

Brabham, E.G., & Lynch-Brown, C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, 94(3), 465-473.

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Summary: Just reading, performance reading, and interactional reading-aloud styles were examined to determine their effectiveness in learning for 1st and 3rd grade students. Results showed reading-aloud styles produced statistically significant effects on vocabulary acquisition for both grade levels. Greater achievement in vocabulary acquisition was facilitated through interactional reading more so than through performance reading. Both, performance reading and interactional reading, provided greater vocabulary learning than just reading. Correct mean scores were achieved at a higher-level concerning comprehension for interactional and performance reading than just reading; however mean scores for correct comprehension showed no significant difference between the three reading-aloud styles.

Assumptions:

- Scaffolding, which is present in performance and interactional reading, “encourages applications of cognitive operations and internalization of symbolic functions of written language” (Brabham & Lynch-Brown, 2002, p. 466).
- Learning may be enhanced by placing the reader in the literature (aesthetic stance) or by seeing the text as a source of information (efferent stance). Both occur through performance and interactional reading.
- Performance and interactional reading effects may diminish over time, particularly during the students’ progression through elementary grades.
- How teachers discuss a reading can influence the benefits of interactional reading.

Results:

- For both books used in the study and both grades, vocabulary acquisition produced significantly higher mean gains when interactional readings were conducted compared with performance reading. However, both interactional reading and performance reading outperformed just reading with regards to vocabulary acquisition.
- The same pattern emerged for comprehension mean correct scores as well. That is, interactional reading showed higher gains than performance reading and both performed higher than just reading. However, “no significant differences among comprehension scores for reading-aloud styles were noted for” (Brabham & Lynch-Brown, 2002, p. 470) one book titled *Everglades*. For the other book, *Call Me Ahnighito*, comprehension scores were “not statistically different” (Brabham & Lynch-Brown, 2002, p. 470), but interactional reading and performance reading continue to outperform just reading.

Conclusions:

- Just reading provided the least amount of benefits concerning vocabulary acquisition. This was followed by performance reading and interactional read-alouds, respectively.
- Even for older students (3rd grade), who had a larger pre-existing vocabulary, interactional reading-alouds provided vocabulary gains.
- Vocabulary scores had a greater effect on reading-aloud styles than grade level. This pattern reversed with comprehension.

Suggestions for Teachers:

- Word explanation, if strategically done during the read-alouds, helps facilitate vocabulary acquisition.
- All three reading styles, interactional read-alouds, performance, and just reading, provided pre-to-posttest gains with interactional read-alouds being most beneficial to the student.
- Discussions about the readings should not only take place before and/or after the read-alouds but during the readings as well. This approach will help with vocabulary gains for the students.
- Interactional style does not decrease comprehension. However, if the goal is aesthetically experiencing the text, uninterrupted or just reading may be more amenable to the reader.

Suggestions for Literacy Leaders:

- Teachers should be encouraged to explain words to their students during read-alouds.
- Read-alouds can be recommended to teachers as an effective way to increase vocabulary.
- Teachers should be supported in examining different types of interactions and discussions to determine what type best suits a particular text and particular students.