

Spring 5-15-2017

# The Impact of Instructional Methods and Resources on Vocabulary Development of ENL Students

Carolyn Kovac  
ckova2@u.brockport.edu

Follow this and additional works at: [http://digitalcommons.brockport.edu/ehd\\_theses](http://digitalcommons.brockport.edu/ehd_theses)

 Part of the [Education Commons](#)

To learn more about our programs visit: <http://www.brockport.edu/ehd/>

---

## Repository Citation

Kovac, Carolyn, "The Impact of Instructional Methods and Resources on Vocabulary Development of ENL Students" (2017).  
*Education and Human Development Master's Theses*. 763.  
[http://digitalcommons.brockport.edu/ehd\\_theses/763](http://digitalcommons.brockport.edu/ehd_theses/763)

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact [kmyers@brockport.edu](mailto:kmyers@brockport.edu).

The Impact of Instructional Methods and Resources on Vocabulary Development of ENL  
Students

Carolyn Kovac

The College at Brockport

A thesis submitted to the Department of Education and Human Development of The College at  
Brockport, State University of New York, in partial fulfillment of the requirements for the degree  
of Master of Literacy

May 15, 2017

## ENL VOCABULARY DEVELOPMENT

### Abstract

This is a qualitative case study of teachers' perceptions of instructional methods and resources for vocabulary development of English as a New Language (ENL) students. Data were collected over a period of three weeks using semi-structured interviews. The focus of this study includes what instructional methods were being used for vocabulary development of ENL students in a general education classroom. Results suggested that a combination of implicit and explicit instruction should be used for vocabulary development of ENL students. In addition, ENL students should be exposed to vocabulary with print-based and technological-based resources. Data also suggested that educators need more professional development or trainings on providing impactful vocabulary instruction for ENL students.

## Table of Contents

<b>Abstract</b> .....	5
<b>Introduction</b> .....	5
Topic and Research Problem.....	5
Rationale.....	7
Purpose.....	8
Research Questions.....	8
<b>Literature Review</b> .....	9
Importance of Vocabulary for ENL Students.....	9
English as a New Language (ENL).....	10
Second Language Acquisition.....	11
Implicit Instruction.....	13
Use of Visuals.....	14
Use of Technology.....	14
Explicit Instruction.....	15
Conclusion.....	16
<b>Methodology</b> .....	16
Participants.....	17
Setting.....	17
Positionality.....	17
Data Collection.....	18
Procedures.....	19
Trustworthiness.....	19
<b>Data Analysis</b> .....	20
Finding One.....	20
Finding Two.....	23
Finding Three.....	26

<b>Discussion</b> .....	29
Summary of Findings.....	29
Conclusion One.....	30
Implication One.....	30
Conclusion Two.....	31
Implication Two.....	31
Conclusion Three.....	32
Implication Three.....	33
Limitations.....	33
Suggestions for Future Research.....	34
Overall Significance.....	34
<b>References</b> .....	36
<b>Appendix</b> .....	39

## **Introduction**

As the class sits at the carpet, and the teacher presents a shared reading, the majority of the students understand what is read. They are engaged and able to successfully answer questions asked by the teacher in this hypothetical example. However, the English as a New Language (ENLs) students are listening to the story, but they might not know the meaning of all the words, which might interfere with their experience of the shared reading. During the shared reading, ENL students sit quietly because of the confusion they may be experiencing due to vocabulary they have not yet developed. Some ENL elementary students might struggle with this throughout the day, depending on the stage of language acquisition they are in. They may demonstrate difficulty learning new concepts; interacting socially with teachers and peers, and completing tasks because they may not have the background knowledge of the vocabulary. Teachers can implement methods and use resources in elementary school to build ENLs' background knowledge for vocabulary development. The goal for all teachers should be success of all students.

## **Topic and Research Problem**

Many ENL students are provided with more instructional methods and resources to help promote their vocabulary development would have more success. The vocabulary knowledge that students have may impact other content and social areas in school. Learning vocabulary is important to communicate ideas effectively and the most important part of learning a new language (Kashani & Shafiee, 2016, p. 511; Snell, Hindman, & Wasik, 2015, p. 560). In addition, vocabulary knowledge influences academic domains beyond grade-school reading. When a students' vocabulary is increasing, it is helping them gain the ability to decode the word

and discern its meaning. (Snell, Hindman, & Wasik, 2015, p. 560-561). According to Wallace (2007), ENL students struggle in school with achieving the reading level necessary for them to function at their grade level. The focus of vocabulary development of students may help them get closer to performing at grade level. Wallace (2007) also emphasizes that vocabulary and reading go hand in hand.

It is imperative that students develop their vocabulary to get the most out of class instruction. Vocabulary knowledge is crucial in promoting ENL students comprehension and learning. Yahia and Sinatra (2013) explored other research and discovered that vocabulary is related to comprehension, and the main predictor of reading ability as well as academic achievement (Yahia & Sinatra, 2013 p. 155). When a student develops their vocabulary, they contain word meaning, knowledge, and are able to understand and use words appropriately when they are speaking, listening, reading, and writing (Yahia & Sinatra, 2013). However, learning vocabulary is not only knowing its form and translated meaning; it is more complex and requires ENL teachers to take a more comprehensive approach to vocabulary development for ENL students. ENL students need sufficient vocabulary in order to read effectively, but extensive reading is necessary for acquiring the sufficient amount of vocabulary.

ENL teachers and students use strategies that aid to the language acquisition of their students. Kashani and Shafiee (2016) describe vocabulary learning strategies as actions made by the learner in order to help them learn and understand the meaning of words and retain the meaning (Kashani & Shafiee, 2016, p. 512). Vocabulary knowledge is crucial in promoting ENL students' comprehension and learning. Strategies such as, modeling, teaching vocabulary prior to reading, and connections to first language (Yahia & Sinatra, 2013). The use of strategies in the classroom can provide support ENL students' vocabulary development, along with other

areas of achievement. The topics of this section are important to this qualitative case study because instructional methods and resources are influential in the vocabulary development of ENL students.

The resources and instructional methods used by teachers can help build the students' vocabulary development and help them become stronger readers. There is a large gap between ENL students and their English only (EO) peers (Carlo et al., 2004; Wallace, 2007). Polat, Zarecky- Hodge, and Schreiber (2016) conducted research that collected data from the National Assessment of Educational Progress (NAEP) between 2003 and 2011 and concluded that the achievement gaps between non-ENLs and ENLs is steady or slightly widening in both mathematics and reading. Vocabulary knowledge of the students may have an influence on the students' achievement in mathematics and reading. Analyses of the United States Department of Education databases for the 2004-2005 school years in states with a high population of ENL students indicated that ENL students were least likely to score at proficiency levels in reading and math. However, the New York City Department of Education found evidence of strong academic performance by students in grades 4 and 8 (Ardasheva, Tretter, & Kinny, 2012, p. 776). It is evident that once a student develops their vocabulary, and reaches a point in their language acquisition, then the students may be successful with their academics. Therefore, this study will explore what teachers do to work to close this gap, and in what instructional practices teachers can use to teach vocabulary to their students.

### **Rationale**

For this study, I wanted to explore out ways to help ENL students' progress with their knowledge of vocabulary. I believe that the way vocabulary is presented to ENL students may have an impact on the development of their vocabulary. Research needs to be conducted to find

resources and instructional methods that will influence vocabulary development of ENL elementary students. This case study I conducted used a set of qualitative procedures to explore this case (Clark & Creswell, 2015, p. 292). This case study explores the instructional methods and resources that teachers report to have an impact on ENL students' vocabulary development. It will provide information for my practice and other teachers who work with ENL students.

### **Purpose**

The purpose of this qualitative study is to examine resources and instructional methods that will promote vocabulary development of ENL students. By conducting my research, I gained insight on which resources and instructional methods impact the vocabulary development of students. The collection of the participants views will be reflected on and analyzed to find themes; defining it as a qualitative study (Clark & Creswell, 2015, p. 54). The goal of this study is to help other teachers and researchers help understand teacher's beliefs and choices when it comes to supporting ENL student population, in the beginning stages of language acquisition with their vocabulary development. Therefore, I seek to discover effective ways to teach vocabulary to ENL students, so other teachers and I can work to fill the gap between English only (EO) and ENL students on mastering their vocabulary.

### **Research Questions**

There are many instructional methods and resources that teachers may use to promote ENL's vocabulary development. The collection of data throughout this study provided information in regards to instructional methods and resources teachers have used and the influence they had on vocabulary development of ENL students in school. What do teachers

report as instructional methods that influence the vocabulary development of ENL elementary students in their classroom? The research questions for this study are:

1. What do teachers report as instructional methods that influence the vocabulary development of ENL elementary students in their classroom?
2. Which technology and print-based resources do teachers report as impactful to the vocabulary development of ENL elementary students in their classroom?

### **Literature Review**

The following literature review summarizes the key points of previous research of the vocabulary development of students who are learning English as a new language is review of relevant research gives insight about second language acquisition of ENLs. This section is then followed by an explanation of how vocabulary can be content-embedded; how visuals are beneficial to vocabulary development; how technology is used, and teaching vocabulary through explicit instruction. The above mentioned research topics are important to my study because it provides previous information and research on English as a New Language students and their vocabulary development.

### **Importance of Vocabulary for ENL Students**

Vocabulary acquisition is important for English as a New Language (ENL) students, and teachers need to be informed about how students acquire vocabulary. ENL students may need to expose themselves to more vocabulary more frequently in order to obtain more vocabulary knowledge. ENL students' exposure and practices must be doubled for vocabulary acquisition (Alharbi, 2015). It will help vocabulary development when the students get an adequate amount

of exposure of vocabulary. ENLs need to be immersed in a wide variety of language experiences in order to be successful with writing, listening, and speaking the new language. Researchers and practitioners agree that vocabulary instruction must be multi-faceted, systematic, and rigorous in order to make a significant impact and yield long-term results (Nisbet & Austin, 2013).

During multi-faceted, systematic, and rigorous instruction, the roles of input and output have an influence on the vocabulary development of the students. ENLs need to hear high quality language frequently. Additionally, ENL students need to speak the language as they are learning it (McGee & Richgels, 2012). The development of vocabulary can also help students achieve other skills and strategies. Both Leacox and Jackson (2014) and Braker (2013) stated that vocabulary is one of the core ingredients for reading success. When ENL students are successful with vocabulary and reading, they will be able to develop in other ways socially and academically (Braker, 2013; Leacox & Jackson, 2014). These ideas are important to my study because they provide information on the instructional methods that can be implemented to help the vocabulary development of ENL students.

### **English as a New Language (ENL)**

Language acquisition may be affected by the different instructional methods and resources provided to students that are learning English as a new language. The term that refers to these particular students has changed throughout time and can be used interchangeably. In 2016 was the first time the words “English as a New Language” appeared in the NYS Commissioner’s Rules and Regulations (8 CRR-NY 154-1.2; 8 CRR-NY 154-2.2). For that reason, I will be using the term English as a New Language (ENL) throughout this case study when referring to students who are learning language as a second language.

ENL population is one of the fastest growing populations within the United States. As of 2009, ENL students represent about 9% of the student population in primary and secondary school (Snyder, Witmer, & Schmitt, 2017, p. 136). As many ENL's may have different cultures and home languages, they are unique learners. Like all students, ENL students are required to learn grade-level content while they are acquiring new vocabulary. Previous research has revealed that learning the content and new vocabulary is a struggle for ENL students (Hur & Suh, 2012, p.321). In 2009, ENL students performed 30 percent below the proficient level with reading (Chung, 2012). For that reason, educators need to provide impactful instructional methods and resources to these students for success in their vocabulary development.

There is not a specific length of time it takes ENL students to learn the English language and develop with their vocabulary. Porter (2004) developed the terms BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Learning Proficiencies), which is widely used to refer to the skills ENL students have developed. A student that has achieved BICS is able to communicate effectively in social situations (Porter, 2004, p.12). Then, they progress into achieving sufficient academic skills to compete in English language classes with native speakers. BICS takes at least two years for ENL students to achieve. If they progress with their vocabulary development at the expected rate, then they are anticipated to master CALP in at least five years (Miller, 2016; Porter, 2004, p.12). ENL's achievement of BICS and CALP is influenced on the process of acquiring a second language.

### **Second Language Acquisition**

When ENL students are acquiring vocabulary in the second language, they are acquiring more knowledge of vocabulary than a student native to the English language. A native speaker

acquires about 1,000 words annually before the college level , while an ENL student is acquiring about 2,000 words annually(Alharbi, 2015, p.502). It may require that teachers use a lot of different instructional methods and resources in order for students to acquire English vocabulary. Researchers have claimed that ENL students need exposure of the vocabulary 5-16 times in order to master the new vocabulary (Alharbi, A., 2015; Miller, 2016). Each exposure of the vocabulary helps ENL students gain more knowledge from the cues surrounding the different contexts of the vocabulary. ENL students are able to gain meaning and understand the word's importance to their vocabulary (Brown, 1995, p. 264). In addition, ENL vocabulary acquisition influences how well they perform in listening, speaking, writing, and reading (Hsiao, Yu-Ju Lan, Chia-Ling Kao, & Ping Li, 2017, p. 161). For that reason, educators should make sure they provide the several exposures to ENL students.

ENL students usually develop vocabulary incidentally while they network socially, but in doing so, ENL students need to be knowledgeable of strategies and have the resources provided to them in order for them to develop with their vocabulary(Alharbi, 2015 p. 502). Therefore, this study explores instructional methods and resources that will impact their vocabulary development.

**Stages of vocabulary acquisition.** As ENLs students are acquiring vocabulary they go through stages. The following paragraphs will discuss the stages of language acquisition supported by McGee and Richgels (2012). When ENL students first enter a school where their native language is not spoken, they are in the Pre-Production stage. This is also known as the silent period because the students are listening more than talking. About six weeks after, ENL students enter the Early-Production stage. During this stage of second language acquisition, the

students are still listening and absorbing from their environment, but they start to speak using short words and sentences (McGee & Richgels, 2012, p. 329).

Then, the students acquire more vocabulary knowledge and start to use more words and longer sentences, with the assistance with context clues and familiar topics. This stage is known as the Speech Emergent stage (McGee & Richgels, 2012, p. 329). As ENL students advance into the Beginning Fluency stage, they are fluent in social situations with minimal errors. During this stage, ENLs experience frustration because of the gaps in vocabulary and struggling to express themselves. Academic language continues to be a struggle for them.

The final stage of language acquisition is the intermediate fluency stage. During the intermediate fluency stage, the student can communicate fluently. They are more fluent in new situations and academic areas, but the gaps in vocabulary remain with some unknown expressions. They are able to control most syntactic patters used in spoken conversations and learn more sophisticated language patterns found in complex narratives and expositions. Teachers need to consider these stages while planning instruction for ENL students (Mcgee & Richgels, 2012, p. 329).

### **Implicit Instruction**

Vocabulary can be taught several ways to ENL students. Depending on the student, one way may be more effective for one student than another. Vocabulary taught through content has been known to influence ENL students to progress in their vocabulary. Language can be integrated in the content by providing authentic activities and real-life experiences that facilitate the use of academic language in relevant ways (Rodríguez, 2013 p. 16). When the language is embedded, the learners can use context clues to infer the appropriate meaning of the unknown

word (Mall-Amiri & Arabgol, 2015 p. 164). Rodriguez (2014) explains that when language is taught integrated through content, the content should be divided up into themes. This instructional method is known as thematic instruction. Thematic instruction allows the students to make connections between different content areas and facilitate vocabulary development. While integrating the vocabulary through the content it is important for the students to know the purpose and experience the need to use the new language. When they see the purpose, they are more likely to engage in tasks using the new language and vocabulary (Rodríguez, 2013 p. 16).

### **Use of Visuals**

When ENL students are learning a new language, visuals are helpful for their progression with vocabulary. When teachers use visuals during instruction or while teaching vocabulary, the visuals help convey the meaning of the words to the learner (Mall-Amiri & Arabgol, 2015 p. 163). Visuals are effective because they are direct and interesting to the learner. Some of the visuals that are used in a classroom are flashcards, drawings on the board, photographs, wall charts, or gestures (Mall-Amiri & Arabgol, 2015, p. 163).

Not only is it important for ENL students to learn new vocabulary, but they need to be able to recall and retain the vocabulary. The use of pictures has shown to be effective for the students' retention and ability to recall the vocabulary. The pictures are beneficial to the learners because they are able to gain meaning even without prior exposure to the word. The features are clearly presented, helping gain a clear meaning of the vocabulary (Mall-Amiri & Arabgol, 2015; Sanford, Brown, & Turner, 2012). Many studies have been conducted supporting the use of visuals for vocabulary development. Mall-Amiri's and Arabgol's (2015) study compared picture stimuli to word stimuli. They found that there is increased memory performance with

picture stimuli (Mall-Amiri & Arabgol, 2015, p.164). Therefore, visuals are beneficial during instruction to help vocabulary development of ENL students.

### **Use of Technology**

Technology in classrooms is becoming more popular to help students be successful. The technology is readily available in the classrooms and offer various ways for ENL students to develop in vocabulary learning (Nisbet & Austin, 2013). In a study conducted by Kang and Dennis, the group of ENL students that used computers to facilitate vocabulary learning surpassed the students who studied vocabulary with printed- text and memorization (Ybarra & Green, 2003). Using computers and other types of technology, different applications can be downloaded that tend to students' needs and interests. There are applications that could be used on the devices that assist components of effective vocabulary instruction. The resources teach word-learning strategies, foster word consciousness, teach individual words, and provide rich and varied language experiences. Translation App, Dictionary App, Clear Speech App are a few applications that can be used in and out of the classroom to practice the essential components of effective vocabulary instruction for ENL students (Nisbet & Austin, 2013). In a study conducted by Lakshmi and Nageswar (2015), students used a mobile application and the researchers found that the students developed more with their vocabulary than the traditional methods of using articles and passages. This study depicts that the use of technology during instruction may be helpful to promote literacy development of ENL students. Additionally, the use of the technology in schools for ENL vocabulary development is beneficial because there is a shortage of bilingual educators (Leacox & Jackson, 2014). The technological sources during instruction may assist in fill those vocabulary gaps as the students are acquiring vocabulary.

### **Explicit Instruction**

In addition to the ENL students' technology use for vocabulary development, the students benefit from direct and explicit instruction for vocabulary learning. Explicit instruction in an instructional method used to engage students during instructional time unambiguously and clearly. ENL students are learning a significant amount of words annually and in order to capture the global and functional meaning of new vocabulary, language learners are highly encouraged to be exposed to the word knowledge explicitly (Adel, 2015). The goals for the instruction being implemented are clearly outlined for the students and making the skills clear that they are working towards to achieving ("Implicit vs. Explicit Instruction," 2012).

There are specific ways that teachers teach vocabulary explicitly to ENL students. Teachers choose vocabulary that will be helpful to ENL students' success. There is approximately five words that an ENL student focuses on in order for there to be in-depth instruction for those vocabulary words. The teachers give definitions in a student-friendly manner and are used in context. Also, the students are actively involved with the vocabulary (Padua & Hansen, n.d.). For example, the students will participate in a game or activity. Teaching the vocabulary words prior to reading it in a text is helpful for students when they eventually start reading. It increases the knowledge of words and help them to understand what they are reading and hearing (Khamesipour, 2015; Lawrence, 2014).

## **Conclusion**

In order for ENL students' vocabulary to be successful in school, educators need to use effective instructional methods and resources. Before any resources and instructional methods are implemented, teachers should be educated of the process of language acquisition (McGee & Richgels, 2002). While being mindful of the process of explicit instruction should be implemented, along with using the visuals and technological resources that have been known to

have an influence on ENL vocabulary development. These teaching methods provide ENLs with the needed exposure of vocabulary.

### **Methodology**

This study concentrates on the resources and instructional teaching methods teachers can use to help ENL students' growth of their vocabulary development. Data were collected through different methods. Data sources were collected through semi-structured interviews that were conducted with teachers. The following section discusses my data on what instructional methods and resources teachers report that have an influence on ENLs' vocabulary development.

### **Participants**

The participants in this study were selected because they are teachers work with ENL students. All of the teachers work in the same school. There is one female and one male that participated in the study. They were referred to as their pseudonyms, Amanda and Steve throughout this study. They are all over the age of 18, and they all work directly with ENL students on weekly basis. The teachers provide instruction for ENL students in the general education classroom. They teach kindergarten and fourth grade and provide vocabulary resources and instruction to students those grade levels.

### **Setting**

The setting of this study is in a Northeast elementary school in the suburbs. The school educates students who are in grades kindergarten through fifth grade. The building has closed classrooms with approximately 20 students in each classroom, and some classrooms have more than one teacher in the classroom. The classrooms are very colorful with informational posters and student work. Also, there are books and computers in every room that students have access

to. According to the Great Schools (2011-2015), the majority of the population is White at 64%. Fifty-percent of the populations are females, and 48% are males. The population of English Language Learners is 6%, and 4% are Special Education. This school is located outside this city in the Northeastern state.

### **Positionality**

My role in this study is the researcher. I was born and live in the city where the research was conducted. My father was once an ENL student and his vocabulary development has progressed, so I am interested in the students who are going through the same process as my father learning the English language. Also, during the time of the student I worked with students in the same city who were ENL students. I became interested in this study due to my own experiences I have had with ENL students. As a teacher, I am interested in what influences the vocabulary development of ENL students. I will want to use my findings to implement effective instruction for ENL students.

I graduated The College at Brockport with a Bachelor's Degree in Health Science and received a certification in Childhood Education, grades first through sixth. Also, I received my Special Education Certification for grades first through sixth. Currently, I am a Consultant Teacher in a city school district. I provide services to students who have areas of need in reading, writing, and math. Furthermore, I believe that teachers can make a difference in students' learning and provide instruction that can help them develop. Students need to be supported and assessed frequently in order to help them be successful learners. These beliefs are important to my study because I want to gather information on instructional methods and

resources that can be used by me and other teachers to help develop the vocabulary of ENL students.

### **Data Collection**

As the researcher of this study, I collected qualitative data through interviews. The data that was collected is important to this study because it provided information on the instructional methods and resources that teachers report to be impactful on ENLs' vocabulary development.

**Semi-Structured teacher interviews.** The interviews were conducted two times throughout this study, in the school setting and were approximately 1 hour. The interviews asked the teachers' opinions and experiences on resources that are used for ENL students. The teachers reflect on the students' engagement during the use of the different methods and resources implemented for ENL's vocabulary development. Additionally, they asked the about the different instructional methods they have used or seen other teachers used. The data from the semi-structured interviews were used to help answer my research questions.

### **Procedures**

In this study, I met with the two teachers that chose to participate in the study. First, the teachers were interviewed about the instructional methods and resources they have used with ENL students. These interviews were conducted in the morning when the students were not in the classroom. They were approximately one hour each and took place in Steve and Amanda's classroom. The interviews were audio-recorded and I typed Steve and Amanda's responses while they were answering the questions. During that same day of the first interview, I asked them further questions I had to help answer my research questions. The questions, the two participants were asked was based off of their responses previously.

## **Trustworthiness**

I conducted a qualitative study that was ethical and appropriate. The Institutional Review Board at The College Brockport approved it. I did not have any biases when conducting the research. I carried out the research through an adequate amount of time, in order to effectively collect data. I reached my conclusions through a critical analysis of the data collected in the study. My findings from the interviews in this case study relate to the previous research of vocabulary acquisition of ENL students.

## **Data Analysis**

As I was conducting my research, my goal was to explore what instructional methods and resources teachers report as having an impact on students. After I collected my data, I used a coding procedure to interpret and analyze my data. During the coding procedure, I highlighted common text within the interview questions and assigned a code that explained the text (Clark & Creswell, 2015, p. 359). I used a different color highlighter for each statement that supported explicit instruction, implicit instruction, technological –based instruction, print-based instruction, and the participant’s view on their knowledge of teaching ENL students. The process of coding led me to my themes within the data to help answer the research questions for this case study. The following section reports my findings.

### **Finding One: Teachers Do Not Feel Knowledgeable Enough to Teach ENL Students**

Both of the participants that I interviewed expressed that they did not have the knowledge of resources that they can use with their English as a New Language (ENL) students to develop their vocabulary. Professional Development courses had been provided, but did not provide them with information on instructional methods and resources that they could use in their own

classroom with their ENL students. Both of the participants reported that they would like to be taught more strategies that they can implement to aide in the vocabulary development of ENL students. They felt that they do not have enough knowledge and experience to be teaching ENL students at the best of their ability. The finding that teachers need to be educated more about ENLs is also supported by Yazan's (2016) study because he found that even though pre-service teacher education programs introduce teachers to theoretical aspects of teaching and learning English as a second language, they have to engage themselves in further learning activities in the work place(Yazan, 2016, p. 195).

Steve and Amanda both stated that they personally have to do more research on ENL students to help provide more effective vocabulary instruction. When I conducted an interview with Steve, I asked him about experiences of instructional methods and resources he uses in his Kindergarten classroom. His response to some of the interview questions demonstrated that he would benefit from being provided information to help guide his teaching with ENL students. The following excerpt was his response:

**Researcher:** What resources have you used in the classroom?

**Steve:** I don't have any, like a set plan, um like a basal or anything like that. Um, I think in Kindergarten it's pretty easy to, um, have to do something specific for the ENL kids because they are all so at the basic level...I don't anything like specific like have a specific program that we use here.

**Researcher:** Do you think they develop their vocabulary more with print-based or technological based instruction?

**Steve:** I think I do more print based, so I would say print-based, but I um, it would be interesting to see us use a program. If there were some apps out there, and I really should do more research about that, but it would be interesting to see if there were apps out there and how those apps would like to develop their language. Umm, yeah, I guess I would like to see that.

When I interviewed with Amanda, she expressed to me that she might not be much help for this case study because she was not an expert with ENL students. The excerpt from the interview depicted that she thinks she would benefit from gaining knowledge about ENLs, and the teaching strategies she can use with her ENL students.

**Researcher:** Now, have you seen other instructional methods or resources used for ENLs?

**Amanda:** It's definitely an area in that I need to improve on, and different strategies vocabulary. I think in some is definitely an area I can definitely work on and learn new techniques and kind of trainings. I should, you know what I mean, that kind of stuff is... I think there is always room, there is always room for growth in that area as to how to you know what is the best strategies to teach them new vocabulary. You know, I am not an expert with ELLS. I didn't go to school for it. You know what I mean, and it's just especially in this school you don't know if you are going to have ESOL kids in your class or not, and you unfortunately don't have enough time to work with the ESOL teacher. It's definitely learning on my part for sure.

Amanda explained her interest of learning about how to develop the vocabulary of ENL students. She mentioned that she has gone to professional development classes, but still is not

confident with teaching her ENL students. She wished that administrators would provide more guidance and resources for teaching ENL students. Calderon, Salvin, and Sanchez's (2011) study support this finding because they also found that researchers, school administrator, and policy makers have neglected the relationship between professional development and student learning. They stated that professional development is most helpful when it provides opportunities for hands-on practice with the teaching techniques, personalized coaching, and in-class demonstrations (Calderón, Slavin, & Sánchez, 2011). Both, Steve and Amanda have stated that they do not have the support from administrators in their school district.

### **Finding Two: Vocabulary is Developed through Implicit and Explicit Instruction**

In both interviews, the participants were asked about the instructional methods that they have used to help develop the vocabulary development of their ENL students. While coding the data from the interviews, two common instructional methods were identified that Steve and Amanda used to promote the vocabulary development of ENLS. Implicit and explicit instruction were being practiced by the participants.

**Implicit Instruction.** The interviews conducted with the teachers revealed there is not an instructional method or type of resource that they specifically used for their ENL students. The teachers embed the vocabulary learning for ENL students within the instruction of the content that is taught to the EO students, as well as ENL students. The instructional method that is practiced in the classrooms of my participants is implicit instruction. Implicit instruction typically consists of words surrounded by their context and characteristics. It refers to more syntagmatic relations between words (Damhuis, Segers, & Verhoeven, 2014). The participants reported that they are not knowledgeable of their ENL students' vocabulary. Therefore, they clear

up any misunderstandings and explain vocabulary for ENL students during the instruction throughout the day. The following excerpt from Steve support the finding that vocabulary is taught though implicit instruction to ENLs.

**Steve:** I think we are more in the moment. You know like, when we are reading a book, some of my, you know, kids will say I don't understand what that means. I don't know, what, what does that means You know, they will verbalize it. And that's kind of nice because I can't. I don't always know. Can't always anticipate what they understand, will know. So that's always wonderful to have students like that.

Steve also stated that his EO students are learning vocabulary at a very basic level. Therefore, the new vocabulary is already taught to ENL at a level of their understanding. He reported, he has seen his ENL Kindergartner's progress with their vocabulary acquisition. In addition, Steve stated that his students learn their vocabulary through the books he uses in the classroom. He expressed that the pictures in the books help the students acquire more vocabulary. The finding that ENL students acquire their vocabulary through books is also supported by Khamesipour's (2015) study because Khamesipour also found that vocabulary can be acquired implicitly by ENL students reading and listening to books (Khamesipour, 2015, p.1621).

Amanda's fourth grade ENL students are also used Kindergarten level materials to help them improve their vocabulary acquisition. She expressed that they are a great resources for her ENL students because it is a task they can independently complete to help acquire vocabulary. Additonally, she used reading passages with problem sets to help ENL students acquire vocabulary. When an ENL student was unfamiliar with a word, she encouraged them to use the

text to help them or use an iPad to look up the word. Amanda indicated that she encouraged ENL students to read several times throughout the day because she thought that it did impact their vocabulary development. This finding of the consistency of reading for ENL vocabulary development is also supported by Khamesipour's (2015) study because Khamesipour also found that reading frequently has an influence on ENL's long term vocabulary development. Some kind of reading gives ENL students repeated or multiple exposures to words (Khamesipour, 2015, p. 1621)

**Explicit Instruction.** Amanda's ENL students are pulled-out of the classroom frequently throughout the day by the ESOL and Speech teacher; they are in the classroom during guided reading time. Amanda worked to develop her ENL students' vocabulary explicitly before her guided reading lesson. Explicit instruction for vocabulary is in the form of definitions alone and the core meanings (Damhuis et al., 2014; Moran-Green, 2016). The following excerpt demonstrates Amanda's use of explicit instruction of vocabulary in her classroom.

**Amanda:** I would say, at least for their guided reading, pre-teaching vocabulary before reading something is huge. And then, also, I have a tablet and I keep it at my guided reading table. I show them, I google pictures all of time for them, or concepts. We look at just like online images a lot too.

The finding of teaching vocabulary explicitly is also supported by Yahia and Sinatra's (2013) study because they also found that teaching vocabulary as a pre-reading step is helpful for ENL students to learn new vocabulary. It aims towards activating ENL students' prior knowledge to link new vocabulary to (Miller, 2016, p. 59; Yahia & Sinatra, 2013). Amanda said explicitly teaching the vocabulary before the guided reading lesson allowed her to see what

background knowledge ENL students have prior to reading the text. She used the knowledge to help guide her guided reading lessons. She reported the pre-teaching of the vocabulary appears to help the students comprehend the text and engaged while reading.

Amanda stated that her students interact with the text by analyzing and highlighting the vocabulary words when she teaches her ENL student vocabulary. She believed it helped ENL students retain memory of the new vocabulary and use it when encountering new vocabulary. Amanda's practice of explicit instruction for vocabulary has influenced her ENL students' vocabulary development. This finding of explicitly teaching vocabulary is also supported by Damhuis et al (2014) because they also found that ENL students that are explicitly taught vocabulary are able to retrieve decontextualized semantic knowledge from their memory and improve on learning new words because of their background knowledge (Damhuis et al., 2014, p. 196). Amanda

### **Finding Three: Use a Combination of Print-Based and Technological-Based Resources**

Amanda and Steve both expressed the idea that ENL students can benefit from print-based materials and technological-based resources. The students benefit from the different representations of vocabulary. Also, the data depicted that it is dependent on the student and the teacher that is providing the instruction to ENL students. Several resources are used in a general education classroom that has an impact on ENL students' vocabulary development.

**Print-Based Resources.** Print-based resources are used by teachers to help ENL students' vocabulary development. The participants in this study reported , several materials are used for their teaching of ENL students. Visuals and printed text were two items used in Amanda and Steve's classroom frequently with their ENL students. Visuals are beneficial to

ENL students by providing them with a different representation of new vocabulary in a picture form. In addition, the print-based text allows ENL students to see the words in print form and become familiar with the vocabulary. In addition, the students are able to interact with the text by highlighting and underlining vocabulary words to analyze them. Both, Amanda and Steve discussed using these in their classrooms.

Amanda mentioned in her fourth grade classroom, she uses many print-based text resources. She prints out instructional level books and other vocabulary-related activities related to the book from Reading A-Z. Amanda reported she prefers using print-based resources for her ENL students because it is easily accessible and it allowed the students to be more interactive with the text.

**Amanda:** They need to see what print looks like to in front of them, and a lot of those books that I use, allows them to circle and highlight like we do a lot of highlighting and circling of vocabulary words, so that's the nice part of using print-based is that they are able to interact with the text.

Steve implements more print-based instruction than technological-based instruction. Therefore, he has seen more of an impact on vocabulary instruction using print-based materials. Visuals and books are frequently used with his ENL students to build their vocabulary knowledge.

**Steve:** I would say just a lot of like picture books. Um showing the pictures of things to develop their vocabulary that way, so they associate the picture with the word.

**Researcher:** Do you think they develop their vocabulary more with print-based or technological-based instruction?

**Steve:** I think I do more print-based, so I would say print-based, but um it would be interesting to see us use a program.

This excerpt reveals that print-based instruction is used in Steve's Kindergarten class for his ENL students. Books is one form of print-based text he uses with his ENL students. Barcroft (2015) discovered that when learners are provided with the opportunities to read a book, they are able to gain knowledge of multiple aspects of that vocabulary. The books provide information on the new vocabulary words, while presented within the context (Barcroft, 2015, p.239). Cues and relationships between vocabulary words are provided in books for ENL students (Carger & Koss, 2014, p. 11). Print-based text has an influence on vocabulary development and should be used to teach new vocabulary to ENL students.

**Technological-Based resources.** Technological-based resources develop ENL's vocabulary development. The participants use a couple of technological- based resources in their classrooms. Steve and Amanda stated that the resources are not specifically used for their ENL students, but they believe it still influences their vocabulary development. Students are encouraged to use technological-based resources in their classrooms. In Steve's Kindergarten classroom, he uses many YouTube videos. The videos he frequently uses are videos from Jack Hartmann and Harry Kindergarten.

**Steve:** I YouTube a lot of videos from Jack Hartmann or Harry Kindergarten. He's got a lot of great videos, and I think that helps because it's very visual for them.

Amanda and Steve did not only use videos to help develop the vocabulary of ENLs; they also used iPads independently to help acquire new vocabulary. They believed that iPads are great for the students to use to develop their vocabulary development because it is an accessible,

engaging resource with programs installed to promote vocabulary development. The finding that the iPad is engaging for ENL students is supported by Ahmed and Nasser's (2015) study because they also found that iPads are engaging for ENL students. Infusing the technology into a classroom with ENL students is a crucial element that renders the lesson more engaging, multifaceted, and diverse. The different applications, access of the Internet, and student engagement are the threads that intertwine to form a more effective and engaging lesson (Ahmed & Nasser, 2015, p. 763). Many researchers believe that technology can support both formal and informal learning and is important in ENL education (Astika, 2015, p.86) Amanda and Steve and seen how engaging the technological resources have been and what to become informed of others that they can use with their ENL students for their vocabulary development.

## **Discussion**

### **Summary of Findings:**

The purpose of this qualitative study is to examine resources and instructional methods that will promote vocabulary development of ENL students. This study focused around the following research questions:

3. What do teachers report as instructional methods that influence the vocabulary development of ENL elementary students in their classroom?
4. Which technology and print-based resources do teachers report as impactful to the vocabulary development of ENL elementary students in their classroom?

During this three week study, I discovered some instructional methods and resources used for ENL student's vocabulary development. Data analysis revealed that teachers used a combination of implicit and explicit instruction to help ENL students to gain knowledge of new vocabulary.

Also, the teachers in this study used the combination of print-based and technological-based resources in their classroom for the vocabulary development of ENL students. Although the teacher participants revealed they were using these instructional methods and resources, they revealed that they do not feel completely knowledgeable for teaching ENL students' vocabulary. My interpretations of my findings led to my conclusions of the instructional methods and resources used for ENL student's vocabulary development. Based on my conclusions, recommendations were made for teachers and future research.

### **Conclusions and Implications:**

**Conclusion One: Teachers need more knowledge and resources to teach ENLs vocabulary.** The results of this study indicate that teachers felt they need more professional development and education in regards to teaching vocabulary to ENL students. They expressed that they went to professional development that provided information on ENL students, but they did not learn about instructional methods and resources that they could use with their ENL students for their vocabulary development. Amanda stated after attending professional development, she felt that she did not use the best resources and instructional methods to support ENL students with their vocabulary development. Educators need to be provided with professional development and trainings that educate them on ENL's vocabulary development, and what instructional methods and resources should be used.

**Implication One: Teachers need targeted professional development and education around resources and instructional method that will impact ENL's vocabulary development.** The majority of teachers have at least one ENL student in their classroom, but less than three percent of the teachers are certified bilingual teachers (Franco-Fuenmayor,

Padrón, & Waxman, 2015, p. 337). The teacher participants in this study felt that they did not have enough knowledge on developing vocabulary of their ENL students. Throughout collecting data, the participants revealed that it is important for teachers to be mindful and implement effective instructional methods and resources in the classroom to help the language development of ENL students. Educators need to develop competencies of knowledge about best practices for ENL students; knowledge about second language acquisition, and effective organization and management of the instruction for vocabulary (Franco-Fuenmayor et al., 2015, p. 377). The population of ENL students is increasing; therefore, professional development that targets ENL vocabulary development is needed to help provide impactful vocabulary instruction.

**Conclusion Two: Teachers report that a combination of implicit and explicit instruction has a positive impact on vocabulary development.** Data analysis showed that a combination of implicit and explicit instruction should be used to learn the vocabulary in a more direct way, but the vocabulary should also be seen in context to gain the full meaning of the vocabulary word. In this study, the participants taught vocabulary implicitly by teaching it “in the moment” and through reading passages. In addition, the vocabulary was taught explicitly by analyzing the vocabulary before reading the text and providing the definition of the vocabulary words. Previous research has discovered that pre-teaching vocabulary before reading a text facilitates vocabulary acquisition and learning for ENL students (Khamesipour, 2015, p. 1622). The different representations were reported to be influential for ENL’s vocabulary development.

**Implication Two: Teachers need to use a combination of implicit and explicit instruction for vocabulary development of ENL students.** Throughout collecting data, I learned the importance of using implicit and explicit instruction. Both of my participants used both in their classroom, and expressed the need to have the combination of those instructional

methods in their classroom to help the vocabulary development of ENL students. While collecting data, Amanda and Steve felt that their students needed implicit and explicit instruction to help acquire new vocabulary. They have used the combination of these instructional methods in the classroom and felt that their ENL students' vocabulary knowledge improved. Explicit instruction is highly effective for vocabulary learning of ENL students because the students learn the direct definition and the vocabulary is isolated. However, learning the vocabulary in context is important for strengthening and deepening the vocabulary knowledge (Abbot, Rossiter, & Kushnir, A, 2016, p. 3). Therefore, it is essential for ENL students to be exposed to vocabulary implicitly and explicitly.

**Conclusion Three: Teachers report that a combination of print-based and technological-based resources are impactful for ENL's vocabulary development.** The results from my findings revealed that teachers used the combination of print-based and technological-based resources for the vocabulary development of ENL students. Both of the participants stated that they feel both are important to use. Each resource had positives and were used to develop vocabulary in different ways. In this study print-based was used for students to interact with the vocabulary by analyzing it. Amanda used texts that were printed from a website called Reading A-Z. She felt that it was beneficial to have the print-based resource for teaching vocabulary because they were able to highlight and cut to help analyze the vocabulary words. Also, print-based resources were used to provide visuals of vocabulary for ENL students. In addition, technological-based resources were used to provide vocabulary in audio form, interact with the vocabulary in a digital format and different contexts. Amanda and Steve reported that ENL students' vocabulary developed from using the iPad or computer for exposure of vocabulary. They provided several resources that are within the iPad and the computer that can

be used by ENL students. Teachers should use print-based and technological-based resources to help develop ENL student's vocabulary.

**Implication Three: Teachers need to use a combination of print-based and technological-based resources for ENL's vocabulary development.** This research study helped me to understand that teachers need to use the combination of print-based and technological-based resources in the classroom for their ENL student's vocabulary development. Print-based and technological-based resources present vocabulary words in different ways. ENL students can develop their vocabulary by listening to the print-based stories and reading them and using the pictures to help deepen their understandings. Research has been conducted and revealed that it is well known that the use of the different resources is an effective to increase vocabulary (Damhuis et al., 2014, p. 195). The variety of exposures of the vocabulary will deepen the understanding of the vocabulary presented to the students.

**Limitations:**

The first limitation of my study was the number of participants in my study. There were only a few teachers in the school that were willing to give consent to participate. All of the participants taught ENL students, but were not specifically ENL teachers in the school. ENL teachers could have provided more information on the resources and instructional methods that are specifically used for ENL students. Therefore, my data was limited to the resources and instructional methods used by my participants in a general education classroom. The second limitation of my case study is that the time I had to conduct my research. I did not have an adequate amount of time to conduct more interviews and make observations of the instructional methods and resources implemented in the classroom of my participants. If I had more time to

conduct my study, I would have been able to gather more information on the specific instructional methods and resources being implemented, and made observations on ENL student's vocabulary development. More studies on instructional methods and resources used for vocabulary development of ENL students can be conducted to help inform teachers and other researchers about this topic that my study was unable to.

### **Suggestions for Future Research:**

Based on the results of my study, I believe that educators need to be more informed about ENL students and the teaching practices that can be used to help close the achievement gap of ENL students. Further research should be conducted to discover more information in regards to instructional methods and resources used for ENL's vocabulary development. I suggest to conduct a study similar to mine with a larger population of participants that will be interviewed more frequently. In addition, I think observations and questionnaires would provide more information about the instructional methods and resources used in the classroom for vocabulary development of ENL students. Another suggestion I have is to conduct a study with a teacher in a school that specializes in the education of ENL students. For the reason that the teacher will be able to provide specific instructional methods and resources used with ENL students for their vocabulary development.

### **Overall Significance:**

The findings in this qualitative case study have provided insights on the different instructional methods and resources teachers can use to help the vocabulary development of ENL students. The results to this study will inform educators what type of instructional methods and resources they can use with their ENL students. In addition, the research gave an insight

showing the lack of knowledge teachers feel that they have in regards to helping ENL students with their vocabulary development in the classroom.

This study provided me with useful information that I can use with my current practices as an educator. I will use the combination of implicit and explicit instruction when I am teaching vocabulary to students who are learning English and to the English only students who are being introduced new vocabulary. Also, in the future, I will provide my students with print and technological based resources to engage in for their vocabulary development.

## References

- Abbott, M., Kushnir, A., & Rossiter, M. (2016). L2 Vocabulary Research and Instructional Practices: Where are the Gaps? *The Electric Journal for English as a Second Language*, 20(1), 1-25.
- Alharbi, A. (2015). Building Vocabulary for Language Learning: Approach for ESL Learners to Study New Vocabulary. *Journal of International Students*, 5(4), 501–511.
- Ardasheva, Y., Tretter, T. R. ., & Kinny, M. (2012). English Language Learners and Academic Achievement: Revisiting the Threshold Hypothesis. *Language Learning*, 62(3), 769–812. <https://doi.org/10.1111/j.1467-9922.2011.00652.x>
- Astika, G. (2015). Teaching English Vocabulary: What International Language Educators Tell Us. *English Teacher*, 44(2), 84–95.
- Barcroft, J. (2015). Can Retrieval Opportunities Increase Vocabulary Learning During Reading? *Foreign Language Annals*, 48(2), 236–249. <https://doi.org/10.1111/flan.12139>
- Braker, J. C. (2013). Linking Vocabulary Acquisition with Word Knowledge to Improve Reading Comprehension for ELLs. *Illinois Reading Council Journal*, 42(1), 28–36.
- Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective Instruction for English Learners. *Future of Children*, 21(1), 103–127.
- Carger, C. L., & Koss, M. (2014). “Getting to Know You”: Using ABC Books to Develop Vocabulary and Exchange Cultural Information with English Language Learners. *Illinois Reading Council Journal*, 42(4), 11–18.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., ... White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Schließen Der Lücke: Ansprechen Des*

- Wortschatzbedarfs von Anfängern N Der Englischen Sprache in Bi-Lingualen Und Allgemeinen Kassenzimmern.*, 39(2), 188–215.
- Chung, S. (2012). Research-Based Vocabulary Instruction for English Language Learners. *Reading Matrix: An International Online*, 12(2), 105–120.
- Damhuis, C. M. P., Segers, E., & Verhoeven, L. (2014). Sustainability of Breadth and Depth of Vocabulary after Implicit versus Explicit Instruction in Kindergarten. *International Journal of Disability, Development & Education*, 61(3), 194–211.  
<https://doi.org/10.1080/1034912X.2014.932562>
- Franco-Fuenmayor, S. E. ., Padrón, Y. N. ., & Waxman, H. C. . (2015). Investigating Bilingual/ESL Teachers' Knowledge and Professional Development Opportunities in a Large Suburban School District in Texas. *Bilingual Research Journal*, 38(3), 336–352.  
<https://doi.org/10.1080/15235882.2015.1091049>
- Hsiao, I. Y. T., Yu-Ju Lan, Chia-Ling Kao, & Ping Li. (2017). Visualization Analytics for Second Language Vocabulary Learning in Virtual Worlds. *Journal of Educational Technology & Society*, 20(2), 161–175.
- Implicit vs. Explicit Instruction: Which is Better for Word Learning? (2012, May 15). Retrieved November 30, 2016, from <http://www.scilearn.com/blog/implicit-vs-explicit-instruction-word-learning>
- Jung Won Hur<sup>1</sup>, [jwhur@auburn.edu](mailto:jwhur@auburn.edu), & Suhyun Suh<sup>1</sup>. (2012). Making Learning Active with Interactive Whiteboards, Podcasts, and Digital Storytelling in ELL Classrooms. *Computers in the Schools*, 29(4), 320–328.  
<https://doi.org/10.1080/07380569.2012.734275>

- Kashani, S., & Shafiee, S. (2016). A Comparison of Vocabulary Learning Strategies among Elementary Iranian EFL Learners. *Journal of Language Teaching & Research*, 7(3), 511–518. <https://doi.org/10.17507/jltr.0703.11>
- Khamesipour, M. (2015). The Effects of Explicit and Implicit Instruction of Vocabulary through Reading on EFL Learners' Vocabulary Development. *Theory & Practice in Language Studies*, 5(8), 1620–1627. <https://doi.org/10.17507/tpls.0508.11>
- Lawrence, D. (2014). Pre-teaching vocabulary = better comprehension. *Educating Young Children: Learning & Teaching in the Early Childhood Years*, 20(1), 31–33.
- Leacox, L., & Jackson, C. W. (2014). Spanish vocabulary-bridging technology-enhanced instruction for young English language learners' word learning. *Journal of Early Childhood Literacy*, 14(2), 175–197. <https://doi.org/10.1177/1468798412458518>
- Mall-Amiri, B., & Arabgol, M. (2015). The Comparative Impact of Visual Aids and Contextualization on Field-dependent and Fieldindependent EFL Learners' Vocabulary Retention. *Journal of Language Teaching & Research*, 6(1), 163–171. <https://doi.org/10.17507/jltr.0601.20>
- Miller, R. D. (2016). Contextualizing Instruction for English Language Learners With Learning Disabilities. *Teaching Exceptional Children*, 49(1), 58–65. <https://doi.org/10.1177/0040059916662248>
- Moran-Green, H. (2016). Implementing an explicit vocabulary program. *Literacy Learning: The Middle Years*, 24(1), 18–26.
- Nisbet, D., 2, & Austin, D. (2013). Enhancing ESL Vocabulary Development Through the Use of Mobile Technology. *MPAEA Journal of Adult Education*, 42(1), 1–7.

- Rodríguez, A. D. . (2013). Bilingual and ESL Pre-service Teachers Learn about Effective Instruction for ELLs through Meaningful Collaboration. *Estudiantes de Educación Bilingüe Y Maestros de Inglés Como Segunda Lengua Aprenden Sobre La Enseñanza Efectiva Del Inglés Por Medio de La Colaboración Significativa.*, 7, 12–34.
- Sanford, A. K., Brown, J. E., & Turner, M. (2012). Enhancing Instruction for English Learners in Response to Intervention Systems. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(1), 56–70.
- Snyder, E., Witmer, S. E., & Schmitt, H. (2017). English language learners and reading instruction: A review of the literature. *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 136–145.  
<https://doi.org/10.1080/1045988X.2016.1219301>
- Yahia, E., & Sinatra, R. (2013). Vocabulary Development Strategies for the L2 Classroom. *Arab World English Journal*, 4(2), 152–159.
- Yazan, B. (2016). Early Career Efl Teachers' Instructional Challenges. *KARİYERLERİNİN BAŞINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN KARŞILAŞTIKLARI ÖĞRETİM ZORLUKLARI.*, 12(1), 194–220.

8 CRR-NY 154-1.2

8 CRR-NY 154-2.2

## Appendix A

### Semi-structured Interview-Teachers

1. What resources do you think are beneficial for the students' vocabulary? Why?
2. What instructional methods do you think impacts students' vocabulary development the most? Why?
3. Do you think students engage more in print-based or technological based-instruction?
4. Do you think they develop their vocabulary more with print-based or technological-based instruction?
5. Which way do you prefer to teach students new vocabulary? Why?
6. What resources have you used with the students?
7. Do you think vocabulary should be taught implicitly or explicitly? Why?
8. What instructional methods have you seen being used?
9. How do you assess your students' knowledge of vocabulary?
10. Which resource do you think students are able to gain the understanding of vocabulary well enough to use it in different contexts? How do you know?
11. What do you think could be done in your school to help ENLs with their vocabulary development?