

## **VITA**

**William E. Nagy**

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### **Employment**

9/96 - present: Professor of Education, Seattle Pacific University

11/78 - 8/96: Senior Scientist, Center for the Study of Reading, University of Illinois at Urbana-Champaign

1/78 - 5/78: Assistant Professor, German Department, Calvin College

9/76 - 8/77: Research Assistant, Translations Department, American Bible Society

7/75 - 6/76: Assistant Professor, Institut für Sprachwissenschaft der Universität Salzburg

9/74 - 5/75: Assistant Professor, Department of Anthropology, University of Rochester

### **Education**

PhD in Linguistics, University of California, San Diego, 1974  
Dissertation title: *Figurative patterns and redundancy in the lexicon.*

BA in German, Michigan State University, 1970

Scholastic Honors: Phi Beta Kappa, Phi Kappa Phi

### **Interests**

I am interested in how children learn words, how vocabulary can best be taught, and how students' awareness of language contributes to their reading ability. I have done research on incidental word learning from context during reading, the acquisition of derivational morphology, how knowledge of morphology contributes to comprehension, bilingual students' recognition of cognate relationships between English and Spanish, and the role of morphological awareness in learning to read in English and in Chinese.

## Selected Publications

- Nagy, W. & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19, 304-330.
- Nagy, W., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233-253.
- Nagy, W., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. McKeown & M. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 19-59). Hillsdale, NJ: Erlbaum.
- Nagy, W., Anderson, R. C., & Herman, P. A. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24, 237-270.
- Nagy, W. (1988). *Teaching vocabulary to improve reading comprehension*. Urbana, IL: ERIC/RCS, NCTE & IRA.
- Nagy, W., Anderson, R. C., Schommer, M., Scott, J., & Stallman, A. (1989). Morphological families in the internal lexicon. *Reading Research Quarterly*, 24, 262-282.
- Nagy, W., Diakidoy, I., & Anderson, R. C. (1993). The acquisition of morphology: Learning the contribution of suffixes to the meanings of derivatives. *Journal of Reading Behavior*, 25, 155-170.
- Nagy, W., García, G. E., Durgunoglu, A., & Hancin-Bhatt, B. (1993). Spanish-English bilingual students' use of cognates in English reading. *Journal of Reading Behavior*, 25, 241-259.
- Nagy, W., McClure, E., & Mir, M. (1997) Linguistic transfer and the use of context by Spanish-English bilinguals. *Applied Psycholinguistics*, 18, 431-452.
- Nagy, W., & Scott, J. (2000). Vocabulary Processes. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, Volume III (pp. 269-284). Mahwah, NJ: Erlbaum.
- Nagy, W., Berninger, V., Abbott, R., Vaughan, K., & Vermeulen, K. (2003). Relationship of morphology and other language skills to literacy skills in at-risk second grade readers and at-risk fourth grade writers. *Journal of Educational Psychology*, 95, 730-742.
- Nagy, W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. Hiebert & M. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice* (pp. 27-44). Mahwah, NJ: Erlbaum.
- Stahl, S. A., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum.
- Nagy, W., Berninger, V., & Abbott, R. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle school students. *Journal of Educational Psychology*, 98(1), 134-147.
- Nagy, W. (2009). Understanding words and word learning: Putting research on vocabulary into classroom practice. In S. Rosenfield & V. Berninger (Eds.), *Implementing Evidence-Based Academic Interventions in School Settings* (pp. 479-500). New York: Oxford University Press.
- Nagy, W., & Hiebert, E. (2011). Toward a theory of word selection. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of Reading Research*, Volume IV (pp.388-404). New York: Routledge.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108.