Vocabulary Strategies and Implementation

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Abstract

Vocabulary is a critical factor in the development of individuals’ ability to convey information. Information on this poster answers the question of ways to effectively implement implicit and explicit research-based teaching strategies. Researchers conducted an online probe consulting several articles discussing explicit strategies: keyword method, word walls, root analysis, and implicit strategies: cloze procedure, context clues and incidental word acquisition. The authors of this poster analyzed the information and divided the larger topic of vocabulary into subtopics. Through the use of these subtopics, teachers in all content and grade levels can implement vocabulary instruction. In conclusion, researchers found that teachers can implement vocabulary instruction using these research based teaching strategies to increase vocabulary acquisition for students with and without disabilities.
VOCABULARY LAND
The two types of vocabulary are oral and print. A reader who encounters a strange word in print can decode the word to speech. If it is in the reader’s oral vocabulary, the reader will be able to understand it.

Vocabulary is used in every content area throughout school from kindergarten to 12th grade.

Vocabulary is most effectively taught through natural settings and meaningful experiences.

**Types of Instruction:**

1. **Explicit** (*directly*)
   - **Word Wall**
     - A systematically organized collection of words displayed on a wall or bulletin board in the classroom. The goals include supporting the teaching of important general principles about words and how they work, promoting independence on the part of young students as they work with words in writing and reading and developing a growing vocabulary.
   - **Keyword Method**
     - Teaching a word cue to help student understand word when reading text. The goal of this method is to create an easy cognitive link between the knowledge the student has about a related visual or definition and the new vocabulary word.
   - **Root Analysis**
     - Teaching students the most common roots, prefixes, and suffixes to help the learning reader understand definitions of new words breaking the rote word down into a root, prefix, or suffix they already know to determine its meaning.

2. **Implicit** (*implied*)
   - **Context Clues**
     - Sources of information outside of words that readers may use to predict the identities and meanings of unknown words.
   - **Cloze Procedure**
     - Select words in a passage are omitted from the text and replaced with a line (or space). This procedure requires students to use their knowledge of context to supply appropriate words and concepts to create a meaningful passage.
   - **Incidental Word Acquisition**
     - Learning of new words as a *by-product* of a meaning-focused *communicative activity*, such as reading, listening, and interaction. It occurs through multiple exposures to a word in different contexts.
Poster-APA Citation:

References