The effects of vocabulary instruction on the fluency and comprehension of fifth-grade nonnative English speakers
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Abstract

A single-subject design of the effects of teaching Tier Two vocabulary on the vocabulary knowledge, comprehension, fluency, and prosody of fifth-grade nonnative English speakers was conducted. Results suggested that vocabulary instruction improved vocabulary knowledge, but further research and study is needed to determine ways to improve fluency, prosody, and comprehension in nonnative English speakers in the intermediate grades who are also struggling readers. Implications for classroom practice include the need and benefit of teaching Tier Two words to nonnative English speakers who are struggling readers in intermediate grades.