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Effectiveness of Peer-Meditated Interventions for Emergent Bilingual Students' Achievement

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Research has shown that peer-mediated interventions produce positive academic outcomes for a wide range of students. This meta-analysis analyzed the effectiveness of peer-mediated interventions for emergent bilingual students in grades K-12. Fourteen studies using cross-age, same-age, class wide peer tutoring, or cooperative learning met the criteria. The meta-analysis' purpose is to explore the effects of peer intervention on emergent bilinguals' academic achievement. The following research questions guided this study: a) what are the effects of peer-mediated interventions intended to improve Emergent Bilingual students' academic achievement? b) what are the characteristics of peer-mediated intervention with Emergent Bilinguals in grades preK-12? c) to what extent does dosage moderate the effectiveness of the intervention? d) to what extent does the quality of the research design moderate the effectiveness of peer-mediated interventions? Findings from these studies indicate peer-mediated interventions were successful for emergent bilingual learners.