THE NATURE of VOCABULARY ACQUISITION

Edited by

Margaret G. McKeown • *Mary E. Curtis*
University of Pittsburgh *Harvard University*

LEA LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
1987 Hillsdale, New Jersey London

Contents

List of Contributors xi

Introduction 1

PART I: HOW KNOWLEDGE OF WORD MEANINGS DEVELOPS

Chapter 1 *Two Vocabularies for Reading: Recognition and Meaning*
Jeanne S. Chall **7**

The Two Vocabularies *7*
Recognition Vocabularies *9*
Meaning Vocabularies *10*
Conclusion *15*

Chapter 2 Breadth and Depth of Vocabulary Knowledge: Implications for Acquisition and Instruction
William E. Nagy and *Patricia A. Herman* **19**

Vocabulary Size *20*
The Nature of the Task *27*
Conclusion *32*

Chapter 3 Vocabulary Testing and Vocabulary Instruction
Mary E. Curtis **37**

What Do Vocabulary Tests Measure? *38*

The Diagnostic Value of Vocabulary Tests *45*
The Implications for Vocabulary Instruction *47*
Conclusions *48*

Chapter 4 Cognitive Processes in Learning Word Meanings
Marianne Elshout-Mohr and *Maartje M. van Daalen-Kapteijns* **53**

Verbal Comprehension: An Outline of the Skill *53*
Verbal Comprehension: Cognitive Processes in Learning Vocabulary From Context *58*
Promoting Vocabulary Learning *65*

Chapter 5 Learning Word Meanings From Written Context
Priscilla A. Drum and *Bonnie C. Konopak* **73**

Sources for Meaning *74*

PART II: HOW KNOWLEDGE OF WORD MEANINGS CAN BE PROMOTED

Chapter 6 Most Vocabulary is Learned From Context
Robert J. Sternberg **89**

Three Basic Facts About Vocabulary *89*
An Explanatory Framework for the Three Basic Facts *90*
Implications of the Facts and Framework for the Teaching and Learning of Vocabulary *94*
Data Testing the Theory of Learning Vocabulary From Context *97*
Conclusions *103*

Chapter 7 Remembering Versus Inferring What a Word Means: Mnemonic and Contextual Approaches
Michael Pressley, Joel R. Levin, and *Mark A. McDaniel* **107**

Introduction to Vocabulary-Remembering Approaches *108*

Mnemonic Versus Contextual Vocabulary-Remembering Strategies *111*
Vocabulary-Inferring Strategies *120*
Final Words on Keyword Versus Context *122*

Chapter 8 Issues in the Design of Vocabulary Instruction
Edward J. Kameenui, Robert C. Dixon, and *Douglas W. Carnine* **129**

Toward a New Perspective of Vocabulary Learning and Reading Comprehension *130*
Toward a Comprehensive Vocabulary and Reading Comprehension Training Program *140*

Chapter 9 The Effects and Uses of Diverse Vocabulary Instructional Techniques
Isabel L. Beck, Margaret G. McKeown, and *Richard C. Omanson* **147**

The Relationship Between Vocabulary and Reading Comprehension *147*
Design of a Vocabulary Program *149*
Results of Implementing the Program *150*
A Study to Compare Type and Frequency of Instruction *152*
The Role of Rich Instruction *154*
An Intermediate Grade Vocabulary Program *157*

Chapter 10 The Roles of Instruction in Fostering Vocabulary Development
Michael F. Graves **165**

Learning Words *167*
Learning to Learn Words *172*
Learning About Words *177*
Concluding Remarks *181*

Author Index **185**
Subject Index **191**