ANCHORED INSTRUCTION FOR EARLY VOCABULARY LEARNING THROUGH STORYBOOK READING

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This research uses anchored instruction in engaging children to learn new vocabulary through storybook reading session. Two five-year-old children and I as the instructor were observed by an observer for two loops of instructions intervention which covered a period of six-weeks. Pretest and posttest were carried out a week before and after the intervention. The findings showed that after the intervention, children's knowledge of the target words had improved although they were still weak in their use of oral vocabulary to express the meaning of the target words. This study had prompted me as an early childhood educator to plan vocabulary instructions to fully utilize the storybook reading session.

Keywords: Anchored instruction, vocabulary learning, story book reading, young children

Vocabulary helps human beings to pass on messages in oral or written format effectively. Vocabulary also serves as a tool for us to connect with our background knowledge, express opinion, and learn about new ideas and concepts (National Institute for Literacy, 2003; Texas Reading Initiative, 2002). Most of English-language learners (ELLs) are struggling in learning to read at appropriate levels in accordance to their age group as compared to children who are reading in their first language. Children who are reading in their first language usually have acquired about 5,000 to 7,000 words before they begin their formal reading in the school. On the other hand, ELLs do not achieve such word counts before they begin their formal reading in the school (Wallace, 2007). Therefore, it is important for school teachers to have effective vocabulary instructions to facilitate ELLs to acquire more vocabulary.