

Summaries in English

Maartje van Daalen-Kapteijns, Kees de Glopper en Carolien Schouten-van Parreren **The derivation of word meaning from context: an attempt to train these skills**

This paper reports an attempt to train primary school students in the derivation of word meanings from verbal context. An experimental design was used in which students were allocated to an experimental and control condition by blocking. Thirty two grade-six children followed eight training sessions in their mother tongue (Dutch) and 32 control students followed their regular lessons with no special attention for learning from context. The training aimed at teaching the students a 'wordmeaning construction strategy'. On a paper-and-pencil test of skill in inferring word meaning from context, the difference between the scores of the experimental and control group was 0.2 standard deviation, which is statistically not significant. Think aloud-protocols of 16 trained and 16 untrained students were analyzed to obtain insight in the derivation activities performed by the two groups. Trained students, in comparison with the untrained ones, more often used a 'substitution strategy' instead of the trained 'construction strategy'. The results are discussed in relation to the 'primitive routine' hypothesis as stated by Garner (1990).

René Appel en Anne Vermeer **Mnemosyne and the words**

This article deals with the retention of words in teaching, and in particular the amount of words learned in an educational setting. After an introduction about aspects which facilitate word retention, mentioned in the literature, and the way in which 'learning success' is defined, an overview is given of a number of vocabulary intervention studies in primary education, for both L2 and L1 learners. The 'gain' in word knowledge in these studies is about one third of the words that could be learned, regardless of whether the amount of words in the curriculum was 50 or 1.000 words. All researchers mention that their results are disappointing. The final section discusses various reasons for the relatively low retention, with respect to testing, didactic methods, and procedures followed in the classroom.

Walter Schrooten

The lexical composition of the language used in Flemish and Dutch primary schools

This paper describes the results of a research project into the lexical composition of a number of text corpora. These corpora consisted of both written and oral language aimed at primary school children (6 to 12 year olds). Data were collected in a number

of Flemish and Dutch primary schools. A frequency analysis of a Flemish corpus consisting of teacher talk in grades 1 to 6 and the coursebooks that were used in these classrooms, served as the basis for the compilation of a word list. This word list was used as a point of reference to assess the complexity of texts from the original Flemish corpus, a corpus of teacher talk from Flemish primary schools for special education and a Dutch corpus of teacher talk collected in primary schools in Rotterdam. The number of words in a text not appearing in the basic word list for a particular grade was used as an indication of the lexical complexity of that text. This allowed for the comparison of the different parts of the corpus (oral vs written, primary schools vs primary schools for special education, Dutch vs Flemish) and provided insights into the value of word-lists in educational practice.

Two grade six children followed eight a paper-and-pencil test of skill in inferring word meaning from context. The training aimed at teaching the students a 'word-meaning construction strategy'. On a paper-and-pencil test of skill in inferring word meaning from context, the difference between the scores of the experimental and control group was 0.2 standard deviation, which is statistically not significant. Think aloud-protocols of 16 trained and 16 untrained students were analysed to obtain insight in the derivation activities performed by the two groups. Trained students, in comparison with the untrained ones, more often used a 'substitution strategy' instead of the trained 'construction strategy'. The results are discussed in relation to the 'primative routing' hypothesis as stated by Garner (1990).

Read Aloud in Dutch Primary Schools
Memory and the words

This article deals with the retention of words in teaching, and in particular the amount of words learned in an educational setting. After an introduction about aspects which facilitate word retention, mentioned in the literature, and the way in which 'learning success' is defined, an overview is given of a number of vocabulary intervention studies in primary education for both L2 and L1 learners. The 'gain' in word knowledge in these studies is about one third of the words that could be learned, regardless of whether the amount of words in the curriculum was 50 or 1,000 words. All researchers mention that their results are disappointing. The final section discusses various reasons for the relatively low retention, with respect to testing, didactic methods, and procedures followed in the classroom.

Walter Schweitzer
The lexical composition of the language used in Flemish and Dutch primary schools

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