URN etd-0407109-183718-1501
Author Fuh-Jyu Lin
Author's Email Address No Public.
Statistics This thesis had been viewed 34 times. Download 0 times.
Department
Year 2004
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title Effects of Interactive English Picture Storybook Read-Aloud Activities on Pre-school Children's Vocabulary Learning, Intrinsic Motivation and Responses
Date of Defense 0000-00-00
Page Count 95

Keyword
interactive
English picture storybook
pre-school children
vocabulary learning
intrinsic motivation
responses

Abstract ABSTRACT

This study evaluated the effect of interactive English picture storybook read-aloud on preschool children's vocabulary learning and their intrinsic motivation toward reading. Moreover, the children's responses during class were observed and described. Twenty reschool children participated in this study and were randomly assigned to two groups: the control group (no treatment), and the experimental group (interactive read-aloud). The results are shown as follows:

1. According to the result of the three vocabulary tests, the experimental group has higher gains than the control group. On vocabulary test 3, the differences are statistically significant.
2. The results of the intrinsic motivation survey show that the experimental group has significantly higher perceived competence and lower learning pressure/tension. In the interest/enjoyment domain, there is no significant difference between the two groups.
3. Preschool children's responses to stories are frequently nonverbally. They show their responses by acting out the stories or imitating the characters. Moreover, their verbal responses are usually related with their personal experiences. Additionally, when they feel highly interested in a story, they further take over the story and their responses become much more creative and imaginative.

On the basis of the findings, it is necessary for teachers to spend time reading stories interactively with young children. However, for enhancing children's language learning, it has the same importance to select appropriate storybooks, design various extension activities and read stories repeatedly to children. Moreover, when reading stories to young children, teachers should link the story with children's life experiences and provide them sufficient time and opportunities to respond to stories.

Advisory Committee Wen-Shann Hwang - advisor

Files No Any Full Text File.
Date of Submission 0000-00-00