

Article Review

Complete APA bibliographic reference:

Nagy, W., Anderson, R., & Hermon, P. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24 (2), 237-270.

Three to five descriptor terms that best describe the topic:

Main: Context clues, expository text, narrative, schema

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3), Middle School (6-8), High School (9-12)

Briefly stated major purpose of the study:

To determine the incidental learning of words using context clues during normal reading.
To determine the effects of the make up of words such as length, part of speech, and “morphological complexity”.

Research article –

Conceptual difficulty was significant in its relationship to contextual learning. Learning from context was most influenced by the number of words that were conceptually different and by the length of these words. Comprehension is not acquired quickly though much can be learned in a single exposure. One reading of expository text is not enough but it relies on how clearly the relationship between the concepts is made. Wide reading experience is the major contributor to large scale, long term, vocabulary growth. Instruction is most likely to help students acquire new schemas, restructuring existing ones, and providing new concepts within their existing concepts and experiences.

Quantitative Study Information:

Independent Variables Included

Age (8, 10, and 12 years old,)

List Dependent Variables:

Proportion of students answering correctly, prior knowledge

Treatment:

Groups were made from a group of 352 students in 3rd, 5th, and 7th grades. They read either an expository or narrative text from a grade level text. They were tested after six days to determine how many difficult words in the text they knew. The *Vocabulary and Reading Subscales* of the *SRA Achievement Series* was used to determine levels. Two sessions, a week apart, were conducted. Words were coded and analyzed by subject using a Likert scale. They were analyzed using regression techniques.

Is reliability information reported? yes

Vocabulary and Reading Subtests of the *SRA Achievement Series*

Is validity information reported?

Vocabulary and Reading Subtests of the *SRA Achievement Series*