

Abstract

Vocabulary plays an important role in children's emergent literacy. Many instructions were developed to build children's word knowledge. Among them, storybook reading is promoted to be an effective strategy that enhances children's literacy by providing rich contexts. The purpose of the present study aims to examine the effects of the techniques of labeling (L) and labeling plus questioning (L+Q) for vocabulary teaching with storybook reading in EFL elementary school. The study is mainly concerned with three aspects: (1) the effects of L and L+Q on student's vocabulary learning during shared storybook reading; (2) student's retention of learned vocabulary affected by the two techniques; (3) the influence of the two techniques on students with diverse English proficiency.

Participants were 54 fifth-grade elementary school students in Taipei County, and the data analysis was based on their performance of the Picture Vocabulary Test (PVT). The findings of the study are as follows. First, L and L+Q techniques were both beneficial for student's receptive vocabulary learning during shared storybook reading. Second, both L and L+Q techniques were effective in retaining student's word knowledge. Third, overall performance of students with high English proficiency (HEP) in PVT improved more significantly than that of students with low English proficiency (LEP). Besides, L technique was helpful for HEP and LEP's receptive vocabulary learning, but not for HEP's word retention. Moreover, HEP were most influenced by L+Q technique in vocabulary learning during shared storybook reading.

Based on the findings of the present study, pedagogical implications and suggestions for future study were provided at the end of the thesis.