



ผลของการสอนคำศัพท์แบบเวิร์ดวอล์ค ต่อการรับรู้คำศัพท์ใหม่ของเด็กไทยในฐานะผู้เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศ

EFFECTS OF WORD WALK VOCABULARY INSTRUCTION ON NEW WORDS GAINED
BY THAI EFL YOUNG LEARNERS

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บทคัดย่อ

คำศัพท์มีบทบาทสำคัญในการพัฒนาด้านภาษาของผู้เรียนไม่ว่าจะเป็นภาษาใดๆก็ตาม คำศัพท์บ่งบอกถึง
ความหมายซึ่งเป็นสิ่งสำคัญในการสื่อสารและการเรียนรู้ การสอนแบบเวิร์ดวอล์คคือการทำให้คำศัพท์มีชีวิตด้วยวิธีการที่
สนุก เกิดปฏิสัมพันธ์ เกิดการมีส่วนร่วมและเป็นวิธีการที่มีความหมาย โดยการอ่านหนังสือนิทานร่วมกัน การวิจัยครั้งนี้มี
วัตถุประสงค์ที่จะพิจารณาว่าการสอนคำศัพท์แบบเวิร์ดวอล์คมีผลต่อการรับรู้คำศัพท์ใหม่ของเด็กไทยในฐานะผู้เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศอย่างมีนัยสำคัญหรือไม่และประเมินความพึงพอใจของผู้เรียนต่อการสอนแบบเวิร์ด
วอล์ค กลุ่มตัวอย่างของงานวิจัยนี้คือนักเรียนชั้นประถมศึกษาปีที่ 1 และ 2 จำนวน 11 คนที่เข้าร่วมค่ายภาษาอังกฤษใน
ภาคฤดูร้อนของโรงเรียนเอกชนแห่งหนึ่ง ในจังหวัดปทุมธานี งานวิจัยนี้เก็บข้อมูลโดยการสอนแบบเวิร์ดวอล์คเป็นเวลา 2
คาบๆละ 50 นาที โดยมีเครื่องมือในการวิจัยคือข้อสอบก่อนและหลังการเรียน รวมทั้งแบบประเมินความพึงพอใจอย่าง
ง่าย ผลการวิจัยในครั้งนี้พบว่าการสอนคำศัพท์แบบเวิร์ดวอล์คมีผลต่อการรับรู้คำศัพท์ใหม่ของเด็กไทยในฐานะผู้เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศอย่างมีนัยสำคัญ นอกจากนี้การประเมินความพึงพอใจของผู้เรียนต่อการสอนแบบ
เวิร์ดวอล์คแสดงให้เห็นว่า ผู้เรียนร้อยละ 18.2 มีความพึงพอใจในระดับกลาง และร้อยละ 81.2 มีความพึงพอใจใน
ระดับสูง

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ISSN 1905-4491

Abstract

Vocabulary plays an important role in language development of any language learner as words carry meaning that are necessary in any communication and learning. Word Walk vocabulary instruction makes words come to life in fun, interactive, engaging and meaningful ways using shared story reading. The objectives of this study were to examine whether Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners and to assess the students' satisfaction level with Word Walk vocabulary instruction. The participants of this study were eleven current Grade 1 and 2 students at a private School in Pathumthani Province, who enrolled in English summer camp. The data collection was based on Word Walk vocabulary instruction that was conducted over two periods; each period consisted of 50 minutes. The instruments used were a pre-test, a post-test, and a satisfaction evaluation form. The study found that Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners at a significance level of .05. In addition, the assessment of the students' satisfaction level with Word Walk vocabulary instruction showed that 18.2% of the students had medium satisfaction and 81.8% had high satisfaction level.

คำสำคัญ: การสอนคำศัพท์แบบเวิร์ดวอล์ค/ การสอนคำศัพท์/ การอ่านหนังสือนิทานร่วมกันเชิงปฏิสัมพันธ์ / เด็กในฐานะผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Keywords: WORD WALK VOCABULARY INSTRUCTION / VOCABULARY TEACHING/ INTERACTIVE SHARED STORY READING/ EFL YOUNG LEARNERS

Introduction

In today's global world, there's no question that English has been recognized as an international language for communication across the globe; in the field of education, English plays an eminent role as a tool to obtain knowledge from a variety of sources, especially for the higher education level as well as being a medium of instruction in several contexts such as in English classrooms, in English program schools and of course in international schools. As English is not the first language in Thailand, schools then become a place where people rely on for learning and improving their English proficiency. Krashen (1988) suggested in the Input Hypothesis of the Natural Approach that the classroom is the source of input for the language students, a place where they can obtain the comprehensible input necessary for language acquisition.

The efforts to teach vocabulary are based upon the universal belief that knowing word meanings is fundamental to understanding concepts presented in texts (Baumann & Kameenui, 1991; Nagy, 1988). Empirical studies indicating a positive correlation between students' vocabulary and comprehension support our common sense notion that we must teach words to help students understand what they read (Beck & McKeown, 1991). In regard to effective vocabulary instruction, teachers need to focus on the enhancement of comprehension instead of promotion of word knowledge alone. Studies document the important role that direct instruction on constructing word meanings serves in the

vocabulary acquisition of school age children (Graves, 1987; Stahl & Fairbanks, 1986). Preferred practices for enhancing comprehension include active, in-depth processing of word meanings where students use the meanings of words instead of regurgitating definitions, multiple exposures to word meanings in different contexts, and the integration of words with other related terms (Stahl & Fairbanks, 1986). Nevertheless, lessons need to be meaningful as Nation (2005) stated that there is a need for more student centered approaches that improve both the retention and usage in a progressive fashion that goes beyond rote memorization.

In order to satisfy the need of young learners, the lessons need to be fun, interactive, engaging and definitely meaningful. This is how shared storybook reading comes into play as a strategy of vocabulary instruction. A range of experiences, such as story reading, involvement in conversations, and exposure to novel words influences on early vocabulary development (Collins, 2005). Studies of storybook reading have examined alternative notions of how storybook reading might support vocabulary acquisition. Researchers have found that implicit exposure to the language, for instance, simply hearing new words, through single exposures, and repeated readings of stories prompt incidental learning of new vocabulary (Stahl et al., 1991; Eller et al., 1988; Elley, 1989; Karweit & Wasik, 1996; Robbins & Ehri, 1994; Senechal, 1997). However, others have examined that children's learning is even greater with explicit teaching in storybook reading contexts when explanations of new words are provided (Beck & McKeown, 2007; Brett, Rothlein, & Hurley, 1996; Elley, 1989; Penno et al., 2002; Reese & Cox, 1999; Senechal, 1997; Senechal et al., 1995). Moreover, studies of explicit instruction during storybook reading followed by use of new vocabulary in curricular activities have been shown to benefit target word learning and general vocabulary development in preschoolers (Wasik & Bond, 2001; Wasik et al., 2006).

In Thailand where English is studied as a foreign language as stated in the national curriculum, vocabulary development plays an important role in easing and enhancing the students' learning. Thailand's Basic Education Curriculum 2008 which served as the core curriculum for national education at the basic level prescribed four strands in the learning area of foreign languages. The first strand is language for communication. Standard F1.1 of this strand clearly stated: understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning. An important indicator that Grade 1 and 2 students have to meet for this standard is to be able to choose the pictures corresponding to the meanings of words, groups of words and sentences heard (Ministry of Education, 2008). If Word Walk vocabulary instruction is carried out appropriately, Standard F1.3 of the national curriculum for Grade 1 and 2, that is 'speak to give data about themselves and matters around them' can also be met as the lessons also encourage meaningful interactions.

Constructivism is a learning theory that can help students meet the above standards. Fundamentally, the constructivist theory of learning states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (Thirteen Ed Online, 2004). Learning is an active process. Knowledge is constructed from (and shaped by) experience. Learning is a personal interpretation of the world (Christie, 2005). Thus it is crucial for teachers to ensure that lessons are relevant and meaningful to students.

Word Walk vocabulary instruction then becomes an interest for the researcher to investigate the significance that it would make on the vocabulary learning as Word Walk vocabulary instruction is fun, interactive, engaging and definitely meaningful. It is carried out by showing the written words on a paper or sentence strip and making the words come to life using a picture or prop or acting out the concept before, during, and after shared storybook reading, rather than focus on vocabulary exclusively after reading only (Wasik & Bond, 2001, 2006; Blamey & Beauchat, 2011). It provides children with child-friendly definitions. With these features, Word Walk strategy allows teachers to carry out their vocabulary instruction in a manner that encourages and helps foster a positive English learning environment which could in turn result in better learning. As teachers have a wide range of relevant vocabulary list that they would need to teach to meet the strands and standards mentioned in the national curriculum, storybooks can be a good educational source for them to select to teach vocabulary that relates to the students' real life experiences. When students are able to handle more words accurately, they have better chances of understanding the language and making themselves understood as words are carriers of meaning.

Objectives

1. To examine whether Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners.
2. To assess the students' satisfaction level with Word Walk vocabulary instruction.

Research Methodology

This research study was based on the two periods of Word Walk vocabulary instruction conducted. In this experiment, the effect of Word Walk vocabulary instruction on the new words gained by Thai EFL young learners was examined using a pre-test and a post-test, and the students' satisfaction level was assessed using a satisfaction evaluation form.

Participants

The participants of this research study were selected using purposive sampling. They were current Grade 1 and 2 students at Napatsorn Natthanon School in the Educational Area

2 of Pathumthani Province, who enrolled in English summer camp. There were a total of eleven students, four male and seven female. These students have been exposed to some English in class from both Thai and foreign teachers in their earlier year (s) at school, however, English is not their first language and they do not use English as a part of their medium of communication in daily lives. Therefore, Thai was also used as a part of this instruction, mainly for providing instructions and a few explanations that make words come to life in fun, interactive, engaging and meaningful way of shared story reading.

Research Design

The researcher taught eleven participants following Word Walk vocabulary instruction over two periods and used a pre-test and a post-test to measure if the two lessons had a significant effect on the new words gained. In addition, the researcher used frequency and percentage to assess the students' satisfaction level with Word Walk vocabulary instruction.

Vocabulary selection

1. A fun, interactive, engaging and meaningful storybook was chosen based on one indicator mentioned in Strand 1: Language for Communication, Standard F1.3 of the national curriculum for Grade 1 and 2, that is 'speak to give data about themselves and matters around them'.
2. Thirty-eight vocabulary items that are related to Thai primary students were selected as potential target words as they carry meaning to the story and are useful to the students. These thirty-eight vocabulary items have been used as a needs analysis tool and put in written format for students to write their meaning in L1 if they knew the meaning of those vocabulary items.

Vocabulary items that have been selected were: hungry, crunch & munch, caterpillar, leaf, bumblebee, wings, look, buzz, flower, walking, sigh, twittering, swoop, soar, sparrow, dandelion fluff, float, breeze, fly, wrap, sleep, big, leg, feather, tired, sleepy, sky, dream, tree, drift, winter, warmth, stiff, long, stretch, lift, short, plump.

3. Eighteen out of thirty-eight vocabulary items did not receive any correct answers, therefore were taken into consideration of becoming target words.

These vocabulary items were: crunch & munch, buzz, sign, twittering, swoop, soar, dandelion fluff, float, breeze, wrap, feather, tired, drift, warmth, stiff, stretch, lift, plump.

4. Out of eighteen vocabulary items, only ten items were then chosen to be taught following Word Walk vocabulary instruction for mainly two reasons. First, the time limitation as the lessons will be carried out only on two days, 50 minutes each day. Second, these ten words were mostly tier 2 words, which are often those that are

highly descriptive and imaginative and of high utility, corresponding with Gersten & Baker's (2000) assertion that these are the types of words that are critical to the language development of English Language Learners (ELLs). The researcher selected these target words on the basis that they are relevant to Thai primary students' real life experiences and that they would allow fun, interactive, engaging and meaningful explanation to take place. The researcher would pause and interactively deal with those words when encountering them during the shared story reading. This would make words come to life and help students remember those words better.

These ten vocabulary items were: crunch & munch, buzz, twittering, float, wrap, tired, warmth, stretch, lift, plump.

Word Walk Vocabulary Instruction lessons preparation

1. After obtaining ten target words, a pre-test and a post-test were designed using pictures that represent meaning of the target words.
2. A detailed lesson plan was created to ensure fun, interactive, engaging and meaningful lessons. Necessary props, pictures, flashcards and materials are prepared accordingly.
3. A satisfaction evaluation form was created to assess students' satisfaction level with Word Walk vocabulary instruction.

Research instruments

Three instruments were used for this research study, namely a pre-test, a post-test and a satisfaction evaluation form.

1. The pre-test was simple but eye-catching and consisted of ten pictures that carried the meanings of the target words. It consisted of 10 points and students were given 10 minutes to complete the test.
2. The post-test followed the same format as the pre-test except that the pictures on the post-test were different from the pre-test but they carried the same meanings.
3. The satisfaction evaluation form had a simple design with three pictures of facial expressions for students to choose based on their satisfaction level and some blank space for students to write down their comments.

Evaluating Tests Quality

An evaluation using the index of item-objective congruence (IOC) is a process where content experts rate individual items on the degree to which they do or do not measure specific objectives listed by the test developer (Rovinelli & Hambleton, 1977). The

researcher asked the three experts to evaluate each item on the instrument evaluation form namely a pre-test, a post-test, and a satisfaction evaluation form. In addition to these two instruments used in this research study, the validity of the lesson plan was also rated by the three experts. The IOC results were as follows:

| | |
|------------------------------|--------|
| Lesson plan | = 0.86 |
| Pre-test | = 0.98 |
| Post-test | = 0.95 |
| Satisfaction evaluation form | = 1.00 |

Satisfaction evaluation form

A simple satisfaction evaluation form was created, consisting of three pictures of facial expressions, 😞, 😐, 😊 indicating the students' satisfaction level towards the two lessons of Word Walk vocabulary instruction conducted. The facial expressions indicated low, medium and high satisfaction level respectively. The students were asked to circle the face that matched with their satisfaction level the most. They may also write other comments in the blank space provided.

Again, the three experts were asked to evaluate the IOC of the evaluation form to ensure that the form is appropriate for the participants.

Data collection

The researcher has collected data as per below procedures:

1. Conducted a pre-test with the participants before attending the first lesson.
2. After the pre-test, the researcher carried out Word Walk vocabulary instruction with eleven Grade 1 & 2 students over two consecutive days, 50 minutes per day.
3. When the lessons were completed on the second day, a post-test was given to the same participants to examine whether Word Walk vocabulary instruction has a significant effect of .05 significance level on the new words gained by Thai EFL young learners.
4. A satisfaction evaluation form was then distributed to the participants in order to assess their satisfaction level with Word Walk vocabulary instruction.

Data Analysis

The analysis of this research study was divided into two parts, which were the analysis of students' pre-test and post-test scores, examining whether Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners, and the analysis of students' satisfaction level with Word Walk vocabulary instruction.

The analysis of students' pre-test and post-test scores, which examined whether Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners was computed using:

1. Scores from both pre-test and post-test to find the min, max, mean and standard deviation by SPSS 11.5 for windows.
2. Frequency of each test score to find the most occurred test scores in pre-test and post-test.
3. 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.

The analysis of students' satisfaction level with Word Walk vocabulary instruction was tabulated using frequency of rating to compute the percentage of students' satisfaction level with Word Walk vocabulary instruction.

Results

Pre-test and post-test scores

The dependent t-test (called the Paired-Samples T-Test in SPSS) compared the means between two related groups on the same continuous variable. Below is the SPSS t-test procedure that provides relevant descriptive statistics. In this research, we determine if the students' test scores i.e. pre-test and post-test are different at a significance level of .05, if so it would signify that Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners.

Table1

Pre-test and post-test scores

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------|----|---------|---------|------|----------------|
| Pre-test | 11 | 0.00 | 3.00 | 1.27 | 1.1037 |
| Post-test | 11 | 3.00 | 10.00 | 7.55 | 2.7699 |
| Valid Number | 11 | | | | |

The researcher marked the pre-test and post-test of all eleven participants and the results were that the minimum score for the pre-test was 0 while the maximum was 3. After the students received two lessons of Word Walk vocabulary instruction, they took a post-test and the minimum score was 3 and maximum was 10. The pre-test scores showed the mean of 1.27 while the post-test scores showed a much higher mean score of 7.55. The post-test scores were more deviant than the pre-test scores.

Table 2

Pre-test and post-test frequency and percentage

| Pre-test | | | | Post-test | | | |
|----------|-------|-----------|---------|-----------|-------|-----------|---------|
| | | Frequency | Percent | | | Frequency | Percent |
| Valid | 0.00 | 3 | 27.3 | Valid | 3.00 | 1 | 9.1 |
| | 1.00 | 4 | 36.4 | | 4.00 | 2 | 18.2 |
| | 2.00 | 2 | 18.2 | | 7.00 | 2 | 18.2 |
| | 3.00 | 2 | 18.2 | | 8.00 | 1 | 9.1 |
| | Total | 11 | 100.0 | | 10.00 | 5 | 45.5 |
| | | | | Total | 11 | 100.0 | |

Table 2 shows the occurrence of the test scores for both pre-test and post-test. On the pre-test, the score that occurred most often was 1, which contributed to 36.4% while the score that occurred most often on the post-test was 10, contributed to 45.5%

Table 3

Paired Samples Test: Significance of Word Walk vocabulary instruction on the new words gained by Thai EFL young learners

| | Paired Differences | | | |
|----------------------|--------------------|----------------|--------|-----------------|
| | Mean | Std. Deviation | t | Sig. (2-tailed) |
| Pre-test – Post-test | -6.27 | 2.102 | -9.898 | .000 * |

* $p < .05$

Table 3 shows the data of the t-test dependent sample of the test scores from Word Walk vocabulary instruction to examine whether post-test scores were more than pre-test scores at a statistically significant level ($p < .05$). The hypothesis for this test was:

H_0 : The students' post-test scores after receiving Word Walk vocabulary instruction were less than or equal to the pre-test scores at a significance level of .05.

$H_0: \mu_T - \mu_C \leq 0$

H_1 : The students' post-test scores after receiving Word Walk vocabulary instruction were more than the pre-test scores at a significance level of .05.

$H_1: \mu_T - \mu_C > 0$

The column labeled "Mean" is the difference between the two means i.e. pre-test scores vs post-test scores which is -6.27. The negative number indicates that the mean of the pre-test is less than the mean of post-test. The standard deviation showed how deviant

the mean scores of both tests were. In this research study, the mean score of post-test deviated more than the mean score of the pre-test, representing a higher gap range between minimum and maximum scores of the post-test. The column labeled "Sig. (2-tailed)" represented the two-tailed p value associated with the test. In this test, the p value is .000.

To decide if we can reject H_0 ; we followed the decision rule: If $p \leq \alpha$, then reject H_0 . In this case the p value .000 was less than .05, therefore this statistics rejected H_0 . This implied that the students' post-test scores after receiving Word Walk vocabulary instruction were more than the pre-test scores at a significance level of .05, thus concluding that Word Walk vocabulary instruction has a significant effect on the new words gained by Thai EFL young learners.

Students' satisfaction level

The percentage of students' satisfaction level with Word Walk vocabulary instruction was computed based on the rating on the satisfaction evaluation form and is as followed:

Table 4

Students' Satisfaction Level frequency and percentage

| | | Frequency | Percent |
|--------|-------|-----------|---------|
| Rating | 0 | 0 | 00.0 |
| | 1 | 2 | 18.2 |
| | 2 | 9 | 81.8 |
| | Total | 11 | 100.0 |

The three facial expressions on the satisfaction evaluation form represented each rating as followed:




-  = 0 represents low satisfaction level
-  = 1 represents medium satisfaction level
-  = 2 represents high satisfaction level

Table 4 shows that nobody has rated 0. 18.2% had medium satisfaction level, while 81.8% had high satisfaction level with Word Walk vocabulary instruction.

Discussion and Recommendation for Future Research

From the two lessons of Word Walk vocabulary instruction conducted with Thai EFL young learners, the researcher found a number of useful information and categorized them into three main aspects.

1. Teachers

1.1 Teacher played a very important role in promoting the learning of the students.

Getting to know each student and familiarize with them for the first time the teacher meets with new students makes the learning environment more comfortable and would be more likely for students to cooperate and participate in class. It is always vital to create a safe, welcoming environment in which students can learn, especially in language lessons for students to take in and produce language, they need to feel that they are able to make mistakes and take risks without being made fun of. In this research study, the researcher took time to talk and get to know the students during the warm up stage before beginning the actual lessons.

1.2 Getting students to involve in the presentation of vocabulary items/ lessons helped them remember and understand better as this made them relate to the vocabulary items/ lessons.

The researcher asked the students to act out the meaning of the vocabulary items, for instance, for the word 'crunch and munch', two students were asked to volunteer to act out how the action of 'crunch and munch' would be like. More than two students volunteered to act out and the teacher offered them food such as chips and jelly as props. They had to say whether with which food item the action 'crunch and munch' could take place. For the vocabulary item 'float', a student was asked to show the action of floating a balloon into the air. The students had fun seeing the floating balloon in the classroom.

The students were also assigned with one flash card per person / per pair that they were asked to raise it up when they hear the assigned word during the reading stage as a word recognition activity. Although some students did not catch the word they were assigned, their friends pointed out to them that they must raise the flashcard as the teacher already said the word.

In these ways, the students were engaged in fun, interactive, engaging and meaningful activities.

1.3 Encouraging students with Can-do attitude

Students could be reluctant to answer questions especially when they had to use a language they were not confident with as they may be afraid of losing face. The teacher could help encourage the students with can-do attitude, supporting them or clueing them if they felt that the question was too difficult and making it clear to the whole class that as our friends tried hard to answer questions, they must respect their friends' opinions. Teacher may also promote pair work if the students find the questions / tasks too difficult at the beginning so they feel that they can also do what the teacher asked them to do.

1.4 When handled with a mix-ability class, it is important for teacher to stick with the learning outcomes otherwise more capable students could be bored, thus affect their satisfaction level.

As the class consisted of mixed ability students, it was definitely challenging for the researcher to teach this class. One useful suggestion that one of the experts advised the researcher was to teach based on the objectives / learning outcomes. She mentioned that if the teacher tries to make the lessons too easy to accommodate less capable students, the students with more / advanced capability may find it unchallenging and lose motivation for the lessons. The teacher could work more with less capable students on what they found difficult separately. It can be seen during the teaching that the only two students who rated their satisfaction level with Word Walk vocabulary instruction as medium were the two of five students who got full score in their post-test. When asked, they said they already understood the lessons and they did not find the lessons difficult.

1.5 Classroom management

Classroom management was not easy with the use of English alone, the researcher had to use some Thai to manage the classroom and explain some instructions. For instance, when the researcher asked students to volunteer to answer questions by saying that those who answered the questions correctly would get some prizes, most students ran from their seats to the researcher to answer the questions although they did not hear the questions yet.

2. Students

2.1 Students who understand the meaning of vocabulary items are likely to be more confident in producing sentences.

Students who well understood the meaning of vocabulary items were willing and more confident to produce sentences using the target words that have been taught. They also helped their classmates who had difficulties coming up with sentences to produce a simple sentence, for instance, "I float a balloon."

3. Materials selection

3.1 The selection of interesting teaching materials and activities can help grasp students' attention.

A combination of several interesting materials and activities help ease the teaching to young learners as they have short attention span. Authentic materials or even interesting realia such as a colorful caterpillar doll that was used in this study helped gained their attention. When the researcher asked the students what we learnt about, there weren't many responses, however, when the researcher asked the same question while holding a caterpillar doll in her hand, there were more responses.

It is necessary to make sure that the storybook selected contained the content that is relevant and not too difficult for the students to understand. The display of the drawings in the storybook helped illustrate what the author was trying to convey. This is very important especially to language learners as drawings represent meanings regardless of any language use. In addition, it is observed that the students liked to participate in all activities especially when the challenges were rewarded with prizes.

3.2 The design of the pre-test and post-test

All experts had one same concern on the meaning that the pictures on the tests would convey to the students. The selection of pictures on the pre-test and post-test went through several revisions to ensure that they carry appropriate meanings and would not confuse the students. The pre-test carried the cartoon-type pictures while the post-test had real pictures in order to align with the concept of Word Walk vocabulary instruction that aimed to teach vocabulary in order for students to be able to use them in the real contexts. The experts also made sure that the pictures were presented clearly and contained no objects that would distract the students' attention from the meaning that each picture was conveying.

Although this research study found that Word Walk vocabulary instruction had a significant effect on the new words gained by Thai EFL young learners, further research should study about feasible ways to implement this fun, interactive, engaging and meaningful lessons with larger number of students that is similar to the real class size in Thai context.

Of further interest would be to find out about techniques to encourage Thai students' reading habit in order to compromise with their limited exposures to English.

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