

Vocabulary Building through Read-Aloud Strategy of Primary Level Students in Pakistan

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Abstract

The research, which was taken into consideration, focused on assessing the effectiveness of vocabulary building through Read-Aloud Strategy for Primary level students. The main objective of the study was intended to identify the influence of read-aloud strategy on vocabulary building which is a key to other skills like reading comprehension and speaking skills and also to identify the effect of read-aloud strategy on the overall vocabulary development of the students of primary level. To achieve the above-stated objective, a quasi-experimental design was adopted where the research process was categorized as non-equivalent control group design with pre-test and post-test evaluation. Moreover, non-randomized sampling was followed and two already existing intact groups were allocated as experimental and control group respectively. The main aim of this study was focused on determining the level of vocabulary development of the students. The students selected for this study belonged to Private School in Lahore. In addition, the experiment was followed by an intervention where vocabulary tests, both pre and post-tests, were used during the experiment. The statistical analysis of the pre-test and post-test results of an experimental and control group revealed that read aloud is the most appropriate teaching strategy for vocabulary building. In addition, it was also revealed that teachers use different interaction techniques for read-aloud such as, more instructional time was spent on the words which were found to be critical for story comprehension for learners. From the findings, it can be recommended that the practices should be identified which are commonly used by the primary classroom teachers as it can lead towards the development of

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effective instructional strategies and teacher's training programs. Moreover, it was also recommended that the teachers should focus on the instructional strategies and should give individual attention to the students in order to make sure that each student is performing.

Keywords: Vocabulary Building, Read-aloud Strategy, Reading Comprehension, Speaking Skills, Primary Level Students, Teaching Methods

Introduction

Language is considered as a sign for understanding the prospects present in the past, present and even future. It is the one element that ties communities together through different non-verbal and verbal means. It is comprised of the characteristics such as grammatical elements, structural elements, lexical elements and vocabulary and sound system phonology. In this way, vocabulary is regarded as the lexical characteristic that encompasses different learning and teaching skills such as writing, speaking, reading and listening (Jamil, Majoka & Khan, 2014). Amongst numerous methods of developing vocabulary, one of the most effective methods is read aloud which is considered as an instructional practice for teachers to read a content of any text aloud to their students while encompassing variations in tone, volume, pace and pitch. In this method, teachers also maintain an eye contact and provide comments in order to create enjoyable and affluent delivery. Kindle (2010) stated that reading aloud to the primary level children is recommended in order to improve vocabulary growth and it is associated with a commonly applied and developmentally appropriate practice within the primary classrooms. It ultimately leads towards the development of oral language, builds background knowledge, develops comprehension and builds and expands vocabulary. Although read aloud method is proven to be the most efficient method for vocabulary building, teachers are a prerequisite to understanding the practice for prompting word learning and for identifying methods of elaborations during storytelling (Kindle, 2009). It is the reason that Fien et al. (2011) professed that when a teacher reads aloud, it offers a promising context for encompassing a robust vocabulary teaching as well as help to integrate comprehension instruction with intentional explicit vocabulary to the children.

However, in the context of Pakistan, there is a lack of vocabulary found in the students and this has been due to plenty of reasons. Gujjar et al. (2010) have stated that in Pakistan, the duration of teaching practice is very short and students consider themselves to be bound to only teaching lessons rather than doing other activities for active learning. It shows the monotonous side of teaching practice and teaching methods in Pakistan due to which students of primary level are unable to develop their vocabulary efficiently. Nevertheless, Jamil, Majoka & Khan (2014) have regarded English language having an important position in Pakistan as it has an official language status. However, the researchers have professed their concerns regarding how primary schools are lagging behind in

terms of English language competencies (Gul & Aziz, 2015). There is also a little understanding of different methods and techniques of teaching the English language amongst teachers in Pakistan and these teachers are unaware of what methods can be employed for vocabulary building in Pakistan (Iqbal, Hassan & Ali, 2015). Hence, there is a need of proposing how teachers in Pakistan can enhance vocabulary building and development amongst students at primary level by using different methods whereas this research has also provided with the method of reading aloud for teachers in Pakistan to focus on vocabulary learning amongst students.

Importance of Vocabulary

Vocabulary learning is a significant element in learning the foreign language because the meaning of difficult and new words is highlighted in either the classrooms or in the books; it is highly important for language teaching as well as for a language learner (Alqahtani, 2015). It is considered as a dominant predictor of reading comprehension and also a correlate for academic success; however, schools have been doing little for emphasising on vocabulary building at primary level (Biemiller, 2004). The dire amount of complexity in the acquisition of vocabulary can be determined by the wide range of vocabulary that is comprised of critical components such as receptive and productive vocabulary, print and oral vocabulary and breadth and depth vocabulary (Butler et al., 2010). Moreover, vocabulary is highly essential for doing other academic tasks such as reading, writing and speaking; without sound knowledge of words and their meanings, the primary level student will be unable to perform these learning tasks efficiently. Min & Na (2016) have opined that teaching vocabulary is an essential part of teaching English, especially in primary schools because it is regarded as a mainstay and basic element of any language. However, teachers are often concerned about how vocabulary can be taught without making the process boring or monotonous. Butler et al. (2010) also suggested that vocabulary can be learned by incidental learning where reading volume is significant in long term development of the vocabulary. Therefore, this research has focused on identifying how read-aloud strategy can help Pakistani students in improving their vocabulary at the primary level.

Methodology

The research methodology is regarded as a way of solving the research problem systematically (Kothari, 2004). Non-equivalent group pre-test –post-test quasi experimental design was used to analyse the impact of read aloud on vocabulary development. Data was collected quantitatively where pre-test and post- test of experimental and control group were compared (Thyer, 2012).

Quasi-experimental design was considered suitable for this study which focused on the effectiveness of read aloud strategy on the vocabulary of primary level students because the students could not be randomly assigned to control and experimental group and the groups which were already formed had to be considered within the school (Ary, Jacobs, Razavieh, & Sorenson, 2006). Two intact groups of primary level of a private school in Lahore were allocated into two main groups namely experimental and control group respectively. The evaluation of post-test is carried out after the intervention (Schalich, 2015). The evaluation of pre-test was undertaken in order to assess the skills of students before intervention and after pre-test assessment; the intervention was encompassed for the experimental group only. Then, the results of both pre and post-tests were analysed and contrasted as per the scoring associated with the experimental group and then further compared with that of the control group's results of pre and post-test. It has helped in achieving the main purpose of assessing the influence of reading aloud on the experimental group's skills. The students selected for this study belonged to Private School in Lahore.

Research Question

The main research question that this study was intended to answer is given below:

What the impact is of read aloud strategy using picture books on vocabulary building at primary level in Pakistan?

Sample

As per the requirement of the study in which two groups of classes in the form of intact groups were required (Ary, Jacobs, Razavieh, & Sorenson, 2006). Sampling technique incorporated in this research has been the convenience sampling because it has been the most applied

technique in the educational setting for non-equivalent control group design with pre-test and post-test in quasi experiments (p.283,Cohen,Manion,&Morrison,2007).The advantage of this technique is that it saves time and effort. Two groups of primary level were selected and later assigned as experimental and control group.

Research Instrument

Pre-Test

The objective behind pre-test was to evaluate the ability of core reading of students and their capability of employing lessons and knowledge during sessions of storytelling and lectures.

Post-Test

The objective behind post-test was to determine the significant associations amongst the read-aloud programs for vocabulary development as well as the effectiveness of such programs for vocabulary development throughout the experiment. It was also ensured the post-test has been undertaken for the relative grouping founded upon the results of pre-testing. The overall duration was one academic year for this experiment: beginning from August to the end of the academic year in the month of May. In addition, the experiment was followed by an intervention where vocabulary tests and different picture story books were used during the experiment.

Data Collection

The task of collecting data starts after the definition of research problem as well as after chalking out the research design (Kothari, 2004). Primary data has been incorporated in this research where data from subjects have been collected on the basis of pre and post-test. For the purpose of delivering the intervention, the investigator had requested the administration of the school to provide extra time for the research process in the course of the academic year. The students were encouraged for getting involved in the sessions of reading aloud and take part in the sessions of group discussions. The main objective was to eventually improve the involvement and role of the teacher because it has been identified that in Pakistan there is a lack of appropriate teaching methods for improving the vocabulary of students whereas primary schools are lagging behind in terms of English language competencies;

hence, teachers are also required to improve their competencies in English reading and speaking to facilitate learning. It was prerequisite for the teachers to analyses review strategies incorporated by students and to offer translations and meanings for the words that were difficult for them to understand. The main words that were selected for providing translations were taken from the books like Jack and the beanstalk and Hansel and Gretel. From these books words such as Beanstalk, Magic, Aunt, Witch, Cage etc. were taken and students were asked to match them with their respective meanings; for instance, word Aunt should be matched with the meaning 'sister of one's father or mother'. Each method would have simultaneous formative testing which has been implemented for informally evaluating the relative benefit of the applied method. The objective was to make sure that the descriptive association amongst the environmental factors are evident which could lead towards the cross-examination of the interplay and impact amongst distinct sources for the subjects in both groups. In the post-test, data was collected for the purpose of finding the correlative impact as well as the progress in vocabulary development. The statistical data was collected which was generated in the tool for conducting pre-test as well as post-test.

Analysis Technique

The gathered data was being analyzed by using scientific and statistical techniques. For this purpose, quantitative analysis was incorporated for measuring fundamental tendency in the data and it was followed by the implementation of other inferential statistics. For the purpose of comparing the performance of the students prior to and after the said intervention, the pre and post tests and its outcomes were assessed and analyzed by incorporating comparative analysis of mean. Hence, data was generated on Excel sheet where mean and average was calculated for further analysis.

Results

The understanding and precision regarding diverse vocabulary have been identified as the main problem pertaining to students at primary level. It is because vocabulary is an important fragment of any conversation (Alqahtani, 2015). Henceforth, it cannot be denied that vocabulary is very crucial in the real world for enhancing one understands regarding the message. Nevertheless, it must be noted that

the understanding of vocabulary is not complete without having an ability of careful listening. It is due to the fact that if the primary level student is unable to listen, he/she might get the meaning of the word or the message wrong. Hence, the results have been analyzed both listening and reading the vocabulary by scoring the primary level students according to the rubric. The observations of the class have been undertaken by the researcher for expanding the horizon of the analyses to a greater degree.

According to the test forms of vocabulary, experimental and control groups were analyzed and evaluated. The influence was being assessed by considering the scores of both before and after the experiment. Prior to the test, the outcomes of experimental and control groups were somewhat same to one another and there have been no or a little dissimilarity amongst the groups' score. The outcomes accompanied after the test have identified to be significantly dissimilar. The outcomes of the controlled group were the same prior and after the conducted test. Besides, the outcomes of experimental groups have shown a noteworthy increase in the outcomes accompanied after the test.

Table 1

Outcomes of Vocabulary Assessment Pre-Test (Average)

| Vocabulary Assessment Results Pre-Test | | | | | | | | | | | | | | |
|--|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|
| Student ID | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Total | |
| | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group |
| 1 | 3 | 4 | 3 | 3 | 1 | 0 | 2 | 3 | 5 | 0 | 0 | 5 | 14 | 15 |
| 2 | 5 | 5 | 2 | 5 | 3 | 4 | 2 | 1 | 1 | 2 | 4 | 5 | 17 | 22 |
| 3 | 0 | 0 | 1 | 3 | 1 | 4 | 4 | 2 | 2 | 2 | 3 | 3 | 11 | 14 |
| 4 | 2 | 4 | 5 | 2 | 1 | 0 | 3 | 2 | 1 | 5 | 1 | 2 | 13 | 15 |
| 5 | 0 | 1 | 1 | 4 | 2 | 0 | 4 | 2 | 3 | 0 | 4 | 3 | 14 | 10 |
| 6 | 1 | 5 | 1 | 1 | 5 | 5 | 4 | 0 | 1 | 0 | 4 | 3 | 16 | 14 |
| 7 | 1 | 2 | 2 | 1 | 3 | 1 | 2 | 1 | 4 | 2 | 5 | 5 | 17 | 12 |
| 8 | 2 | 5 | 4 | 3 | 1 | 1 | 5 | 2 | 3 | 5 | 0 | 0 | 15 | 16 |
| 9 | 5 | 4 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 5 | 4 | 5 | 14 | 19 |
| 10 | 4 | 5 | 4 | 1 | 5 | 2 | 0 | 1 | 1 | 1 | 5 | 1 | 19 | 11 |
| 11 | 2 | 0 | 3 | 5 | 2 | 0 | 3 | 1 | 5 | 1 | 0 | 0 | 15 | 7 |
| 12 | 0 | 1 | 2 | 1 | 4 | 1 | 1 | 2 | 0 | 3 | 1 | 0 | 8 | 8 |
| 13 | 3 | 4 | 3 | 1 | 4 | 0 | 2 | 5 | 5 | 3 | 4 | 4 | 21 | 17 |
| 14 | 2 | 3 | 5 | 3 | 3 | 5 | 3 | 0 | 0 | 3 | 3 | 3 | 16 | 17 |
| 15 | 3 | 5 | 5 | 5 | 2 | 0 | 5 | 3 | 3 | 0 | 2 | 3 | 20 | 16 |
| <i>Average Score</i> | 2.2 | 3.2 | 2.8 | 2.7 | 2.6 | 1.7 | 2.7 | 1.7 | 2.3 | 2.1 | 2.7 | 2.8 | 15.3 | 14.2 |

Source: Author (2019)

The aforesaid table has articulated the outcomes of average score associated with the test analysis of vocabulary founded upon 9 stories prior to the test. In the first week, the average score linked with the control group was recorded as 2.2 whereas the average score linked with the experimental group was recorded as 3.2. In the second week, the average score linked with the control group was recorded 2.8 whereas the average score linked with the experimental group was recorded as 2.7. In the third week, the average score linked with the control group was recorded 2.6 whereas the average score linked with the experimental group was recorded as 1.7. In the fourth week, the average score linked with the control group was recorded 2.7 whereas the average score linked with the experimental group was recorded as 1.7. In the fifth, the average score linked with the control group was recorded 2.3 whereas the average score linked with the experimental group was recorded as 2.1. In the sixth week, the average score linked with the control group was recorded 2.7 whereas the average score linked with the experimental group was recorded as 2.8. Prior to the test, the total average score associated with the control group was recorded as 15.3 whereas, for the experimental group, it was recorded as 14.2. There has been a minimal difference amongst the average score of both experimental and control group. In terms of average, the test scores for vocabulary were slightly higher in the control group; but, it cannot be regarded as a noteworthy difference. For the purpose of evaluating the significance of the technique of reading aloud, the outcomes of post-test of both experimental and control group are mentioned below:

Table 2
Outcomes of Vocabulary Assessment Post-Test (Average)

| Vocabulary Assessment Results Post-Test (Hansel and Gretel) | | | | | | | | | | | | | | |
|---|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|
| Student ID | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Total | |
| | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group |
| 1 | 1 | 0 | 5 | 5 | 4 | 3 | 1 | 4 | 5 | 6 | 0 | 4 | 16 | 22 |
| 2 | 4 | 1 | 3 | 4 | 4 | 2 | 5 | 3 | 0 | 5 | 0 | 4 | 16 | 19 |
| 3 | 4 | 5 | 1 | 1 | 0 | 4 | 3 | 4 | 0 | 5 | 3 | 1 | 11 | 20 |
| 4 | 3 | 4 | 0 | 3 | 0 | 1 | 4 | 3 | 5 | 2 | 2 | 5 | 14 | 18 |
| 5 | 1 | 2 | 1 | 3 | 0 | 2 | 4 | 1 | 1 | 3 | 2 | 3 | 9 | 14 |
| 6 | 2 | 6 | 4 | 0 | 5 | 6 | 0 | 4 | 0 | 5 | 4 | 2 | 13 | 23 |
| 7 | 2 | 4 | 1 | 3 | 1 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 12 | 20 |
| 8 | 5 | 2 | 3 | 5 | 5 | 2 | 2 | 3 | 1 | 4 | 4 | 5 | 20 | 21 |
| 9 | 0 | 3 | 3 | 0 | 3 | 5 | 0 | 5 | 2 | 5 | 5 | 1 | 13 | 19 |
| 10 | 5 | 4 | 0 | 4 | 1 | 6 | 3 | 6 | 4 | 3 | 5 | 6 | 18 | 29 |
| 11 | 2 | 2 | 0 | 4 | 4 | 4 | 0 | 5 | 5 | 1 | 2 | 3 | 13 | 19 |
| 12 | 1 | 3 | 1 | 1 | 1 | 4 | 2 | 2 | 4 | 0 | 5 | 4 | 14 | 14 |
| 13 | 5 | 3 | 1 | 2 | 4 | 3 | 2 | 5 | 1 | 4 | 1 | 4 | 14 | 21 |
| 14 | 4 | 6 | 4 | 0 | 0 | 0 | 0 | 1 | 4 | 4 | 2 | 5 | 14 | 16 |
| 15 | 5 | 6 | 3 | 2 | 4 | 2 | 3 | 4 | 5 | 1 | 0 | 4 | 20 | 19 |
| Average Score | 2.93 | 3.40 | 2.00 | 2.47 | 2.40 | 3.13 | 2.13 | 3.60 | 2.67 | 3.40 | 2.47 | 3.60 | 14.60 | 19.60 |

Source: Author (2019)

The aforesaid table has articulated the outcomes of the vocabulary test conducted after applying the technique of reading aloud for the purpose of assessing if this technique has significantly benefited students in terms of their vocabulary development. In the first week, the average score linked with the control group was recorded as 2.93 whereas the average score linked with the experimental group was recorded as 3.40. In the second week, the average score linked with the control group was recorded as 2 whereas the average score linked with the experimental group was recorded as 2.47. In the third week, the average score linked with the control group was recorded as 2.40 whereas the average score linked with the experimental group was recorded as 3.13. In the fourth week, the average score linked with the control group was recorded as 2.13 whereas the average score linked with the experimental group was recorded as 3.60. In the fifth week, the average score linked with the control group was recorded as 2.67 whereas the average score linked with the experimental group was recorded as 3.40. In the sixth week, the average score linked with the control group was recorded as 2.47 whereas the average score linked with the experimental group was

recorded as 3.60. Prior to the test, the total average score associated with the control group was recorded as 14.6 whereas, for the experimental group, it was recorded as 19.2. The average score associated with the experimental group has seen a significant rise after the test. Hence, it can be inferred that the technique of reading aloud can significantly impact the primary level students and it can also enhance their vocabulary because the score after the test shows that their vocabulary had improved very significantly.

Discussion

Among the students at the primary level, the understanding and precision regarding the diverse vocabulary have been identified as the major problem. It has been stated in the research study of Powell et al. (2017) that the use of difficult vocabulary results in the difficulties for students to understand. This is for the purpose that vocabulary is the most crucial part of the conversation. Along with the use of difficult vocabulary, the ability of the student in careful listening also plays a major role in the understanding of primary level students. Lack of listening can also result in the wrong understanding of a particular word or its use. Considering the research study of Nixon et al. (2017), listening helps the students in order to have clarity of the message and to assess the right meaning of what has been taught to them. It has been noticed on the basis of the results that there was no or minimal difference between the control group and experiment group before the technique of reading aloud. This is for the purpose that the message that was delivered to the students was not audible enough to understand. In light of the research study conducted by Khan et al. (2017) stated that messages that are delivered to the students must be loud and clear for their better understanding. Considering this fact, it was expected that the average scores of the control group and experimental group are somehow similar to each other or at least have the minimal difference between them.

It has been identified that the use of difficult and diverse vocabulary creates difficulties for the students of primary level in order to understand the message. It has been mentioned in the research study of Bonvillain (2019) that use of difficult language which is not understood by the student results in a misunderstanding of the message. However, the use of difficult vocabulary in the message can be only understood if the message is delivered at a louder voice and is audible and clear. In this regard, it has been mentioned in the study of Rodero (2018) that the reading of message in louder and audible voice helps to understand even

difficult words that are used in the message. In this manner, it can be said that the difference between the control group and the experimental group before the technique of read aloud were not varying that much. On the other hand, it has also been identified that the results between the control group and the experimental group after the technique of read aloud were different. There was a significant increase noticed in the average score of the experimental group as compared to the control group after the technique of read-aloud. Considering the research study of Sohn et al. (2017), read-aloud can help the students in order to better understand what has been intended in order to convey them. This is because reading out loud provided the clarity of the message from which the students can better understand the purpose and meaning of the message.

In regard to the understanding of difficult vocabulary, with the help of reading aloud technique, it has been stated by Adams (2017) that better understanding of difficult words is ensured with the help of reading it in loud voice. However, along with the reading the message in loud voice, the students must also have the ability in order to listen properly. Students at the primary level will not be able to understand difficult vocabulary if they lack the listening ability. Careful listening helps the student in order to recognize what has been said to them. Considering the research study of Hwang et al. (2016), students must have skills to careful listening in order for them to understand better. This is for the purpose that careful listening ensures the clarity of the message which has been delivered to them along with the pronunciation of vocabulary. With better pronunciation, the students can recognize the word correctly and can later understand the meaning of that particular word. In this manner, the learning of students regarding the understanding of difficult vocabulary will be increased. It has been studied by Ahmad (2016) that listening ability must be developed in the primary students which results in the effectiveness of listening to lectures.

Conclusion

From the above discussion, it can be concluded that language is regarded as a significant aspect for understanding the prospects present in the past, present and even future. Language is the one element that ties communities together through different non-verbal and verbal means. On the other hand, learning of vocabulary is a significant element in learning the foreign language due to the meaning of difficult and new words highlighted in either the classrooms or in the books moreover it is highly

important for language teaching and for a language learner. As far as the problems are concerned, the understanding and precision regarding diverse vocabulary have been identified as the major problems which were pertaining amongst students at the primary level. This is because vocabulary is an important fragment of any conversation. It is indicated by the results that there is no or minimal difference between the control and experimental group before the technique of reading aloud.

On the other hand, it was identified that there was a significant difference in the average scores of the control group and experimental group after the technique of read-aloud. This is because the technique of read-aloud provided the opportunity to the students in order to listen carefully and helped them to understand the difficult vocabulary. This shows that the technique of read aloud was effective in terms of a better understanding of primary students of difficult vocabulary words. As a result of this, the vocabulary of students in the experimental group was increased.

Limitations/Suggestions

The research has been limited to Pakistan and hence had the limitation of external validity. The data was collected from only one private school where two intact groups were assigned as control and experimental group whereas the sample size could be increased for greater analysis. Nevertheless, from the findings, the following recommendations have been provided:

- It has been recommended that the practices should be identified which are commonly used by the primary classroom teachers as it can lead towards the development of effective instructional strategies and teacher's training programmes.
- Moreover, it was also recommended that the teachers should focus on the instructional strategies and should give individual attention to the students in order to make sure that each student is performing.
- The read aloud technique has identified to be essential for improving the vocabulary of students; hence, it has been recommended that schools should implement this technique in their own curriculum. In this way, the curriculum should be revised in order to make sure that school is practising this technique largely for the purpose of developing a vocabulary of students.
- For the implementation of reading aloud technique in the school, it is important that teachers are well-trained and know the prospects of

teaching through reading aloud techniques. Hence, it has been suggested that teachers should be trained on the basis of both in-service and pre-service. Pre-service training will allow teachers to understand about read aloud technique and know how to implement it for students' vocabulary development. On the other hand, in-service training should be held during the lessons and when the technique is implemented in the curriculum. In this way, teachers will be able to increase their competencies in implementing read aloud technique and ultimately help students in the development of not only their vocabulary but also with their speaking, writing and reading.

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APPENDIX: VOCABULARY TEST**Pre-Test****Hansel and Gretel**

Match the following words with its given meaning

| | |
|---------|--------------------------------------|
| Cage | sister of one's father or mother |
| Witch | with magical power |
| Aunt | a way or track for walking |
| Oven | a structure of bars or wires to keep |
| animals | |
| Elves | a woman thought to have power |
| magic | |
| Path | used to heat food |

Jack and the beanstalk

Match the following words with its given meaning

| | |
|-----------|------------------------------|
| Beanstalk | very huge |
| Magic | an art of throwing something |
| Harp | to rise from sleep |
| Wake up | musical instrument |
| Throw | supernatural power |
| Giant | stem of bean plant |

Post-Test**Hansel and Gretel**

Match the following words with its given meaning

| | |
|---------|--------------------------------------|
| Cage | sister of one's father or mother |
| Witch | with magical power |
| Aunt | a way or track for walking |
| Oven | a structure of bars or wires to keep |
| animals | |
| Elves | a woman thought to have power |
| magic | |
| Path | used to heat food |

Jack and the Beanstalk

Match the following words with its given meaning

| | |
|-----------|------------------------------|
| Beanstalk | very huge |
| Magic | an art of throwing something |
| Harp | to rise from sleep |
| Wake up | musical instrument |
| Throw | supernatural power |
| Giant | stem of bean plant |