

# VOCABULARY INSTRUCTION PRACTICES ACROSS PRIMARY SCHOOL ENGLISH LANGUAGE LEARNERS: A SYSTEMATIC REVIEW

**Umme Habiba**

Department of Language and Literacy, Kulliyah of Education  
Universiti Islam Antarabangsa Malaysia, Malaysia

*email:* [habiba.umme@live.iium.edu.my](mailto:habiba.umme@live.iium.edu.my)

**Published:** 30 April 2024

**To cite this article (APA):** Umme, H. (2024). Vocabulary Instruction Practices across Primary School English Language Learners: A Systematic Review. *AJELP: Asian Journal of English Language and Pedagogy*, 12(1), 132–149. <https://doi.org/10.37134/ajelp.vol12.1.11.2024>

**Abstract:** Vocabulary proficiency is pivotal for achieving academic success among English Language Learners (ELLs). However, effective vocabulary instruction for English language learners remains underdeveloped despite its importance. To trace how vocabulary instruction for ELLs has evolved across elementary grade levels in recent years, the present systematic review aims to examine the variations in design among empirical vocabulary studies focusing on ELLs and identify the most predominant instructional practices employed in empirical studies among ELLs in primary school. Following a database search and screening process, a sample of 27 primary studies across primary-level grades published from 2013 to 2022 were selected based on specific inclusion and exclusion criteria and analysed using a framework with the following dimensions: instructional practices, research design, and intervention format. The results indicate that research into vocabulary development for ELLs experienced a steady increase from 2017 and continued this pace throughout the review period. Analysis of the studies reveals several predominant vocabulary instruction practices: multi-modal (14 studies), application (14 studies), and definitional (13 studies) instruction. Ten studies paired explicit explanations with textual and contextual language usage, while four combined explicit instruction with application instruction. The reviewed research relied heavily on quantitative methodologies (22 studies), with three qualitative and two mixed methods designs limiting contextualised insights into practical vocabulary instruction implementations. Key findings suggest that multi-faceted instruction blending explicit introductions of target words, applied usage, and language contexts holds promise for robust vocabulary uptake.

**Keywords:** ELLs, instructional practices, primary grade levels, teaching strategies, vocabulary

## INTRODUCTION

Vocabulary is a language skill that plays a vital role in all language skills, including reading, writing, speaking, and listening (Yurko et al., 2019). To access grade-level content and participate meaningfully in classroom discourse, a strong foundation in vocabulary is critical for all language learners (Nisbet & Tindall, 2015; Wang et al., 2022). The importance of instructional practices in vocabulary teaching, as emphasised by Moore et al. (2014), lies in its

ability to improve word learning, literacy, and academic outcomes. According to Steuber (2013), implementing instruction practices grounded in research is crucial for enhancing the reading abilities of young learners and elevating their literacy comprehension to proficient levels. The consensus among researchers is that the absence of deliberate vocabulary instruction in early education adversely affects children's vocabulary acquisition. Children subjected to vocabulary instruction based on research as a part of their daily literacy activities are more likely to expand their vocabulary knowledge than those who do not receive sufficient vocabulary instruction. In the context of early education, research has highlighted variations in the approaches to vocabulary instruction employed during literacy teaching. These variations in instructional methods contribute to the disparities in the effectiveness of vocabulary instruction, which in turn influence word learning in the classroom (Steuber, 2013).

While some systematic literature reviews have been conducted on instructional practices in vocabulary instruction and development (Black & Wright, 2023; Wright & Cervetti, 2017), they make little attempts to separate ELLs from non-ELL learners to the exception of the systematic review conducted by (Kong & Hurlless, 2021) which was aimed at ELL from preschool through kindergarten levels. Black and Wright (2023) conducted a scoping systematic literature review exploring vocabulary development and instruction among learners, including multiple languages and non-EL learners across all grade levels, between 2017 and 2021. It examined the alignment of vocabulary studies with best instructional practices to identify common theories underlying instruction. Findings revealed direct teaching of word meanings as the most widely used instructional practice followed by word consciousness and rich language. Being a commonly employed instructional practice, it aligns with recommended practices for vocabulary instruction in research studies from 2017 to 2021. However, a recent analysis of vocabulary intervention studies by Cervetti (2023) indicates that direct instruction in word meaning and strategy is more appropriate for advanced learners. This challenges the notion that instructional strategies are beneficial across learner groups. Hence, instructional practice that are advantageous for high school students may not yield the same benefits when applied to primary school students.

Contrarily, some scholars, who question the efficacy of the direct instruction model for vocabulary enhancement, have proposed instructional practices such as semantic mapping, utilizing morphology, context clues and other focused instruction practices (Colenbrander et al. 2017; Parker et al. 2020; Manyak & Kappus 2021). Snyder et al. (2017) advised against generalising strategies across the groups. Similarly, Xiong (2020) cautions against applying strategies effective for non-ELL learners to ELLs as they may learn to read differently than monolingual speakers. SLA theories highlight that ELLs undergo distinct stages in acquiring a new language, emphasising the importance of recognising these unique progressions (Xiong, 2020). There is a need to critically examine the research on vocabulary instructional practices specifically designed for ELLs.

This systematic review examines recent research on vocabulary teaching methods in school classrooms. It summarises patterns found across these studies in the types of vocabulary instruction strategies utilised. Specifically, the review synthesises key details reported across recent empirical studies focused on practical classroom vocabulary instruction.

The current systematic review is aimed to address the following research questions.

**RQ1:** How do vocabulary intervention studies conducted among ELLs in primary school vary in design?

**RQ2:** What are the most predominant instructional practices in vocabulary interventions among ELLs in primary school?

## **METHODS**

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model by Page et al. (2021) was chosen to report methods of the screening process as it aligns well with the definition of a systematic review provided by Petticrew and Roberts (2008). The PRISMA model is a robust framework that guides the conduct and reporting of systematic reviews, ensuring they adhere to rigorous scientific methods. It emphasizes the identification, appraisal, and synthesis of all relevant studies, a crucial aspect of a systematic review.

### **Searching Strategy**

Electronic searches were conducted in September 2023 across multiple bibliographic databases to ensure a comprehensive exploration of relevant studies. The databases included in the search were ERIC (Education Resources Information Centre) spanning from 2013 to 2022, EBSCO-host covering the same time frame, Taylor & Francis (2013–2022), JSTOR (2013–2022), Scopus (2013–2022), ProQuest (2013–2022), and Wiley Online (2013–2022). To increase the sensitivity of the search, terms were searched in full text for the intervention terms. The subject terms in the facets were selected according to each database's thesaurus or subject term index. Specific search terms were employed for selected databases to refine the search and identify studies pertinent to vocabulary intervention and instructional strategies in elementary schools. For Scopus, the search terms included "vocabulary intervention" AND "instructional strategies OR instructional approaches" AND "elementary school OR elementary grade." In ProQuest, a more nuanced set of search terms was used: "(vocabulary teaching strategies AND primary school classroom NOT preschool NOT kindergarten) AND (vocabulary development)." Additionally, the search was filtered to focus on ProQuest Dissertations & Theses Global and the Publicly Available Content Database.

A variety of search strings were used of vocabulary development and vocabulary instruction terms. It would be ideal if all databases had exact search strings to maintain consistency in search processes, but the different databases' varying interfaces and search capabilities prevented the use of same search strings across databases. Thus, search strings were modified for each corresponding database. Google's Internet search and Google Scholar were used to search the open web to fill in any gaps after searching the specialised sources. Results were analysed until a saturation point was reached (i.e., further searching led to no new articles for inclusion). The inclusion criteria for the literature review were peer-reviewed publications in English after 2013. However, the review also considered unpublished dissertations due to the scarcity of studies on teaching vocabulary across elementary grades in ESL/EFL settings.

### **Eligibility Criteria and Screening Process**

The eligibility criteria were used to identify relevant studies on the topic of ELLs and vocabulary learning. Several database searches produced 1787 studies, which included unpublished dissertations. The author read each title to determine if a study was relevant. Of the studies, 1,666 were excluded for the following reasons: lack of relevance to the topic, a vast number of overlapped articles, and many articles that included search terms where they did not occur in their intended meaning. In the second phase, each potential study's abstract and full text were thoroughly assessed to determine whether they matched the criteria. During the third phase, 31 articles and dissertations were reviewed for eligibility.

To narrow down the results to the domain of vocabulary teaching and instruction, the articles were examined to confirm that they met the exclusion and inclusion criteria.

The criteria for including the studies for the current systematic review were as follows:

The study focused on vocabulary instruction, development, or word learning.

Authors broadly described vocabulary instruction as word knowledge, meaning making, and learning.

Studies were experimental or quasi-experimental, qualitative, action research or case studies. Eligible studies have interventions or treatments. In order to be considered, selected studies must have at least one result variable that specifically measured the impact of vocabulary training. To take account of the latest developments in L2 vocabulary instruction, the studies should be published between 2013 and August 2023. Thus, studies published before 2013 were excluded from the present review. Participants were ESL, EFL, or English Learners (EL) in elementary schools (1st to 5th grade).

The criteria for exclusion of studies are as follows:

The study did not examine L2 vocabulary learning, development, or retention. Studies were excluded if they focused on developing learners' speaking or communication skills without focusing on vocabulary growth.

The study was a literature review, synthesis, or meta-analysis.

Studies not conducted in classroom settings were excluded, as were studies on vocabulary teaching for professional development programs and those on students without cognitive or functional impairments.

This filtering process resulted in selecting 27 articles is illustrated in the PRISMA flowchart (Page et al., 2021) in supplemental Appendix A. The selected articles were first examined for the following attributes (study design, grade level, intervention format, and instructional practices) as presented in supplemental Appendix B.

## **Analysis Procedures**

The vocabulary instruction strategies extracted from the screened studies were grouped into broader instructional practices using a coding process. A few instructional practices were coded using existing definitions, while others had definitions created based on key elements of the pedagogical strategies. Those coding decisions were double-checked after establishing initial coding categories and applying them to categorise the instructional strategies. I returned to the original study descriptions of the teaching procedures and techniques and compared them against the coded strategy categories. This was to validate that the assigned code appropriately captured the instructional approach based on its description. Initial results on coding definitions yielded 90 % agreement, whereas the interrater agreement regarding the identification of intervention format reached 75 %. After discussion, a recheck of the following was conducted: the study descriptions for each instructional practice, generated codes and their assigned definition, and interrater reliability of 100 % were reached. A table of the instructional practices and definitions is available in supplemental Appendix C, and the original coding sheets of pedagogical strategies gleaned from study descriptions will be available upon request from the author.

## FINDINGS AND DISCUSSION

### Trends in Research Design

The first research question explored the study design in vocabulary instruction across grade levels. The study design has been operationally defined as 'the overall plan and strategy for addressing the research question. It specifies the type of research approach (quantitative, qualitative, or mixed methods), research design model (experimental, quasi-experimental, observational, etc.) utilised in a study.

In the corpus of studies examined, a disparity in research methodologies was discernible. As depicted in Figure 1, the data on research design indicates that out of the most recent publications, 22 adopted a quantitative approach, two utilised mixed-methods, and three were qualitative in nature. Among these, three studies implemented randomised controlled trials, four applied quasi-experimental designs, and five reported within-subject experiments. Of the mixed-method studies, one was characterised as action research. Among the qualitative studies, one was identified as a correlational study.

*Table 1: Distribution of Study Design across the Review Period*

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Quantitative	1	1	1	1	4	2	2	4	4	2
Qualitative	-	1	-	-	-	-	-	-	1	1
Mixed method	-	-	1	-	-	-	-	1	-	-

The steady trickle of studies in the middle half of the review period meeting the inclusion criteria demonstrates a renewed interest in the role of vocabulary in language development and academic success. Despite the considerable volume of the most recently published articles focusing on vocabulary research among ELLs, a noteworthy observation is that a substantial majority, precisely 22, employed quantitative research designs. This corresponds with findings in other systematic reviews on vocabulary research (Black & Wright, 2023). The predominant dependency on the quantitative positivist approach, which enables measurement of vocabulary outcomes regarding retention and growth, limits insights into contextual variables that impact vocabulary acquisition. This prevalence raises concerns about the depth and nuance of our understanding of students' lived experiences with vocabulary interventions based on these data. Unlike quantitative data, qualitative methods enable a comprehensive understanding of the intricate and diverse factors influencing ELLs' vocabulary acquisition, including attitudes, beliefs, emotions, and individual needs (Kameli et al., 2012).

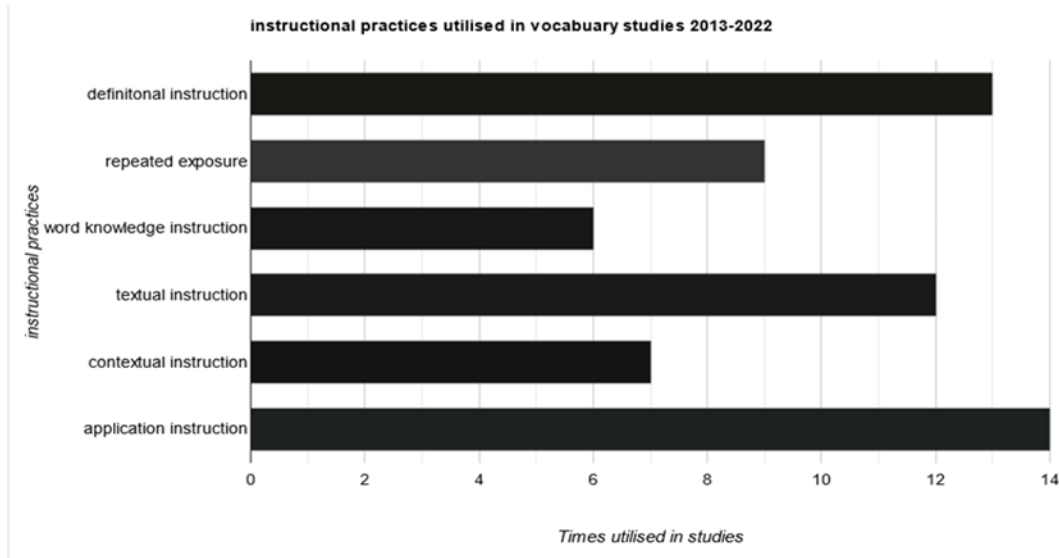
Furthermore, exploratory research has been used to explore learner agency and language learning practices, highlighting its relevance in understanding students' experiences and perceptions in language learning contexts (Jang, 2022). The exploratory nature of qualitative work allows researchers to delve into students' perceptions of various teaching practices and strategies, providing the foundation for generating hypotheses, models, and theories. These can then be rigorously tested through subsequent quantitative research (Creswell & Clark, 2018). If the lack of commitment to qualitative studies is sustained, the field of vocabulary instruction research risks overlooking critical inductive insights from students' lived realities within their unique contexts.

Intervention formats included in the review were comparative interventions, impact studies and strategy-specific interventions. Twelve studies were comparative interventions comparing different types of vocabulary instructions, of which six were strategy comparisons. The comparison studies included the following variables: type of vocabulary instruction (e.g., embedded vocabulary instruction vs. extended vocabulary instruction), format of activities (e.g., technology-based application vs. extended vocabulary instruction), and strategy comparisons (e.g., visual aids vs. translation method). Nine studies categorised as impact studies included two multi-faceted vocabulary interventions, one technology-mediated vocabulary intervention, one multitiered support system (MTSS), two multi-component interventions, one Rich Vocabulary intervention and one Precision Teaching intervention, respectively.

### **Common Vocabulary Instructional Practices**

The second research question sought to identify the most widely used instructional practices. Instructional practice is operationally defined as the specific teaching methods, behaviours, and techniques that are implemented in the classroom. These are the observable pedagogies and strategies that teachers employ to facilitate vocabulary learning. As presented in Figure 2, the most common instructional practice was multi-modal instruction (n=14) and application instruction (n=14). Multi-modal instruction involved pairing familiar pictures and icons between verbal, visual and written representations of vocabulary. Alongside visual supports like pictorial representations explicitly paired with target words to strengthen connections between verbal and visual content, multimodal anchoring was used to present and review vocabulary growth. Application instruction (n=14) allowed students to use words in the original writing and involved the generative application of target words, collaborative dialogue, and discussions.

Figure 1: Distribution of Instructional Practices across the Review Period



Definitional instruction, which comprises explicit vocabulary instruction, providing child-friendly definitions and direct explanation, appeared 13 times. Repeated exposure, which includes spaced repetition, distributed repetition, repeated read-aloud, and textual repetition as an instructional practice, was implemented in nine studies. Textual instruction appeared 12 times, followed by representational instruction ( $n=8$ ) and contextual instruction, which appeared seven times. Word knowledge instruction was the least used instructional practice, utilised in six studies.

Many of the studies featured multiple instructional practices. Of the 27 studies, almost half (48%) consisted of vocabulary interventions that provided definitional instruction with various combinations of instructional practices. Approximately 37% of the studies ( $n=10$ ) incorporated definitional instruction (consisting of explicitly defining target words, teacher modelling, and scaffolding instruction) with contextual instruction ( $n=3$ ) and textual instruction ( $n=7$ ). Four studies incorporated definitional instruction with generative application of words (e.g., actively generating sentences using the target words), while three studies combined definitional instruction (e.g., providing child-friendly definitions for target words, direct explanations of TW) with word knowledge instruction (e.g., teaching word parts, morphological instruction).

The findings of this systematic review reveal several vital insights regarding instructional practices primarily used in elementary-grade classrooms. The findings show that the most used approaches are multi-modal, application, and definitional instruction. Specifically, 14 studies utilised multi-modal instruction, while another 14 studies implemented application instruction, and 13 incorporated definitional instruction comprising various explicit vocabulary instruction techniques. This suggests that engaging students through multiple modes of input, including visual, auditory, written, verbal and physical interactions with target vocabulary, appears to be a promising approach supported by empirical studies. Direct instruction remains a commonly implemented instructional practice. The findings from the present review substantiate the extensive application of this approach among ELLs within the context of primary education. This observation is congruent with the review conducted by Black and Wright (2023), which posits its efficacy across a broad spectrum of educational levels.

In addition, the review found that embedding explicit explanations of target words with opportunities for practical usage. Ten studies paired explicit vocabulary instruction with contextual and textual instruction, while four combined explicit vocabulary instruction with generative application of sentences. It indicates vocabulary instruction is effective when learners are provided with relatable definitions and allowed to apply word knowledge gains in practical application through writing or discussion. Similarly, combining explicit vocabulary instruction with textual or contextual instruction indicates learners being primed to observe target words situated in contexts after having received intentional instruction of the target words.

## CONCLUSION

This systematic literature review scrutinised the diversity of research methodologies and pinpointed intervention models and instructional practices in vocabulary studies published between 2013 and 2022. Positively, there is a consistent upward trend in the quantity of studies concentrating on vocabulary enhancement in English Learners. However, if the literacy gaps perpetuated by vocabulary deficiencies are to be effectively addressed, researchers and educators across elementary grades must incorporate qualitative and mixed methods to explore ELLs' perceptions across diverse linguistic and cultural experiences. It is imperative that qualitative research methods, such as interviews, focus groups, participant observations, think-along, and case studies, are incorporated into the research process to address this gap.

The prevalence of definitional instruction paired with multiple instructional practices suggests that providing child-friendly definitions, textual instruction, contextual instruction and enabling active usage of vocabulary words are critical components of vocabulary intervention programs for ELLs. The descriptive data results do not reveal the effectiveness of each instructional practice. A meta-analysis would address how different instructional practices contribute to vocabulary growth among ELLs. Findings from the present review suggest an urgent need for research that provides insights into social and linguistic processes that indirectly contribute to vocabulary knowledge through the lived experiences of learners. Moreover, the field of vocabulary instruction should pursue further research on embedded instructional practices to evaluate combined effectiveness. By examining variations in design across empirical vocabulary studies involving ELLs in primary grades, this review focused on identifying the most predominant instructional practices employed in these studies. The goal of systematically exploring these research questions was to provide valuable insights into the landscape of empirical vocabulary research among ELLs in primary school English classrooms.

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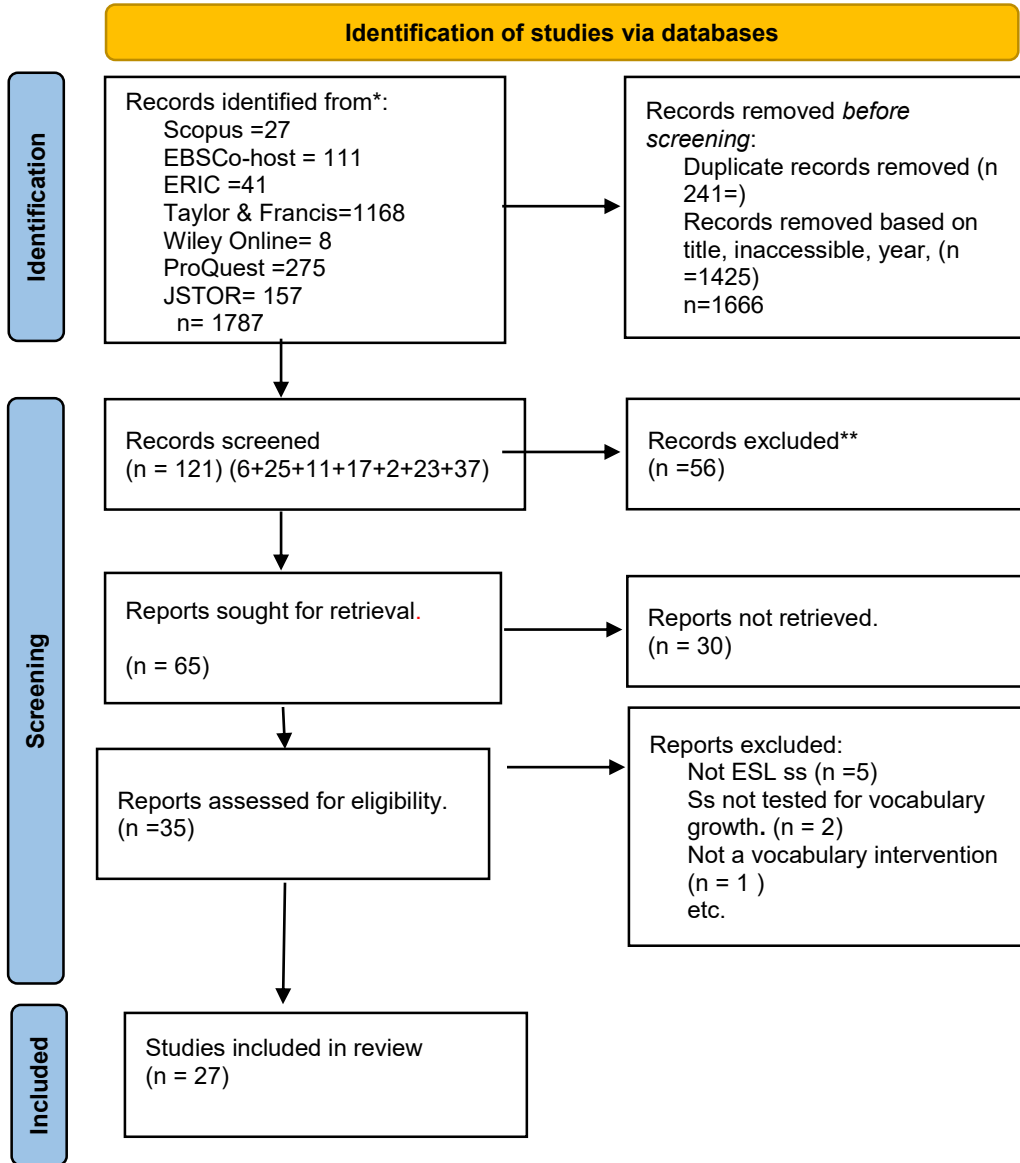
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## Appendix A

PRISMA diagram illustrating screening results (Page et al., 2021)



## Appendix B

	<b>Author and Year</b>	<b>Study Design</b>	<b>Grade Level</b>	<b>Learner Details</b>	<b>Intervention Format</b>	<b>Instructional Practices</b>
1	Colenbrander et al. (2022)	ED, RCT	3rd and 5 <sup>th</sup> grade	Poor spelling and reading ability.	Comparative intervention	Word knowledge instruction, Definitional instruction
2	Goldstein et al. (2017)	ED	1st -3rd grade	-low-income schools -75% African American	Comparative intervention	Word knowledge instruction, Multi-modal instruction
3	Parker et al. (2020)	ED	kindergarten and 1st yr.	-38% English learner -64% Black,17% Latino, 7% Pacific Islander,5% Asian,5% white	Impact study	Definitional, contextual and application instruction; repeated exposure
4	Loftus-Rattan & Furey (2021)	QED, within-subjects	1st grade	-70% of students are eligible for free or reduced lunch. -30% were Hispanic, 12% were Black, 3% were Asian/Pacific Islander, 2% were Native American, 38% were White, and 15% were multi-race	Comparative intervention	Definitional, contextual, textual and representational instruction; repeated exposure
5	Fogarty et al. (2020)	ED, RCT	3rd grade	-below-average vocabulary -43% Hispanic,23% White,23% Black	Impact study	Definitional and contextual instruction; repeated exposure
6	Vadasy et al. (2015)	ED,	4th and 5th	-31% ss in the RVOC group was minority (non-white) -36% were minority (non-white) in the control group.	Impact study	Definitional, application, and textual instruction; repeated exposure
7	August et al. (2016)	ED, within-subjects	3rd and 4 <sup>th</sup> grade	-Designated as ELLs in large high-poverty districts. -at risk of failing to meet district English language proficiency growth targets	Comparative intervention	Textual, definitional, representational and multi-modal instruction; repeated exposure

8	August et al. (2021)	RCT, ED	2nd grade	-students were less proficient in English in second grade than most EL samples. -Spanish-speaking ELLs	Impact study	Definitional, textual, and multi-modal instruction
9	Moore et al. (2014)	ED, within-subject	1st grade	-literacy results substantially below the national average	Comparative intervention	Repeated exposure; textual, definitional, and application instruction
10	Griffin & Murtagh (2015)	Mixed Method	2nd-6th grade	-primary school students requiring reading support	Impact study	Repeated exposure, definitional instruction
11	Solis et al. (2017)	QED	4th grade	-struggling readers in 2 rural school districts -80% Hispanic, 11.9% African-American, 7.0% White, 0.3% Native American, 0.8% Pacific Islander/Asian	Impact study	Definitional, textual, and contextual instruction; repeated exposure
12	Joseph et al. (2022)	ED	4 <sup>th</sup> grade	ESL	Strategy specific	Application instruction
13	Prabha & Aziz (2020)	Mixed Method	3 <sup>rd</sup> grade	ESL, Native speakers of Sabah and Sarawak	Strategy specific	Representational instruction
14	Alsuhaymi (2019)	QED	5 <sup>th</sup> grade	ESL	Strategy specific	Multi-modal instruction
15	Alsalihi (2020)	ED	2nd grade	ESL	Strategy specific	Multi-modal instruction
16	(Abbas Jawad, 2020)	ED	5 <sup>th</sup> grade	ESL	Strategy specific	Multi-modal instruction
17	(Zahran, 2019)	QED	5 <sup>th</sup> grade	EFL	Strategy specific	Learner autonomy, metacognitive reflection
18	Hussein & Mohammed (2022)	qualitative	2nd and 3rd grade	EFL with language delay	Strategy specific	Representational instruction
19	Silverman et al. (2014)	qualitative	3rd -5 <sup>th</sup> grade	Bilingual Spanish speakers	Impact study	Definitional, word knowledge, and contextual instruction
20	Jozwik & Douglas (2017)	ED,	5th grade	EL learners who received intensive literacy intervention due to a pattern of low	Impact study	Textual, application, contextual and definitional instruction

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				achievement on benchmarking assessments		
21	Shintani (2013)	ED	1 <sup>st</sup> grade	-Japanese EFL learners -complete beginners in English	Comparative intervention	Contextual, definitional, application multimodal, and representational instruction; repeated exposure
22	Chamsuparoke & Charubusp (2021)	qualitative	2nd grade	-EFL Thai speakers -low English scores and low participating behaviour	Strategy-specific	Multimodal and application instruction
23	Gu & Lornklang (2021)	ED	5th grade	EFL	Strategy-specific	Textual, application and representational instruction
24	Lotfolahi & Salehi (2017)	ED* within-subject	2nd-5th grade	-EFL Farsi speakers -did not receive formal English lessons (which start in 7th grade)	Strategy-specific	Definitional, application, and multi-modal instruction; repeated exposure
25	(Meganathan et al., 2019)	ED	5 <sup>th</sup> grade	ESL Tamil speakers	Strategy-specific	Definitional and multi-modal instruction
26	(Sarioğlu, 2018)	QED	3 <sup>rd</sup> grade	EFL Turkish speakers	Strategy-specific	Word knowledge instruction
27	(Manyak & Kappus, 2021)	ED	2nd grade	49 NES and 44 EBs	Impact study	Word knowledge, textual, definitional, and multi-modal instruction



### Appendix C

<b>Instructional Practice</b>	<b>Definition</b>	<b>Strategy examples</b>
Repeated Exposures	Providing students with opportunities for repeated exposure involves deliberately presenting a word multiple times. The practice, akin to "drill and practice," aims to boost students' ability to access the word's meaning swiftly.	Spaced repetition, distributed repetition, repeated read-aloud, textual repetition.
Definitional Instruction	Providing child-friendly definitional information about the target words and having students repeat or write the words or definitions. This involves explicit teaching of word meanings through direct explanations.	Explicit vocabulary instruction, Semantic Instruction, direct word definitions
Word Knowledge instruction	Providing students with structured opportunities to actively construct word knowledge through explicit morphological patterns, phonological awareness, and orthographic mapping instruction. This instruction emphasizes understanding spelling patterns, alternate spellings, syllabic structures, and word form-related content to comprehensively understand word structure, form, and meanings.	Morphological analysis, orthographic mapping, phonological instruction, form-meaning mapping, morphological instruction, morphemic analysis, keyword mnemonic
Application Instruction	Providing opportunities for students to use words in talk or original writing. This includes activities encouraging students to actively apply new vocabulary in speaking or writing contexts, promoting practical usage, and integrating learned words into their language skills.	Collaborative discussion/dialogue, interactive responding, Integrated Textual Application, collaborative practice,
Representational Instruction	Providing opportunities for students to represent word meanings through activities such as supplying antonyms or synonyms, concept mapping, examples, or non-examples. This involves engaging students in activities that help them	semantic mapping, poly category mind map, game-based application, concept mapping, interactive responding, listening-response-reinforcement, listening comprehension,

	create visual or conceptual representations of word meanings, fostering a deeper understanding.	
Multimodal Instruction	Pairing familiar pictures/icons with scripts is multimodal anchoring between different vocabulary representations (verbal, written, visual). This approach strengthens connections across various modalities, incorporating visuals, verbalizations, and written elements for comprehensive learning.	Multimodal anchoring, visual aids, posters, video games, technology integration
Contextual Instruction	Providing opportunities for students to encounter and understand words in context through read-aloud or reading. Words are introduced in meaningful passages, taking advantage of the natural context for vocabulary learning.	Contextualized input, embedded scene contexts, scaffold application, contextual instruction, inference from text
Textual Instruction	Providing students with opportunities for incorporating vocabulary engagement directly into written texts and passages. It involves previewing words for contextual connections, increasing the visibility of lexical items in textual content, and fostering reflective discussions and analyses of form-function relationships after reading. The emphasis is on utilizing texts as effective mediums for teaching.	<u>Enhancement</u> : Textual enhancement, Textual integration <u>Engagement</u> : Textual Analysis, Integrated Reading Comprehension, multi-level textual analysis