

DIRECT VOCABULARY INSTRUCTION IS THE KEY TO IMPROVE ENGLISH VOCABULARY

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ABSTRACT

Due to the importance of vocabulary acquisition for ELL students, educators need more formal training on effective instructional strategies to use in their classroom. The article is for a professional development project. The aim of the article is to provide professional progress to teachers in vocabulary instructional strategies and to examine vocabulary acquisition of English language learners.

Key words: English Language Learners (ELL), Vocabulary Acquisition, Direct Vocabulary Instruction, Read Aloud.

ANNOTATSIYA

Ingliz tili o‘rganuvchilari uchun mustahkam so‘z boyligiga ega bo‘lish albatta juda ham muhim va bu borada ular turli xil mashg‘ulotlar bilan shug‘ullanishi maqsadga muvofiq. Ushbu maqola ayni maqsadda yozilgan bo‘lib asosan ingliz tili o‘quvchilariga ingliz tili leksikasini o‘qitishdagi tavsiyalardan iborat.

Kalit so‘zlar: Ingliz tilini o‘rganuvchilar, so‘z boyligini oshirish, Direct metod, Ovoz chiqarib o‘qish.

АННОТАЦИЯ

Из-за важности приобретения словарного запаса для учащихся ELL преподавателям необходимо более формальное обучение эффективным стратегиям обучения для использования в классе. Статья предназначена для проекта повышения квалификации. Цель статьи - обеспечить профессиональный прогресс учителей в стратегиях обучения словарному запасу и изучить приобретение словарного запаса изучающими английский язык.

Ключевые слова: изучающие английский язык (ELL), приобретение словарного запаса, прямое Обучение словарному запасу, чтение вслух.

When it comes to accessing information from classroom textbooks, English Language Learners (ELL) frequently believe that vocabulary is the most significant barrier. Knowing how important vocabulary development is in academic language, this

can be an issue (Ajayi, 2005). As a result, ELL students must acquire both the English language and the academic language simultaneously. Although many students can learn new vocabulary by accident while listening to a read aloud, ELL students have a much harder time doing so because they are unfamiliar with so many words. As a result, ELL children require explicit education in vocabulary terms.

When people think about vocabulary, they usually think of the word's definition. Word knowledge, on the other hand, includes spelling, pronunciation, morphology, grammar, and meaning depth (Carlo, et al., 2008). The depth and breadth of vocabulary knowledge are equally important. The quantity of terms a student knows is referred to as vocabulary breadth. The learner's vocabulary depth refers to how well he or she understands the words. As a result, it is possible to have a wide vocabulary yet lack depth, and vice versa.

When ELLs need to access material from instructional readings, the most common barrier they face is a lack of vocabulary. In a classroom where students are learning both the English language and grade level curriculum at the same time, this can be difficult.

Vocabulary instruction that is effective for non-ELLs is also effective for ELLs. Carlo discovered that curriculum focusing on teaching academic vocabulary, techniques for inferring word meaning from context, and tools for assessing word meaning enhanced both ELL and EO students' performance to the same extent. In an ideal world, ELL vocabulary training would mix direct word teaching with incidental learning and several opportunities to hear terms in various situations. Because ELLs encounter more new terms and are less able to exploit contextual clues, both incidental and direct vocabulary acquisition may be more beneficial for them.

According to Wessels (2011), students' vocabulary acquisition requires five characteristics: evaluating to known information, giving chances for meaningful vocabulary usage, offering numerous exposures, and concentrating on higher level knowledge. To assure direct vocabulary education, she devised the concept of making a Vocabulary Quilt. Students activate their past knowledge of key vocabulary words before reading a book. The students then explore new terminology in a realistic context during the reading phase. Students increase their vocabulary understanding in the after-reading phase by concentrating on higher-level information (Wessels, 2011). It is important to explicitly teach vocabulary using effective strategies that will engage the students. Sibold (2011) believes that repetition is key. The more interaction students have with the vocabulary words, the more likely they will learn and remember them.

Silverman & Hines (2009) had a different approach to vocabulary instruction through multimedia. Students were shown different video clips to reinforce the

vocabulary learned through the unit. For children who experienced the multi-media enhanced vocabulary intervention, the gap between non-ELL and ELL children in knowledge of words targeted during the intervention was closed (Silverman & Hines, 2009).

To conclude, through direct vocabulary instruction, students need to experience the word in many contexts and multiple times. When direct vocabulary instruction is implemented, ELL students are not only able to improve their vocabulary, but it has been found to improve their reading comprehension as well.

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