



Bronnen

Er gebeurt ontzettend veel onderzoek naar woordenschatstimulering in de kleuterklas. Daarom gingen we op zoek naar systematische reviews en meta-analyses over dit onderwerp. Systematische reviews zijn onderzoekssamenvattingen, waarbij de onderzoekers hun zoektocht naar bronnen op een systematische manier hebben aangepakt.. Meta-analyses bevatten een statistische berekening van het leereffect op basis van de betrokken studies. We namen ook recente studies vanaf 2008 onder de loupe, om zo ook de allernieuwste ontwikkelingen op de voet te kunnen volgen. Deze recente studies zijn immers nog niet opgenomen in de meta-analyses.

De geselecteerde studies werden gepubliceerd in internationale, wetenschappelijke tijdschriften. We namen interventiestudies op met een quasi-experimenteel of een experimenteel design. We verdelen ze hieronder in kortetermijninterventies en langetermijninterventies van minstens 12 weken.

Studies met ICT of TV als hoofdcomponent van de interventie hebben we hierbij uitgesloten omdat het niet haalbaar was binnen de termijn van het project om ook deze uitgebreide onderzoeksliteratuur te verwerken. Ook vermelden we hier geen studies die de effectiviteit van een specifieke methode (curriculum) onderzochten. Deze hebben we wel in de wetenschappelijke review besproken. Daar verwijzen we ook naar niet-experimentele studies om de klassituatie in gewone omstandigheden te beschrijven, experimentele studies rond beïnvloedende woordkenmerken en experimentele studies over de invloed van coaching op leerkrachtkenmerken.

META-ANALYSES EN SYSTEMATISCHE REVIEWS

Christ, T., & Wang, X. C. (2011). Closing the Vocabulary Gap? A Review of Research on Early Childhood Vocabulary Practices. *Reading Psychology*, 32(5), 426-458.

Darrow, C. L. (2009). *Language and Literacy Effects of Curriculum Interventions for Preschools Serving Economically Disadvantaged Children: A Meta Analysis*. Society for Research on Educational Effectiveness.

Marulis, L. M., & Neuman, S. B. (2010). The Effects of Vocabulary Intervention on Young Children's Word Learning: A Meta-Analysis. *Review of Educational Research*, 80(3), 300-335.

Marulis, L. M., & Neuman, S. B. (2011). *How Do Vocabulary Interventions Affect Young At-Risk Children's Word Learning: A Meta-Analytic Review*. Society for Research on Educational Effectiveness.

Mol, S. E., Bus, A. G., & de Jong, M. T. (2009). Interactive Book Reading in Early Education: A Tool to Stimulate Print Knowledge as Well as Oral Language. *Review of Educational Research*, 79(2), 979-1007.

National Early Literacy Panel (2008). *Developing Early Literacy*. Washington, DC: National Institute for Literacy.

Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., & Tackett, K. (2011). A Synthesis of Read-Aloud Interventions on Early Reading Outcomes Among Preschool Through Third Graders at Risk for Reading Difficulties. *Journal of Learning Disabilities*, 44(3), 258-275.

RECENTE KORTETERMIJNINTERVENTIES/EXPERIMENTEN (<= 12 WEKEN)

Christ, T., Wang, X. C., & Chiu, M. M. (2011). Using story dictation to support young children's vocabulary development Outcomes and process. *Early Childhood Research Quarterly*, 26(1), 30-41.

Collins, M. F. (2011). ELL preschoolers' English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly*, 25, 84-97.

Coyne, M. D., McCoach, D. B., Loftus, S., Zipoli, R., Jr., & Kapp, S. (2009). Direct Vocabulary Instruction in Kindergarten: Teaching for Breadth versus Depth. *Elementary School Journal*, 110(1), 1-18.

Blewitt, P., Rump, K. M., Shealy, S. E., & Cook, S. A. (2009). Shared Book Reading: When and How Questions Affect Young Children's Word Learning. *Journal of Educational Psychology*, 101(2), 294-304.

Hong, S. Y., & Diamond, K. E. (2012). Two approaches to teaching young children science concepts, vocabulary, and scientific problem-solving skills. *Early Childhood Research Quarterly*, 27(2), 295-305.

Leung, C. B. (2008). Preschoolers' Acquisition of Scientific Vocabulary through Repeated Read-Aloud Events, Retellings, and Hands-on Science Activities. *Reading Psychology*, 29(2), 165-193.

Loftus, S. M., Coyne, M. D., McCoach, D. B., Zipoli, R., & Pullen, P. C. (2010). Effects of a Supplemental Vocabulary Intervention on the Word Knowledge of Kindergarten Students at Risk for Language and Literacy Difficulties. *Learning Disabilities Research & Practice*, 25(3), 124-136.

Lugo-Neris, M. J., Jackson, C. W., & Goldstein, H. (2010). Facilitating Vocabulary Acquisition of Young English Language Learners. *Language Speech and Hearing Services in Schools*, 41(3), 314-327.

McLeod, A. N., & McDade, H. L. (2011). Preschoolers' Incidental Learning of Novel Words during Storybook Reading. *Communication Disorders Quarterly*, 32(4), 256-266.

Opel, A., Ameer, S. S., & Aboud, F. E. (2009). The Effect of Preschool Dialogic Reading on Vocabulary among Rural Bangladeshi Children. *International Journal of Educational Research*, 48(1), 12-20.

Ruston, H. P., & Schwanenflugel, P. J. (2010). Effects of a Conversation Intervention on the Expressive Vocabulary Development of Prekindergarten Children. *Language, Speech and Hearing Services in Schools*, 41, 303-313. (GESPREKKEN)

Spycher, P. (2009). Learning Academic Language through Science in Two Linguistically Diverse Kindergarten Classes. *Elementary School Journal*, 109(4), 359-379.

Tuckwiller, E. D., Pullen, P. C., & Coyne, M. D. (2010). The use of the regression discontinuity design in tiered intervention research: a pilot study exploring vocabulary instruction for at-risk children. *Learning Disabilities Research & Practice*, 25(3), 137-150.

RECENTE LANGETERMIJNINTERVENTIES (>= 12 WEKEN)

Apthorp, H., Randel, B., Cherasaro, T., Clark, T., McKeown, M., & Beck, I. (2012). Effects of a Supplemental Vocabulary Program on Word Knowledge and Passage Comprehension. *Journal of Research on Educational Effectiveness*, 5, 160-188.

- Cabell, S. Q., Justice, L. M., Piasta, S. B., Curenton, S. M., Wiggins, A., Turnbull, K. P., & Petscher, Y. (2011). The Impact of Teacher Responsivity Education on Preschoolers' Language and Literacy Skills. *American Journal of Speech-Language Pathology*, 20(4), 315-330. (INTERACTIE)
- Coyne, M. D., McCoach, D. B., Loftus, S., Zipoli, R., Jr., Ruby, M., Crevecoeur, Y. C., & Kapp, S. (2010). Direct and Extended Vocabulary Instruction in Kindergarten: Investigating Transfer Effects. *Journal of Research on Educational Effectiveness*, 3(2), 93-120.
- Bowyer-Crane, C., Snowling, M. J., Duff, F. J., Fieldsend, E., Carroll, J. M., Miles, J., Hulme, C. (2008). Improving Early Language and Literacy Skills: Differential Effects of an Oral Language versus a Phonology with Reading Intervention. *Journal of Child Psychology and Psychiatry*, 49(4), 422-432.
- Brown, E. D., Benedett, B., & Armistead, M. E. (2010). Arts enrichment and school readiness for children at risk. *Early Childhood Research Quarterly*, 25(1), 112-124. (ARTS)
- DeBaryshe, B. D., Gorecki, D. M., & Mishima-Young, L. N. (2009). Differentiated Instruction to Support High-Risk Preschool Learners. *NHSA Dialog*, 12(3), 227-244.
- Gonzalez, J. E., Goetz, E. T., Hall, R. J., Payne, T., Taylor, A. B., Kim, M., & McCormick, A. S. (2011). An evaluation of Early Reading First (ERF) preschool enrichment on language and literacy skills. *Reading and Writing*, 24(3), 253-284.
- Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Kim, M., & Simmons, L. (2011). Developing Low-Income Preschoolers' Social Studies and Science Vocabulary Knowledge Through Content-Focused Shared Book Reading. *Journal of Research on Educational Effectiveness*, 4, 25-52.
- Han, M., Moore, N., Vukelich, C., & Buell, M. (2010). Does play make a difference? Effects of play intervention on at-risk preschoolers' vocabulary learning. *American Journal of Play*, 3(1): 82-105.
- Henning, C., McIntosh, B., Arnott, W., & Dodd, B. (2010). Long-term outcome of oral language and phonological awareness intervention with socially disadvantaged preschoolers: the impact on language and literacy. *Journal of Research in Reading*, 33(3), 231-246.
- Hindman, A. H., Erhart, A. C., & Wasik, B. A. (2012). Reducing the Matthew Effect: Lessons from the ExCELL Head Start Intervention. *Early Education and Development*, 23(5), 781-806.
- Hindman, A. H., & Wasik, B. A. (2012). Unpacking an effective Language and Literacy Coaching Intervention in Head Start: Following Teachers' Learning over Two Years of Training. *Elementary School Journal*, 113(1), 131-154.
- Neuman, S. B., & Dwyer, J. (2011). Developing Vocabulary and Conceptual Knowledge for Low-Income Preschoolers: A Design Experiment. *Journal of Literacy Research*, 43(2), 103-129.
- Neuman, S.B., Newman, E., & Dwyer, J. (2011). Educational Effects of a Vocabulary Intervention on Preschoolers' Word Knowledge and Conceptual Development: A Cluster-Randomized Trial. *Reading Research Quarterly*, 46(3), 249-272.
- Phillips, R. D., Gorton, R. L., Pinciotti, P., & Sachdev, A. (2010). Promising Findings on Preschoolers' Emergent Literacy and School Readiness In Arts-integrated Early Childhood Settings. *Early Childhood Education*, 38, 111-122. (ARTS)
- Piasta, S. B., Justice, L. M., Cabell, S. Q., Wiggins, A., Turnbull, K. P., & Curenton, S. M. (2012). Impact of professional development on preschool teachers' conversational responsivity and children's linguistic productivity and complexity. *Early Childhood Research Quarterly*, 27, 387-400. (INTERACTIE)
- Pollard-Durodola, S. D., Gonzalez, J. E., Simmons, D. C., Davis, M. J., Simmons, L., & Nava-Walichowski, M. (2011). Using Knowledge Networks to Develop Preschoolers' Content Vocabulary. *Reading Teacher*,

65(4), 265-274.

Roskos, K., & Burstein, K. (2011). Assessment of the Design Efficacy of a Preschool Vocabulary Instruction Technique. *Journal of Research in Childhood Education, 25*(3), 268-287.

Schwanenflugel, P. J., Hamilton, C. E., Neuharth-Pritchett, S., Restrepo, M. A., Bradley, B. A., & Webb, M. Y. (2010). PAVEd for Success: An Evaluation of a Comprehensive Preliteracy Program for Four-Year-Old Children. *Journal of Literacy Research, 42*(3), 227-275.

Wasik, B. A., & Hindman, A. H. (2011). Improving Vocabulary and Pre-Literacy Skills of At-Risk Preschoolers Through Teacher Professional Development. *Journal of Educational Psychology, 103*(2), 455-469.