

Developing a Model for the Lexical Analysis of Key Works of Children's Literature

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Abstract : One of the most cutting-edge interdisciplinary topics in the social sciences is the application of understandings from the humanities to traditionally social scientific disciplines such as education studies. This paper proposes such a topic. It has often been observed that children enjoy literature. The role of reading in the development of reading ability is an important area of research. However, the role of vocabulary in reading development has long been neglected. This paper reports an investigation into the number of words found in key works of children's literature and attempts to correlate that figure with years elapsed since publication of the work. Pedagogical implications will be discussed.

Keywords : educational pedagogy, young learners, vocabulary teaching, reading development

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