introduced. Teacher asked the students some questions to examine their prior background related to the content and the title of the story. Then, ten new vocabulary items in each story were introduced to the students using flash cards, written words, and definitions friendly to the students. Finally, teacher asked students to predict what could happen in the story by considering the book cover.

For the stage of *During reading*, the students listened to the story twice (first read and second read). The rule of no interruption has been used strictly during the first read. After the first read, the students were asked to retell the main ideas of the story (who, what, where, when, why). Then, the students discussed the story with their partners or groups. The teacher's feedback was provided afterwards. During the second read, the students reviewed the vocabulary using their own definitions. The definitions were related to the context of the story they heard from the first read. The students were asked to use a sign (thumbs-up, ear tug) when hearing those 10 vocabulary words in the text. The rule of no interruption was not applied during the second read. The students were encouraged to ask and share ideas whenever they wanted to. When hearing some of the words in the story, the students were asked to create a sentence using that word with their partners to practice using words in different contexts.

For the *After reading* stage, the students were asked to discuss with their partners and groups the open-ended questions (e.g. what is your favorite part of the story and why? do you like the story and why?). The vocabulary was focused during this stage. The students

were encourage to use the learned vocabulary in the discussion as much as possible. The teacher therefore provided the feedback that focused on their ideas and use of vocabulary rather than linguistic errors. Ending the stage with summary what the students learned from the text and the students were challenged to listen for target vocabulary throughout the day.

The important part of the procedure included selecting the books to read. The story books used in this current study were selected based on the students' interests which was fiction and about animals (Pringle & Lamme, 2005). The story about animals can also be neutral for both boy and girl students. The plot of the story was uncomplicated with the number of new vocabulary provided. All books were large size and the participants were able to see the illustration clearly. The overall time spent in reading one story without interruption was approximately 10 minutes.

Another criteria to select the book to be read aloud was focusing on the vocabulary items. The current study used Tier1 and Tier2 word lists to help with the consideration in order to choose the books. Tier1 consists of the most basic words with no multiple meaning whereas Tier2 consists of high frequency words that occur across a variety of domains (Hutton et al., 2008). Selection of the vocabulary items to be taught in this lesson, 10 difficult words were chosen from the text to be taught for each lesson.

Adding up in the procedure of when implementing the Interactive Read-Aloud is the necessity of how to use the tone of voice to read aloud to the students. Monotone voice had to be avoided. Different voices were used to each character, changing the volume by shouting, lowering or whispering, showing what moods of the story, a somber, scary, or adventurous to make the students engaged in the stories.

Data Collection
The data were collected during March-April 2018 and lasted for 6 weeks.
1. Conducted a pretest one week before attending the first lesson. The participants were asked to match the pictures with vocabulary words under the time constraint (30 minutes).
2. After the pre-test, the researcher carried out Interactive Read-aloud Instruction with 11 participants, who were studying in Year 1A classroom at Prasarnmit Primary International Program over 4 consecutive weeks, once a week, 30 minutes per day.
3. After the lessons were completed, a post-test was given to the same participants to examine the result of using interactive read-aloud instruction towards vocabulary learning.

Data Analysis
The data obtained from pre and post-test were analyzed as follows:
1. Scores from both pre-test and post-test to find the minimum, maximum, mean and standard deviation.
2. Mean of pre-test and post-test to compute the t-test dependent or also called as paired samples test in SPSS, at a significance level of .05.

Results

The findings of the study were presented based on the research question as follows:

Research question: To what extent does Interactive Read-aloud Instruction develop first grade students' vocabulary?

This study investigated the post-test score after implementing Interactive Read-Aloud Instruction on vocabulary development of first grade students. After implementing Interactive Read-Aloud Instruction, the students' mean score of the posttest ($\bar{x}$= 18) was higher than the mean score of the pre-test ($\bar{x}$ =15.09) (See Table 1).

	$\bar{x}$	Min	Max	S.D.	t	Sig (2-tailed)
Pre-test	15.09	5	20	4.46	2.4837	0.0323*
Post-test	18.00	11	20	2.86		

*p < .05

Table 1 The differences of pre-test/post-test scores on students' vocabulary knowledge (n = 11)

As seen in Table 1, the lowest score of the pre-test was 5 and the highest score was 20, whereas the lowest score of the post-test was 11 and the highest score was 20. The standard deviation of the post-test was 2.86, whereas the standard deviation of the pre-test was 4.46. The results also showed the data of the t-test dependent sample of the test scores from interactive read-aloud instruction to examine whether post-test scores were more than pre-test scores at a statistically significant level (p<.05). The p value .032 was less than .05, This implied that the students' post-test scores after receiving interactive read-aloud instruction were more than the pre-test scores at a significant level of .05, thus concluding that interactive read-aloud instruction has a significant effect on developing vocabulary knowledge.

Despite the fact that the overall scores of the post-test were significantly higher than the pre-test, there were 3 individuals that the post-test scores were not increased. The first one included the decrease of the test scores from 14 to 11 and the other two stayed the same, since they had got full scores in both pre-test and post-test (See Table 2).

Table 2

Individual pre-test and post-test scores

Students	Pre-test (20)	Post-test (20)	Score difference	$\bar{x}$
1	5	17	12	11
2	10	16	6	13
3	13	16	3	14.5
4	14	11	-3	12.5
5	16	20	4	18
6	16	20	4	18
7	17	18	1	17.5
8	17	20	3	18.5
9	18	20	2	19
10	20	20	0	20
11	20	20	0	20

In conclusion, the findings of the current study yield that Interactive Read-aloud Instruction develop first grade students' vocabulary at the significant level of .05. The results will be discussed in the following session.

Discussion

This section presents the results of the study which will be in 2 parts including "Different levels of vocabulary learning improvement" and "Dramatic teacher's voice and gestures."

1. Different levels of vocabulary learning improvement

The Increasing of vocabulary knowledge were varied among the participants after Interactive Read-Aloud Instruction. The majority of the participants received higher scores on the post-test. According to the background of these participants, they were born and raised by the parents who didn't use English at home. These students tended to communicate or express the idea in Thai. Moreover, their prior vocabulary background knowledge was limited and they were likely to know less vocabulary meaning than those who were born and raised by the parents who used English at home. However, after implementing Interactive Read- Aloud Instruction, most of these participants' scores were much improved. This can be implied that this strategy worked quite well with this group

of participants. The findings of this study were also consistent with Ceron (2014) who found the impact of reading aloud on improving the children vocabulary knowledge even the students had low proficiency in English. The study reported that the students could also learned new words to express their ideas towards books.

Although the majority of the participants have significantly improved their vocabulary knowledge after the instruction, there was one participant whose scores of the post-test were lower 4 marks than the pre-test. Such result can be discussed in that this participant listened and followed the test instructions carefully during the pre-test, whereas he did not pay attention to the test instructions and did the post-test in a rush. This was an uncontrollable event that occurred during the study. As the remarks proposed by Stelma and Onat-Stelma (2010), the strategies to control young learners' behaviour (e.g. raising voice and uses of non-verbal cues to silence the children) can be used in the classroom. Therefore, dealing with young learners must be taken into the teacher's consideration while conducting the study.

Another interesting point to be discussed includes participants who got full scores in both pre-test and post-test. This means that the two were in high proficiency of English. The background of the two participants can be brought to accompany the discussion here. The two participants were born bi-lingual and raised by parents who used English with them at home. These two participants used English to speak and express their ideas both inside and outside classroom. One of the two also reported that the vocabulary in the test was previously learned from her tutor. From the observation of the researcher the two participants were always eager to learn English words, even though they had already known them. They were eager to involve in the classroom activities and enjoyed to face challenging tasks.

2. Dramatic teacher's voices and gestures

Teacher's voices and gestures played a significant role during the Interactive Read-Aloud Instruction. From the researcher observation, all of the participants highly engaged and participated in the story while teacher was performing dramatic voices and gestures during reading aloud. For example, when the teacher used different voices to each character, the students laughed at the teacher. In addition, teacher changed the volume by whispering, the class went silent and waited patiently to listen to what the teacher tried to say or when the teacher started shouting, some of the students screamed with fun. Moreover, the students were able to tell the type of the story based on the tone of the teacher's voice. The students said the story they were listening was adventurous because the tones and the volumes of voice were different paces, pause, quick, slow, and emphasis showing increased the students' engagement. For instance, teacher raised a hand in front to 'stop', the students didn't even move themselves. The teacher pointed to her ear as 'listen', the students started to listen patiently. The results were consistent to McCormick and McTigue (2011) who indicated using tone of voice, gestures, and accurate pronunciation of technical words help English language learners better

understand the material. This also supported the study of Britt et al. (2016) which claimed that the students are more likely to enjoy listening to their teachers read if the teachers engage them through dramatic facial expressions, hand gestures, and movement.

Limitations and Recommendations for Future Research

This study focused on Interactive Read-Aloud Instruction on the first grade students' vocabulary knowledge (international program). The limitation found in this study was the number of the participants. In this current study, there were 11 participants. The number of participants was limited but the researcher found that with this number of participants it was easy to control the class and provide students the opportunities to share and participate. However, the results cannot be generalized to the other international programs in EFL context. Future research may use more number of the participants in order to be able to generalize the findings.

The current study selected to use fictions to be read aloud to the students, believing the students at the age of first grade were more likely to prefer to listen to the fiction texts. And the results showed they were extremely engaged in the fiction texts that were read aloud to them. However, for the future research, non-fiction and information text are recommended in order to see the difference. This is because there is a study reported that non-fiction read aloud could significantly enhance vocabulary learning of young learners (Kraemer, 2012). The study suggested that read aloud of expository text significantly helped improve first graders' listening comprehension.

Moreover, the future research can be focusing on higher grades of the students (international program) especially those who are struggling with reading. These students might feel uncomfortable to deal with reading on their own. In some classes, the struggle readers will find it difficult when they are unable to catch up with their teacher and friends during the lesson. This strategy would therefore help them to overcome the problems with reading.

References

Abdal-Haqq, I. (1998). *Constructivism in teacher education: Considerations for those who would link practice to theory.* Retrieved from https://files.eric.ed.gov/fulltext/ED426986.pdf

Aminafshar, M., & Mojavezi, A. (2017). The effect of aural and visual storytelling on vocabulary retention of Iranian EFL learners. *English Language Teaching, 10*(4), 92. doi:10.5539/elt.v10n4p92

Anderson, R. C. (1985). *Becoming a nation of readers: the report of the Commission on Reading.* Washington, D.C.: National Academy of Education.

Britt, S., Willkins, J., Davis, J., & Bowlin, A. (2016). The benefits of interactive read alouds to address social- emotional learning in classroom for young children. *Journal of Character Education, 12*(2), 43-57.

Ceprano, M. A. (2010). Examining the benefits of interactive read-alouds on young children's vocabulary development: pre-service teachers as researchers. *Journal of Inquiry & Action in Education, 3*(2), 1-14.

Cerón, C. N. (2014). The effect of story read-alouds on children's foreign language development. *GIST Education and Learning Research Journal,* 8. 83-98.

Dickinson, D. K., & Tabors, P. O. (2001). *Beginning literacy with language: young children learning at home and school*. Baltimore: P.H. Brookes Pub. Co.

Esteve, C. (2014). *Very young learners' vocabulary development in English: a case study with 4 and 5 year-old children*. Retrieved from http://repositori.uvic.cat/bitstream/handle/ 10854/4802/trealu_a2016_ylla_claudia_young_vocabulary.pdf?sequence=1&isAllowed=y

Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher, 68*(8), 639-648. doi:10.1002/trtr. 1354

Hacking, J. F., & Tschirner, E. (2017). The contribution of vocabulary knowledge to reading proficiency: the case of college Russian. *Foreign Language Annals, 50*(3), 500-518. doi: 10.1111/flan.12282

Hutton, T. L., M. S., & C. (2008). Three tiers of vocabulary and education. Retrieved from https:// www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf

Kabiri, R., & Ghafoori, N. (2014). The impact of playing word games on young Iranian EFL learners' vocabulary learning and retention. *The Journal of Applied Linguistics, 7*(14), 67-82.

Klein, M. L. (1991). *Test bank for Klein, Peterson and Simington teaching reading in the elementary grades*. Boston: Allyn and Bacon.

Kraemer, L., Mccabe, P., & Sinatra, R. (2012). The effects of read-aloud of expository text on first graders' listening comprehension and book choice. *Literacy Research and Instruction, 51*, 165-178. doi:10.1080/19388071.2011.557471

Lennox, S. (2013). Interactive read-alouds - an avenue for enhancing children's language for thinking and understanding: a review of recent research. *Early Childhood Educ J,* 381-389. doi:10.1007/s10643-013-0578-5

Lessard-Clouston, M. (1994). Challenging student approaches to ESL vocabulary development. *TESL Canada Journal, 12*(1), 69. doi:10.18806/tesl.v12i1.645

Mccaffrey, M., & Hisrich, K. E. (2017). Read-aloud in the classroom: a pilot study of teachers' self-reporting practices. *Reading Improvement, 54*(3), 93-100. Retrieved from https://eric.ed.gov/?id=EJ1152775

McCormick, M. K., & McTigue, E. M. (2011). Teacher read-alouds make science come alive. *Science Scope, 34*(5), 45-49.

Mcgee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher, 60*(8), 742-751. doi:10.1598/rt.60.8.4

Mediha, N., & Enisa, M. (2014). A comparative study on the effectiveness of using traditional and contextualized methods for enhancing learners' vocabulary knowledge in an EFL classroom. *Procedia - Social and Behavioral Sciences, 116*, 3443-3448. doi:10.1016/j.sbspro. 2014.01.780

Ninsuwan, P. (2015). The effectiveness of teaching English by using reading aloud technique towards EFL beginners. *Procedia - Social and Behavioral Sciences, 197*, 1835-1840. doi: 10.1016/j.sbspro.2015.07.243

Pringle, R. M., & Lamme, L. L. (2005). Using picture storybooks to support young children's science learning. *Reading Horizons, 46*(1), 1-15.

Saengpakdeejit, R. (2014). Awareness of vocabulary learning strategies among EFL students in Khon Kaen University. *Theory and Practice in Language Studies, 4*(6). doi:10.4304/tpls. 4.6.1101-1108

Smolkin, L. B., & Donovan, C. A. (2001). The contexts of comprehension: the information book read aloud, comprehension acquisition, and comprehension instruction in a first-grade classroom. *The Elementary School Journal*, 102(2), 97-122. doi:10.1086/499695

Stelma, J., & Onat-Stelma, Z. (2010). Foreign language teachers organising learning during their first year of teaching young learners. *The Language Learning Journal, 38*(2), 193-207. doi: 10.1080/09571731003790490

Teng, F. (2016). An in-depth investigation into the relationship between vocabulary knowledge and academic listening comprehension. *TESL-EJ, 20*(2).

Wilkins, D. A. (1972). *Linguistics in language teaching*. London: Edward Arnold.

Wiseman, A. (2010). Interactive read alouds: teachers and students constructing knowledge and literacy together. *Early Childhood Education Journal, 38*(6), 431-438. doi:10.1007/ s10643-010-0426-9

Wu, J. (2017). Strategy use in call-based self-directed foreign language vocabulary learning. *SiSAL Journal, 8*(1), 60-78.

Zhang, D., & Yang, X. (2016). Chinese L2 learners' depth of vocabulary knowledge and its role in reading comprehension. *Foreign Language Annals, 49*(4), 699-715. doi:10.1111/flan.12225