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# EFECTO DEL VOCABULARIO SOBRE LA GENERACIÓN DE INFERENCIAS EN NIÑOS: RESULTADOS DE UN METAANÁLISIS

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## RESUMEN

El vocabulario es concebido a partir de dos dimensiones: la amplitud, el número de palabras que alguien conoce; y la profundidad, que incluye el contenido semántico, ortográfico, sintáctico, etc. Es extensa la literatura que sostiene que el vocabulario es un componente crucial en la construcción del significado durante la comprensión de textos, pero la investigación acerca de cómo se relacionan sus componentes (profundidad y amplitud) con la generación de inferencias durante la lectura es poca y con resultados diversos, haciendo necesaria una sistematización. El objetivo del trabajo consiste en sistematizar la literatura sobre el tema, estableciendo el tamaño del efecto de ambas dimensiones del vocabulario sobre la generación de inferencias en niños de tres a trece años, analizando su trayectoria a lo largo del desarrollo. A partir de una búsqueda sistemática se analizaron 23 artículos. Se encontró una asociación positiva significativa y de tamaño moderado entre ambas variables. No se observó un efecto de moderación según la dimensión de vocabulario, observando similares efectos para amplitud y profundidad, pero sí de la edad: la relación decrece con el crecimiento. Sin embargo, la heterogeneidad es alta y existe varianza que no es explicada por nuestros modelos.

## Palabras clave

Vocabulario - Inferencias - Comprensión - Niños

## ABSTRACT

EFFECT OF VOCABULARY ON INFERENCE GENERATION IN CHILDREN: RESULTS FROM A METAANALYSIS

Vocabulary can be defined using two dimensions: breadth, the number of words a person knows about; and depth, which includes knowledge about the meaning, orthography and syntax of the word, among other aspects. Although there is a vast amount of literature supporting the crucial role of vocabulary for meaning construction during reading comprehension, the research about the relationship between its components (breadth and depth) and inference generation is sparse and with inconclusive results, driving the need for systematization. We aimed to systematize the literature on this topic, establishing an effect size of both dimensions of vocabulary on inference generation in children aged three to thirteen years old and analyzing the tra-

jectory of this relationship during development. We analyzed 23 articles found through a systematic literature search. We found a positive and significant association between the two variables studied, of medium effect size. We did not find a moderating effect of the dimension of vocabulary, observing a similar effect size for both breadth and depth, but we did find an effect for age: the strength of the relationship decreases with development. However, heterogeneity is high and there is variance that cannot be explained by our models.

## Keywords

Vocabulary - Inferences - Comprehension - Children

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