

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

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# FACTS

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# **Types of Vocabulary**

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

## **Whipple (1925)**

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- **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)**

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**Comprehension comprises two  
“skills”: Word knowledge or  
vocabulary and reasoning**

# **How Many Words Do We Know?**

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

## **Do the Math . . .**

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**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?**

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- **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**

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

# Research

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# **NRP Findings for Vocabulary**

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- **Number of studies analyzed**

**N = 50**

# **Results**

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

# **NRP Findings: Vocabulary**

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

## **Findings (cont'd)**

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

# **Research Updates**

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

# **How Can Words Be Learned?**

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- **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.
<b>120-129</b>	<b>20</b>
<b>110-119</b>	<b>30</b>
<b>90-109</b>	<b>35</b>
<b>80-89</b>	<b>40</b>
<b>70-79</b>	<b>45</b>
<b>60-69</b>	<b>55</b>

# **Reading Practice**

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

## **What About ELLs?**

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- **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?**

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- **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**

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