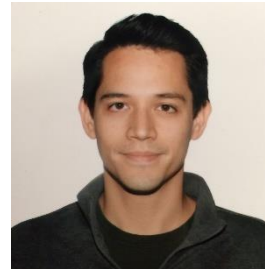**Title of Project:**
The Promise of Educational Media for Dual-language
Learners' English Vocabulary Development

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Project Summary:
Children today are exposed to technology at a very young age, with educational media becoming increasingly salient in the lives of young children. Many programs are designed to equip preschool-aged dual-language learners (DLLs) with English vocabulary knowledge to prepare them for school, but the specific mechanisms that facilitate screen-based vocabulary learning for DLLs have yet to be examined. This dissertation investigates the instructional supports on screen and in the media viewing context that influence English vocabulary learning in DLLs. The study draws from dual-coding theory (Paivio, 1986), which purports that information is more fully processed in the brain when it is transmitted through verbal (speech) and nonverbal (imagery) systems. The interconnections between channels promote the creation of coherent mental images, which may make screens particularly helpful for DLLs who benefit from additional image support.

This dissertation is conducted in three phases, investigating how (1) the viewing context when co-viewing with adults, (2) the instructional approaches used on screen, and (3) the language(s) of the program might influence English vocabulary learning among DLLs. I utilize eye-tracking technology to precisely examine how DLLs' attention to screens might influence vocabulary learning from educational media. Moreover, I use English language proficiency as a covariate to interrogate the assumption made by many policymakers that DLLs are a linguistically homogenous group. By exploring how the instructional context and language proficiency of young DLLs influence vocabulary learning from screen media, I hope to help researchers, producers, policymakers and educators better understand the promise of educational media.