

The Crucial Function of Vocabulary Development for Students Improving Their English Language Skills



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ABSTRACT: Compared to pupils whose sole language is English, ELLs (students whose first language is not English) have a more difficult time reading grade-level information. Because of their poor performance on these tests, students with this profile are at increased risk of being diagnosed with a learning impairment. In order to assist educators create more effective strategies for teaching English language learners (ELLs), this article gives a synopsis of a research that investigated strategies to aid ELLs in word acquisition and presents the results. Several strategies have shown to be quite effective for ESL students, according to the study. Making ensuring that ELLs understand basic terminology, providing them with enough practice and reinforcement, and using cognates from their native language are all tactics that may be used to teach English as a second language. The challenges of creating effective vocabulary courses for ESL students are finally addressed.

The short time that is usually available for direct vocabulary training, the huge vocabulary gaps that ELLs have in their second language, and the decision of which terms to teach are all substantial obstacles.

KEYWORDS: investigated strategies, ELLs, ESL student, learning impairment, second language

I. INTRODUCTION

While the purpose of this article is to highlight the need of providing ELLs with regular vocabulary training, the aim of this study is to review the literature on effective ways for ELLs' vocabulary development. We will present the study's results and emphasize key points to keep in mind while developing initiatives to expand ELLs' vocabulary.

The rationale for this is because having a large vocabulary impacts several advanced language processes, such as processing grammar, building schemas, and text modeling [1]. Previous models of reading believed vocabulary knowledge to be a major source of variation in reading comprehension specifically because of its influence on these processes. Skilled readers are able to endure a small percentage of unfamiliar terms in a book without causing any disturbance to their understanding, and they are even able to deduce the meanings of such words from contexts that are sufficiently rich.

In contrast, understanding is hampered when there is an excessive amount of terms that are unfamiliar to the reader [2]. Research has shown that vocabulary has an influence on earlier reading and reading-related skills such as phonological, orthographic, and morphosyntactic processes ([3][4][5]. As a result, vocabulary has recently established itself as a more central component in models of reading.

According to the statistics collected at the national level, there are significant and ongoing disparities in the reading abilities of children who speak a language other than English and those who speak exclusively English. performance on the National Assessment of Educational Progress (NAEP) Fourth-grade student examination According to the National Center for Education Statistics, children who were raised in households where a language other than English was never used had a 21–27 point advantage on the scale scores compared to children who were up in homes where a language other than English was always spoken. This was contrasted with youngsters who were in households where English was consistently used. Individuals who are acquiring English as a second language (ELLs) and have a sluggish growth in their vocabulary skills have a reduced capacity to understand written material at the same level as their counterparts who are acquiring English as a second language (EO). These people may be susceptible to being labeled with learning difficulties, while in fact, their restriction is from a restricted English vocabulary and inadequate understanding resulting from this constraint. This option is emphasized in a document that Was published not too long ago and was supported by the United States Department of Education [6]. There is a huge city school system that is mentioned in the report, where:

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There is a scarcity of credentialed professionals, which is a problem for LEP pupils. Specifically, there is a shortage of special educators who are proficient in many languages and school psychologists who are bilingual, both of whom can contribute to the assessment process. Identifying children at an early stage is especially challenging in the district due to instructors often lacking the expertise to distinguish between a learning disability and a delay in the acquisition of English language skills. This poses a substantial difficulty in identifying students.

Additionally, the survey reveals that in the primary sources of information used for allocating assistance to students who are learning English as a second language (LEP) and enrolled in special education were achievement and subject area tests (85.2% of sampled school districts) or oral proficiency tests in English (79% of districts).

Within the eleven sources of information that were used in the process of making judgments about instructional services, six of those sources directly evaluated English.

One indirectly evaluated English reading ability, and one or more English language competence assessments (including but not limited to: achievement/content exams, oral proficiency exams, writing samples, instructor judgments of proficiency, and literacy tests).

II. RESTRICTED LEXICON OF ENGLISH LANGUAGE LEARNERS (ELLS)

There has been a substantial rise in the population of English Language Learners (ELLS) in schools throughout the United States. Since the 1990–1991 academic year, the population of English Language Learners (ELL) has grown by around 105 percent, whereas the total student population has only risen by 13 percent. In the academic year 2000–2001, there were about 4,584,946 students who are enrolled in public schools and are studying English as a second language (ELLS). About 9 % of all students in grades pre-K through 11 fell into this category.

Prior to receiving formal reading instruction in schools, students who read in their native language have typically acquired a vocabulary of around 4,000–6,000 words [7]. However, this is not often the situation for those learning a second language when evaluated in that language.

For instance, [8] conducted a study to assess the receptive vocabulary of Hispanic children in Miami in both Spanish and English. The group of first-graders consisted of 109 students who were fluent in two languages. These students were from families with a moderate to high socioeconomic position compared to the national average. They were separated into two groups based regarding the language spoken in their households, it might be either Spanish and English or exclusively Spanish. Both groups attained scores that were in close proximity to the mean of 89 in Spanish. Although the group composed of people from bilingual families obtained an English score that was more than one standard deviation higher than the group that only spoke Spanish, both groups fared considerably below the average of the reference sample in English. This remained true even when the socioeconomic level of the English learners surpassed that of the reference group.

Understanding a word involves having knowledge about multiple aspects of the word, including its literal definition, its different implied meanings, the different ways it can be used in sentences, the different forms it can take, and a wide range of related words such as synonyms and antonyms [9]. These different components are interconnected with the level of lexical proficiency, which is equally significant to acquiring a large vocabulary (lexical breadth). Research has shown that individuals who are learning a second language have a reduced ability to fully understand and comprehend the meaning of words, especially for phrases that are often used [10].

Evidence from four schools in Virginia, Massachusetts, and California showing fourth graders who spoke Spanish and those who spoke English only (EO) shows that ELLs have a limited vocabulary and lack depth in their vocabulary knowledge [11]. Students' vocabulary breadth was evaluated using the Peabody Picture Vocabulary Test Revised (PPVT-R) in two forms: the L form (pretest) and the M form (posttest). The results supported the information given by [12], showing that ELLs and EO speakers had significantly different vocabulary levels. Moreover, the research showed that this disparity is constant all year round. Also examined in this study was the gap between native English speakers' and English Language Learners' (ELLs') extensive vocabulary. The breadth and depth of the child's vocabulary were gauged by two exercises that tested their understanding of word meanings.

. The first challenge included comprehending polysemy. A sentence judgment task was used, whereby students were required to determine the coherence of sentences such as the ones provided:

“We were growing goatee last week” “Their hate to each other grew” “The inches grew two cm”

The phrases included many polysemous words, such as "grow," which have various meanings. The student's objective was to determine whether the use of these terms made sense in English. Table 1 once again showed a discrepancy in the ratings between EOs and ELLs. The discrepancy may perhaps be wider due to the fact that the EO youngsters were near the maximum level (15) in the spring.

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The second assignment was a production exercise where students were instructed to provide several interpretations for the phrases "light," "hand," "bug," and "ring". Their replies were encoded with more emphasis placed on meanings that were farther afield from the central meaning. For instance, the term "bug" is primarily used to refer to an insect, but its use to describe a flaw in a computer program is less common.

Regrettably, this examination was not conducted during the spring season. During the autumn, English Language Learners (ELLs) achieved scores that were almost half as high as their English Only (EO) counterparts. The average score for 33 ELLs was 3.04, while the average score for 133 EO students was 10.03.

To summarize, prior studies suggest that English Language Learners (ELLs) possess a smaller repertoire of English vocabulary compared to monolingual English speakers. Furthermore, they also have a worse understanding of the meanings of these terms.

Table 1: The study examines the accuracy of English Language Learners (ELLs) and native speakers in understanding the many meanings of words, as assessed by the Polysemy Comprehension Task.

Group	Fall		Spring	
	Mean	N	Mean	N
English language learners	13.10	109	12.94	32
English only	14.69	203	15.05	43

III. COGNATE KNOWLEDGE TRANSFER

Researchers who study how people learn a second language have found that transfer is an important part of the process. Transfer is "the effect that comes based on the parallels and dissimilarities between the target language and everything previously learned before (and maybe not perfectly)" [13]. One very noticeable thing that Spanish and English have in common is that they both have a lot of related pairs. These give the chance for transfer to happen for a relevant number of words. [14] Says that this busy language has between 11,000 and 14,000 words.

It has been looked into that cognate transfer affects how well people understand English reading and draw conclusions from words. [15] The study focused on examining the level of cognate awareness among a sample of fifth-grade English Language Learners (ELLs) who were instructed to actively seek for and use cognate connections as a strategy for acquiring English language skills. The pupils who received instruction in the approach were better than a control group at inferring meaning for cognates that they had not been taught. However, there was variation in how this knowledge source was used across cognates. The level of phonological transparency between cognates was a major factor in the fifth-grade English Language Learners' proficiency in identifying cognate relationships. Identifying connections between pairs of sounds that are phonologically distinct (such as *amorous–amoroso*) was simpler than identifying connections between pairs of sounds that are less distinct (such as *obscure–oscuro*). Furthermore, considering the significant variation in reading proficiency among upper-grade English Language Learners (ELLs), it is crucial to contemplate the linguistic knowledge that is common to all Spanish speakers.

Speakers, no matter how well they know their native or home language, can use to find cognate pairs, or the spoken forms of the words in question.

In a different study with elementary school students, [16] It was shown that fifth and sixth grade English Language Learners (ELLs) who spoke Spanish were unable to comprehend the meanings of English terms that were similar to known Spanish vocabulary. Additionally, they failed to recognize the correlations between cognate pairings that had significant similarities in terms of spelling and meaning.

On the other hand, [17] discovered that Latino sixth- and seventh-graders who were fluent in reading English often and effectively used their knowledge of Spanish to figure out what English words meant. [18] also looked into how cognate awareness affected the English reading ability of ELLs. They found that even though students didn't know much about cognate links, what little knowledge they did have was useful for learning how to read in a second language. Additionally, [19] looked into whether or not cognate recognition skills changed over time. From grade 4 to grade 8, they found that kids got much better at recognizing cognates very quickly.

Another type of information that might be easier to transfer comes from the regular correspondences between Spanish and English endings. For example, the English words {ity}, {ing}, and {ly} are all the same as their Spanish counterparts {idad}, {a/endo}, and {mente}.

[20] Looked into how Spanish–English bilinguals use grammatical information to recognize cognates in both their first and second languages. In particular, they looked at how well students in grades 4–8 could spot how English and Spanish endings are related in a structured way. It was easier for students to identify Cognate stems in suffixed words, such as "amicably," have a

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higher frequency compared to noncognate stems in suffixed words, such as "shortly." These findings indicate that the transfer of knowledge across different languages may assist students in acquiring English derivational morphological principles. An examination of the findings indicates that understanding the cognate connections between Spanish and English is a compelling illustration of beneficial transfer due to

It helps people understand what they read in English; (2) how much cognate relationships are perceived depends on how much their semantic.

IV. EFFECTIVE TEACHING OF VOCABULARY

Knowing words is important for understanding spoken and written language [21]. It's surprising that in the last 30 years there haven't been many quasi-experimental or experimental studies on teaching English vocabulary to children from language minority families in elementary school. This is different from the large body of studies on vocabulary learning among English-only learners, which is why the National Reading Panel report made vocabulary a key part of reading teaching. The National Reading Panel looked at more than 45 experimental intervention studies that were all about language.

In [22] wrote about a study that looked at how 76 language-minority Mexican American third-graders learned new words. The kids learned about word meanings out loud every day for 20 minutes for about three months, with a focus on complex words, synonyms, antonyms, and words with more than one meaning. One group was shown how to say the words and was told to remember what they meant. The second group used the same list of words but focused on making semantic maps and guessing what the words meant. A third group made a grid that showed how the words related to each other and what they were thought to mean. The fourth group did the same chart as the third group and also did cloze lines. On the second and third days of learning and again 4 weeks later, kids in all groups were asked to write down things they remembered about the social studies chapter. They also took language tests with multiple choice answers. The group that worked on speech and remembering meanings did worse than the group that made relationship maps and finished cloze sentences. The first group also did better on recalling the text than the speech and memory group. This study shows that actively thinking word meanings helps people remember and understand them better. However, it was only a short learning experiment with one list of words, so we can't say what it means in the long run.

Another study on vocabulary with ELLs looked at how well different ways of teaching words to first-grade Spanish-speaking children worked. Children were randomly put into two groups for this doctoral research. During a daily 35-minute English as a Second Language class, both groups learned new words.

In one group, people worked on learning words that were used in single sentences. The other group worked on words that were used in important stories, wrote their own lines using the target words, and looked at picture cards that showed what the words meant. Each group learned 31 words over the course of three weeks of lessons. By the end of the training, the second group (which got more detailed instructions than the first) knew more English words than the control group (9 words learned vs. 21 words learned).

Planned, carried out, and analyzed an intervention for 254 bilingual and monolingual fifth-graders from nine classes in four schools in Massachusetts Virginia and California. The goal was to improve their reading comprehension and word understanding. The 15-week intervention was based on the topic of immigration and used a range of text types, such as fiction, diaries, newspaper stories, and first-person tales of the immigrant experience. Four days a week, lessons lasted 34 to 47 minutes. Every fifth week, the goal words from the previous four weeks were gone over again.

The researchers taught the teachers of the students how to give the lessons. According to research that shows words are best learned in situations with a lot of meaning, the words chosen for the vocabulary list came from short, interesting readings. A small group of vocabulary words were taught every week (12). These were words that students at this level would likely see again and again in different types of books. Even though only a few each week, the children were instructed in a set of terms. The exercises facilitated the children in establishing associations between words and concepts, so enhancing their comprehension of a word's definition and enabling them to acquire knowledge of other words and concepts that are related to the target word. According to the study's recommendation, the classes also instructed students on using roots, affixes, cognates, grammatical linkages, and comprehension tracking to deduce the meaning of words depending on their context.

The English Language Learners (ELLs) did not demonstrate improved performance on the Peabody Picture Vocabulary Test (PPVT) after the intervention. However, they exhibited enhanced performance on several language and comprehension assessments. Students demonstrated higher performance on cloze readings, assessments of word meaning proficiency, and evaluations of word association and grammatical aptitude. Additionally, their performance improved when they included terms with several interpretations into their sentences. Students performed. Much better on a cloze test that was used to measure comprehension,

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but the effect on comprehension was not as strong as the effect on word learning. These results make it clear that the different types of training helped people learn the words better.

A recent study in El Paso, Texas, looked at how to help limited English fluent third-graders who spoke Spanish learn a wider range of words. The students were from eight elementary schools in two school districts. Since kindergarten, both the experimental group and the control group had been taught reading, language arts, and other subjects in Spanish. Their teachers had told them they were "ready to begin their transition into English." The material was taught as part of a 90-minute reading block over the course of about 23 weeks. It was taught in two ways: through books that could be decoded and through books for kids. DVDs were used to show the words so that people could learn them through decodable writings. There were skits on the DVDs that used key words from the decodable books to show what they meant.

Also, grade-level children's reading was the focus of 30 minutes of speaking language tasks every day.

This second location was the main way that kids learned new words. Teachers taught words before reading them, helped students learn them by reading and talking about each book, and made sure they remembered them by having speaking language tasks after the story was read. Reader's and Writer's Workshops were held for the kids in the control group. The Reader's Workshop was a place where people could focus on reading every day. Students worked with their teacher and other students to improve their understanding skills, read more quickly, and make sure they understood what they were reading during assisted reading, group reading, and solo reading. Through book discussions and tasks that helped them learn new words and better understand what they were reading, students got a better grasp of what they were reading, learned how to draw conclusions and make connections between what they were reading, and became better, more confident readers. The Writer's Workshop made it possible to teach and learn how to write. The class structure set aside time every day to focus on writing. The focus was on the writing process, which mirrored the steps that professional writers take: from coming up with ideas to putting them on paper or the computer, from drafting to getting feedback and using it, and from rewriting to finishing to make sure everything is clear and correct. When students released their work and showed it to their peers, it was the end of the writing process.

V. WHAT WE LEARNED FROM THE STUDY

This part talks about what the study taught us that could help us come up with better ways to help ELLs build their language in the future. It is important to remember that the interventions we talked about earlier were made up of different tactics. Because of this, it is hard to say if some methods used in a solution worked better than others. That being said, it is possible to draw some conclusions from this study. First, it's clear that the approaches used in the studies build on a number of approaches that have been shown to work with English as a Second Language (EO) students. Some of these strategies are giving students definitions and background information about each word; getting them to actively learn words by discussing, comparing, analyzing, and using them; giving them multiple chances to see useful information about each word; and teaching word analysis. Second, it looks like there are a few techniques that may be especially helpful for ELLs. They are talked about in the next part.

Use the students' first language to your advantage.

Students' first language skills if that language has words that sound like English words. For instance, the Vocabulary Improvement Project (VIP) taught students how to use what they already knew about cognates to figure out what new English words mean. Did a study to see how much VIP students used their knowledge of cognates to figure out what words meant. They found that cognate performance was somewhat affected by the features of cognate pairs. Among these factors were (1) the amount of phonetic openness between the cognates and (2) the amount of orthographic overlap that the cognate pair shared. The study's results suggest that students who can read and write Spanish would have access to both orthographic and phonological sources of information about cognate relationships. However, students can also make connections between cognate pairs based on sound alone. This means that students who can speak Spanish well but can't read or write will likely benefit from learning cognate awareness just as much as students who can read and write.

It is very helpful to teach children who can read and write in Spanish how to use their cognate knowledge. This is because many English words that are cognates with Spanish are high-frequency in Spanish but low-frequency in English. This means that students probably know the Spanish words (idea and label) but not the English name. A lot of these words are also what Beck, call "Tier 2 words." Tier 2 words are important and useful. They are used a lot in a wide range of situations and are typical of adults who speak a language. They can be used to teach (words that can be used in different ways so that students can build rich images of them and how they relate to other words and ideas, and words that students already have a good understanding of). Students understand the general idea behind these words, but they need to be precise and specific when explaining it. Some examples are chance (coincidencia), hardworking (industrioso), and lucky (afortunado). The study being done by August, Carlo, and Calderon is looking into whether students need to be at a certain stage of growth in their first language in order to benefit from related knowledge. The experimental study adds to what we already know about

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transfer and how to teach words well. 160 ELL third graders from two Miami-Dade County Public School District schools have been chosen to take part. Even though they are not new to the United States, the district still helps them by giving them English lessons. The kids can also read and write in Spanish because they get consistent and organized Spanish language arts training for about three hours a week while they are in elementary school. The same number of fifth-graders from the same schools will be asked to join again next year.

Each year, 16 teachers—eight from each school—take part in the study. Half are put in the treatment group and the other half are put in the control group. In both situations (third and fifth grade), the lessons are given four times a week for an hour after school for six weeks. Students in the control situation get lessons that help them learn how to recognize cognates and analyze structural patterns. These lessons are broken up into three theme units, each with nine lessons. The units are about exploring Antarctica, exploring space, and exploring coral reefs. In the control condition, students are shown a modified version of a publicly available program. It has five units that are grouped by theme and are meant to help students improve their language and reading skills.

There will be tests for English vocabulary mastery, Spanish derivational morphology, and English derivational morphology, as well as tests for general vocabulary (English and Spanish WLPB Picture-Word and Listening Comprehension) and reading (Spanish and English WLPB Letter-word and Passage subtests and a Sentence Verification Technique measured at the end of the year). The effects of the interventions will be looked at.

The main studies will look at how success on each result changes depending on the situation and how individual differences before training are taken into account.

VI. MAKE SURE THAT ELLS KNOW WHAT SIMPLE WORDS MEAN.

A second important teaching strategy for ELLs is to learn the names of many things that EO students already know. Beck and his colleagues call many of these words "Tier 1 words." "Mostly basic words—clock, baby, happy—rarely requiring instruction in school" (p. 16) is what they call Tier 1. But English Language Learners (ELLs) do need help with these words, and it's not always easy to teach them. A plan was made to help teach these words (Calderon et al., in press) and it was based on four factors: concreteness (the ability to be shown or proven), related status, word meaning depth, and usefulness. Tier 1 words, also called basic words, are not one-dimensional, as you will see from the cases that follow.

Like, butterfly could be a Tier 1 word. ELLs might not know this word, but it's easy to teach by showing a butterfly picture while talking about a text. Bug could be another Tier 1 word. You can easily teach words like "March" (move like a soldier) or "bug" (insect) during a text discussion by showing a picture of a bug or moving in place. However, because these words have more than one meaning, they should be taught more to help students understand them better.

Certain Tier 1 words, such as "uncle," are both unrepresentable and lack multiple meanings, but it is nonetheless essential for pupils to acquire knowledge about them. During the process of storytelling, a concise explanation of the word's significance suffices, or a translation suffices if the instructor and pupils share a common language. Idioms and everyday phrases such as "make up your mind," "let's hit the books," and "once upon a time" are also classified as Tier 1. Teachers must educate pupils on the definitions of these terms.

Examples of Tier 1 terms that are cognates are "family" (familia) and "preparation" (preparación). These terms are often used in both Spanish and English, therefore pupils do not need much assistance in learning them since they already understand their meanings in Spanish. The instructor engages in a language exercise where they either provide the English word and the students respond with the corresponding Spanish word, or the teacher provides the English word and the students respond with both the English and Spanish words. (Word that goes with it.) The teacher should also point out words that sound alike but are not, and give the right translation. Some examples of words that sound alike but are not are rope (ropa) and embarrassed (embarazada). Lastly, high utility words are those that show up a lot in different types of text or are important for understanding what is being said. Teachers need to make sure that students know these words because not knowing them makes it hard to understand what they are reading.

VII. REINFORCEMENT AND REVIEW

A third way to teach that works especially well for ELLs is to repeat and practice. Reading aloud is one way to repeat words and make them stronger [23] say that read-alouds help younger people learning Dutch as a second language pick up new words faster. English-language learners from language-minority groups in the US have also found this method useful. As with teaching basic words, the read-aloud should use different methods based on the four characteristics of the word we talked about earlier: how real it is, how closely related it is to other words, how deeply it means something, and how useful it is. Teachers can show students real words while they read, and for cognates, they can either say the cognate in Spanish or ask the students to find it.

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Questions that make students use and understand key words that have already been taught can help them remember them. [24] Said that Tier 3 words are ones that students probably don't know and that aren't used very often in many different areas of life. If a teacher can't show or give an easy description in English for a Tier 3 word, they can give a meaning in Spanish. Some Tier 3 words, like element and region, might need to be taught ahead of time to help students understand the ideas behind them, and then they can be reinforced through conversation while reading the book.

[25] Found that after read-alouds, teacher-directed language development exercises helped students improve their spoken language skills and review and reinforce the meaning of the words taught in the exercise. The exercises were designed to fit the specific words given by the narrative, since various stories called for different types of activities. They learned the use of locative prepositions, for instance, from reading a narrative that included several of them. Students were then asked to utilize the vocabulary they had learned in the read-aloud in other activities, such as tale retells, story mapping, or dramatization, which helped review and reinforce what they had learned. Literary journals were useful tools for reiterating definitions with older students.

[26] The study discovered that including student-directed reinforcement activities was crucial to the intervention program. This was because there was a significant disparity in vocabulary growth between English language learners (ELLs) and English language learners (EOs), and the time available for teacher-directed activities was restricted. Teaching. For instance, we have used Spanish-language audiobooks to help students better understand English words and stories, devised activities to improve their listening and word-using skills outside of class (such as Word Wizard, where students practice what they've learned in class by finding and sharing examples of the target words), and invited parents to help their children's word knowledge grow (in their native language) by sending home word lists and interview questions.

VIII. DIFFICULTIES IN CREATING ENGAGING VOCABULARY LESSONS

Choosing which words to focus on while developing vocabulary treatments for ELLs is a common obstacle. No credible estimates of the vocabulary size of Spanish-speaking ELLs at the beginning of the school year or of their vocabulary development throughout the course of a school year exist in the US. The latest findings from the study by Micco, Tabors, [25] indicate that Spanish-speaking students in Head Start and kindergarten only gain 2.8 points in vocabulary each year on the Woodcock Picture Vocabulary Test. This is significantly lower than the rate of growth that would be required for them to catch up to their English language learner (EO) peers.

Yet, we can't tell what kinds of words kids are learning from these growth rates. Some words, like physical nouns, may be easier to learn, while others, such verbs with complicated argument structures, less imageable terms, and words representing connections, may be much more challenging. The only data available for making educated guesses about the kinds of words that these kids will know, require, and be able to pick up comes from studies of monolingual English speakers.

A lot of Spanish terms that are high-frequency in Spanish are low-frequency in English, thus certain words that are hard for EO pupils may not be so bad for literate ELLs whose first language has cognates with English.

Word choice for education is serious business. Due to time constraints, it is crucial to teach students phrases that they will encounter in real life and that they are not likely to pick up from their peers' English oral speech.

Most of the time in written and spoken forms. An encouraging starting point for word selection may be found in assessments of the vocabulary knowledge of monolingual English speakers in elementary school. [25] Suggests that EO students follow a typical pattern while learning new words. An affluent sample and an English-speaking sample were used as normative samples for the study of root word vocabulary. According to their calculations, the average normative vocabulary increased from 6,200 root words in second grade to almost 8,200 in fifth grade. The lowest 25% of pupils in grades 3-5 gained around three root words daily, whereas the top 25% added approximately 2.3 words daily. Children in the lowest quartile had a very tiny vocabulary in second grade, thus by fifth grade they had only achieved an average fourth grade level.

Another difficulty is that there isn't enough time to directly teach ELLs, and their second language vocabulary is severely lacking. The development and reinforcement of ELLs' word meaning in both school-related and non-school-related contexts necessitates innovative approaches to word exposure. supplementary scripted books aimed at reinforcing word meanings, educational games utilizing picture cards for student practice, incentives to encourage students to actively listen for new or previously taught words beyond the vocabulary lesson, and visually appealing wall displays of the most tangible or highly visualizable words are all illustrative of techniques that expose children to a greater number of words and strengthen their existing knowledge.

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IX. CONCLUSIONS

To summarize, while vocabulary is crucial for understanding, English language learners (ELLs) have less extensive and comprehensive vocabulary knowledge compared to their English-speaking peers. Surprisingly, there has been a scarcity of experimental research in the last 25 years that examines the progression of vocabulary in language-minority students who are learning English as a societal language.

Further investigation is required to ascertain if there exists a specific collection of vocabulary that should be instructed to English Language Learners (ELLs), how this list may vary based on their native language, and the optimal sequence for teaching these terms. Furthermore, it is necessary to evaluate the efficacy of certain techniques for teaching vocabulary to this group. This article aims to encourage and inspire more research on vocabulary acquisition and other linguistically focused treatments that might enhance the reading and educational progress of English Language Learner (ELL) students. In addition, we anticipate that by using effective strategies to enhance vocabulary and comprehension skills in English Language Learners (ELLs), there will be a decrease in the number of children who are identified as having learning disabilities due to poor performance in these areas.

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