

***Research and Vocabulary
Instruction and Learning***

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FACTS

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Types of Vocabulary

- **Oral**
- **Print**
- **Receptive**
- **Productive**

Whipple (1925)

- **Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values**

Davis (1942)

Comprehension comprises two

“skills”: **Word knowledge or**

vocabulary and reasoning

How Many Words Do We Know?

- **2,500-25,000 words**
(typical 3rd grade student)
- **19,000-200,000 words**
(typical college student)

Do the Math . . .

To learn 175, 000 words between third grade and college a student would have to learn:

**about 17,500 words every year, or
about 48 words every day, or
about 115 words every school day**

What About Other At-risk Learners?

- **Good readers can read 1,000,000 words per year**
 - **Nagy & Anderson (1984)**

- **Low SES: 1/3 to 1/2 the words of higher SES**
 - **Hart & Risely (1995)**

Theory

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A Theory of Vocabulary

- **Oral Language + Word Recognition = Print Comprehension**
 - **Decoding → Oral Language**
 - **Oral Language → Oral comprehension**

Research

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NRP Findings for Vocabulary

- **Number of studies analyzed**

N = 50

Results

- **53 of 73 samples grades 3 - 8**
- **Different methods and effects for age and grade levels**

NRP Findings: Vocabulary

- **Direct instruction improves comprehension**
- **Computers**
- **Keyword method**
- **Indirect learning**

Findings (cont'd)

- **Multiple exposures**
- **Rich contexts**
- **Pre-instruction**
- **Restructure the task**

Research Updates

- **PREL and LSS support for updating the database**
- **63 studies that meet NRP criteria**
- **No NEW conclusions**

How Can Words Be Learned?

- **Indirect Experience**

- **Explicit Instruction**

Table VI. Estimated Number of Repetitions Per Word Needed by Children of Varying Brightness at the Age of Beginning Reading. (Redrawn from Gates, A. I. (1930). *Interest and Ability in Reading*. New York: Macmillan, p. 35)

Range of IQ (CA Between 6.1 and 7.5 Years at Beginning of Term)	Number of Repetitions to be Provided in Reading Course, i. e. Aside from All Incidental Learning.
120-129	20
110-119	30
90-109	35
80-89	40
70-79	45
60-69	55

Reading Practice

- **San Diego Recreational Reading Study**
- **Quasi-Experimental**
- **No General effects on reading**
- **Limited effects on vocabulary, fluency**

What About ELLs?

- **Cognates in Spanish and English**
- **10,000 - 15,000 (estimated)**
- **1/3 - 1/2 the average educated person's active vocabulary**
(Nash, 1997)

What Does It Take?

- **Near native competence in Vietnamese**
- **1300 hours of instruction for adults**
 - **(Army Language School)**

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- **A child who spends about ten hours a day in school, in play, and with media in English might gain comparable, though seemingly natural and effortless, experience in 130 days (Walberg, Hase, and Rasher, 1978, p. 428)**

Conclusions

- **Vocabulary is critical**
 - **Early reading**
 - **Advanced reading**
- **Explicit instruction is necessary**
- **Some ELLs can leverage existing vocabulary**