Vocabulary Development

Planning and Implementing Vocabulary Strategies

Action Research Paper on Students with Limited Vocabularies and the Planning and Implementation of Strategies that Address Vocabulary Instruction

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Abstract:

The researcher planned and implemented a study on strategies to address students with limited vocabularies. The study took place at an inner city school over the summer. The students who attended the program were third grade students who did not pass the DSTP (Delaware State Testing Program). The researcher worked with a population of low socio-economic students with limited background knowledge and vocabulary. The interventions were implemented with a small group of no more than seven students in a summer school setting for four weeks. The researcher implemented four strategies identified from the research that were utilized each week to maximize student achievement. A journal was kept for personal notes of strengths and weaknesses of implementing the strategies. Weekly assessments were given as well as a pre and a post assessment to determine the effectiveness of the interventions applied to the program. The results showed progress of students and effectiveness of strategies implemented. Some strategies were more effective for the study implemented than others. The recommendations were to continue with similar strategies over an extended period of time to observe more substantial results. The researcher planned to share research and study with peers and present information in a staff development setting.

Vocabulary Strategy Effectiveness

Summarized by the Office of Research and Evaluation from D. Bilecki’s Action Research Paper

Strategies included Read-Aloud, Repeated Reading, Direct Systematic Instruction and Analogies. Each strategy was presented for one week, with assessments for each strategy and a pre and post test given. Results indicated each strategy had a positive impact on the students but that different strategies target different student needs and that motivation plays a part in successful results. The Read Aloud strategy proved helpful for teacher modeling, building background knowledge and student discussion; Repeated Reading targeted fluency building and decoding; Direct Systematic Instruction actively involved and motivated students and the Analogy strategy produced limited results but was significant for background knowledge development. It was recommended that the study continue over a longer period of time to obtain more conclusive results.