

Baumann, J.F., Ware, D., & Edwards, E.C. (2007). "Bumping into spicy, tasty words that catch your tongue": A formative experiment on vocabulary instruction. *The Reading Teacher*, 61, 108-122.

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Summary: A year-long study was conducted in a 5th grade class to observe the effectiveness of Grave's four components of effective vocabulary instruction, a multifaceted approach to vocabulary acquisition and appreciation: "(1) providing rich and varied language experiences; (2) teaching individual words; (3) teaching word-learning strategies; and (4) fostering word consciousness" (p. 109). The formative experiment counters the research framework, insofar as it observes students over an extended period, in a natural setting, and without a control group. Twenty diverse students were observed in the study with most, 65%, eligible for free/reduced-price lunch.

Assumptions:

- No research has been conducted on multifaceted vocabulary instruction.
- Grave's program includes several aspects that are research-based. Thus the combination may be beneficial.
- A multifaceted approach to vocabulary knowledge will promote greater vocabulary depth and breadth.

Results:

- Students' word knowledge grew more than expected as a result of the multifaceted approach to word knowledge.
- Students who were initially below average in vocabulary had greater gains than their classmates who had initially tested above average in their vocabulary knowledge.
- Writing samples indicated a 36% increase in word growth from fall to spring.
- Low frequency word use increased by 42% from fall to spring.
- Parents' ratings about their child's vocabulary size and their child's appreciation of vocabulary increased from fall to spring.
- Students self-reported a greater interest in reading, writing, and vocabulary from fall to spring.
- Students used more sophisticated and challenging words as the school year progressed.
- Students' interest and attitudes towards learning increased over the school year.
- Students independently used word learning tools and strategies.

Conclusion:

- By employing Grave's four components of effective vocabulary instruction, students gained a greater depth and breadth of vocabulary knowledge.
- An enhanced understanding, sensitivity to, and appreciation of vocabulary nuances can assist students in their vocabulary knowledge.

- A multifaceted approach creates more opportunities for word knowledge.

Suggestions for Teachers:

- A multifaceted approach to vocabulary may be more beneficial than the traditional contextual or structural analysis commonly adhered to in vocabulary instruction.
- Providing rich and varied language, teaching individual words, teaching word-learning strategies, and increasing word consciousness can be fruitful in increasing a student's vocabulary capacity.

Suggestions for Literacy Leaders

- Using Grave's four components of effective vocabulary instruction might be useful in assisting teachers' who are seeking to improve vocabulary knowledge.
- Employing a variety of approaches to vocabulary instructional practices may enhance a student's vocabulary, as opposed to a monolithic vocabulary instruction.