

Complete APA bibliographic reference:

Kameenui, E., Carnine, D., & Freschi, R. (1982). Effects of text construction and instructional procedures for teaching word meanings on comprehension and recall. *Reading Research Quarterly*, 17 (3), 367-388.

Four or five descriptor names that best describe the topic:

Main: Vocabulary, comprehension

Type of Article:

Quantitative Research

Levels:

Upper Elementary (4-5), Middle School (6-8)

Briefly stated major purpose(s) of the article:

The purpose of the two studies presented in this article was to determine “(1) whether substituting difficult words for easy words in a test makes that text more difficult to comprehend, (2) whether embedding redundant information specific to difficult vocabulary words significantly contributes to text comprehension, (3) whether learning the meanings of the difficult words facilitates text comprehension, and (4) whether a passage integration vocabulary training strategy is more effective than a vocabulary training strategy that does not include passage integration” (370).

Research article – summarize the major findings in 2-4 sentences:

The findings of this study indicate that substituting familiar words for difficult words helps to make the text easier to comprehend and that redundant information also helps with text comprehension. In addition, the children who received vocabulary training scored higher than those who received no vocabulary training.

Quantitative Study Information:

Independent Variables Included:

Age, grade

List Dependent Variables:

Vocabulary, Reading Comprehension

Treatment:

- (1) Replacing six high frequency vocabulary words with six low frequency vocabulary words.
- (2) Adding more sentences that allowed subjects to make inferences about the main idea and the difficult vocabulary.
- (3) Incorporating two vocabulary instruction techniques.

Is reliability information reported? no

Is validity information reported? no