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Vocabulary Acquisition and its Incidence: in the Development of Fluency in the English Language

by **Jacqueline Elizabeth López López**



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This work was developed after living difficulties with students of eighth course who don't understand texts in English. Students get demotivated to continue reading and developing exercises which were extremely hard for them because they couldn't understand what they were reading, consequently some students get frustrated and gave up practicing reading. This investigation describes the different types of techniques frequently used to develop reading comprehension. A survey was applied where students express their emotions while they read in English and they do not understand very well the content of the text, at the same time we had the collaboration of the authorities and teachers of the school. The work also includes conclusions and recommendations for the teachers and for the students and finally a guide with exercises to develop comprehension in the reading. It is remarkable to consider that the benefits would be for all the school community, which means authorities who will see the progress in the students, the teachers who will feel motivated to work reading exercises and for the students who will enjoy when they realize how much vocabulary they understand in a context.

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the next in reading development. Readers do not instantaneously leave one stage and begin another at a particular age; instead, development through the stages has been a gradual back-and-forward progression.

Because having a word meaning vocabulary has been shown to be crucial in Stage 3 and thereafter, it was of interest to review research regarding instructional practices that promoted vocabulary learning at this stage, especially for English language learners. August, Carlo, Dressler, and Snow's (2005) recent review showed various strategies have assisted ELLs in their vocabulary development, one of which is knowing the meaning of basic words.

Studies that have focused on learning word meanings have shown various methods to be effective, such as read alouds (Anderson, Hiebert, Scott, & Wilkinson, 1985; Elley & Mangubhai, 1983; Feitelson, Goldstein, Iraqi, & Share, 1993; Ivey & Broaddus, 2007; Robbins & Ehri, 1994); word explanations (Beck, Perfetti, & McKeown, 1982; Carlo, et al., 2004; Chall, 1987; Graves, 1987; Manyak, 2007; Nation, 2001); read alouds with word explanations (Brett, Rothlein, & Hurley, 1996; Elley, 1989; Penno, Moore, & Wilkinson, 2002); and the use of orthographic cues (Ehri & Wilce, 1979; Koda, 1997; Rosenthal & Ehri, 2008).

Read alouds. Reading aloud received much attention from the National Academy of Education's Commission on Reading, the National Institute of Education, and the Center for the Study of Reading when the authors of *Becoming a Nation of Readers* concluded, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 23). Since then, research has shown that reading aloud to students

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