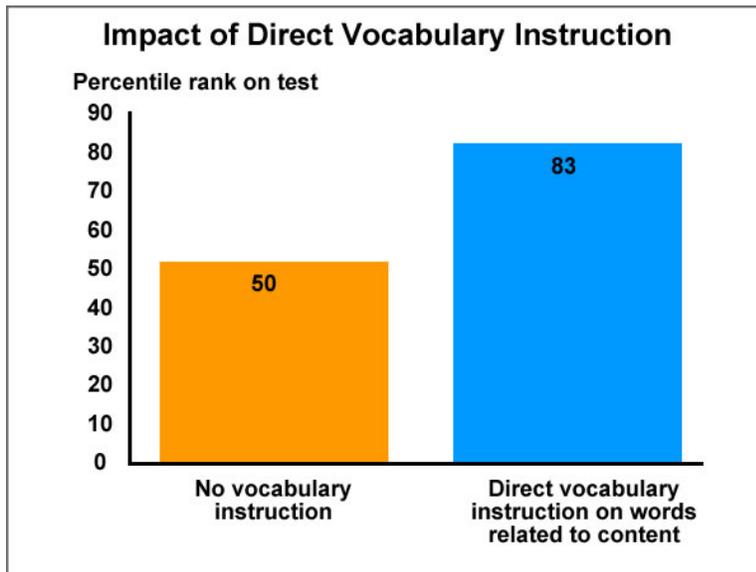




Vocabulary Acquisition Research

The research on vocabulary acquisition is compelling, both in the points it makes about the critical nature of vocabulary acquisition and the significant problems schools have in supporting vocabulary acquisition. This document reviews that literature and demonstrates how Flink Learning is based on that research.



Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach. When all the teachers in a district embrace and use the approach, it becomes even more powerful.

The graph illustrates the research presented by Robert Marzano in his book, *Building Background Knowledge for Academic Achievement*. This book is the single

best source to locate the huge amount of research Robert Marzano has conducted on this six-step methodology for teaching vocabulary. This is the methodology employed by Flink Learning; the research that supports this six-step approach is the research that supports Flink Learning.

Effect of Vocabulary Knowledge

Baumann, Kame'enui, & Ash (2003) found that students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. Smith (1941) found that high-performing third-graders had vocabularies equal to those of low-performing twelfth-graders.

Little Direct Teaching of Vocabulary

Rathvon (2003) found that only 19 minutes of 4,469 total minutes of reading instruction was devoted to vocabulary instruction. Roser and Juel (1982) found that teachers spent an average of only 1.67 minutes on vocabulary during each reading lesson.

Importance of Vocabulary Instruction

Marzano, Robert J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development. Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56(1), 72–110.

Importance of Repetition

Eller, Pappas and Brown (1988) found that repetitive exposure to words was critical in promoting vocabulary acquisition. Meara, et. al. (1998) found that a minimum of 8-12 exposures must occur for retention with normal students of any new concept or word.

Fun Learning Games

Muntean (2011) found that fun, simple learning games improve learning.

Benefit of Interactive Software

National Clearinghouse of National Researchers (2007) found that a highly structured interactive software format can significantly improve the standardized reading comprehension scores of the lowest quartile students.