

The University of California, Irvine

The Department of Education

presents

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12:00PM – 1:30PM

Room – 2024 Education

Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program

This longitudinal quasi-experimental study examines the effects of Word Generation, a middle-school vocabulary intervention, on the learning, maintenance, and consolidation of academic vocabulary for students from English-speaking homes, proficient English speakers from language-minority homes, and limited English-proficient students. Using individual growth modeling, we found that students receiving Word Generation improved on average on target words during the instructional period. There was an interaction between instruction and home-language status such that English-proficient students from language-minority homes improved more than English-proficient students from English-speaking homes. Limited English-proficiency (LEP) students, however, did not realize gains equivalent to those of more proficient students from language-minority homes during the instructional period. We administered follow-up assessments in the fall after the instructional period ended and in the spring of the following year to determine how well students maintained and consolidated target academic words. Students in the intervention group maintained their relative improvements at both follow-up assessments.