高水平教学研究论文摘编

论文摘编

（2020 年第 4 期）

山东师范大学图书馆

山东师范大学教务处

2020年第4期 外语教学研究论文摘编

【编者按】

为更好地服务学校教学，引导教师了解教学研究最新动态，借鉴高水平研究成果，促进教师教学研究能力的提升，改革教学方法，提高教育教学质量，图书馆联合教务处推出高水平教学研究论文系列摘编。摘编选取部分高水平教学研究论文并对其主要内容进行揭示，选取范围为核心期刊中的高被引论文和近期热点论文。本期特推出"外语教学研究"专题，以期为学校的外语教学研究与实践提供参考与启示。

1. A critical period for second language acquisition:Evidence from 2/3 million English speakers

Hartshorne, JK ; Tenenbaum, JB ; Pinker, S

【摘要】Children learn language more easily than adults, though when and why this ability declines have been obscure for both empirical reasons (underpowered studies) and conceptual reasons (measuring the ultimate attainment of learners who started at different ages cannot by itself reveal changes in underlying learning ability). We address both limitations with a dataset of unprecedented size (669,498 native and non-native English speakers) and a computational model that estimates the trajectory of underlying learning ability by disentangling current age, age at first exposure, and years of experience. This allows us to provide the first direct estimate of how grammar-learning ability changes with age, finding that it is preserved almost to the crux of adulthood (17.4 years old) and then declines steadily. This finding held not only for "difficult" syntactic phenomena but also for "easy" syntactic phenomena that are normally mastered early in acquisition. The results support the existence of a sharply-defined critical period for language acquisition, but the age of offset is much later than previously speculated. The size of the dataset also provides novel insight into several other outstanding

questions in language acquisition.

【关键词】Language acquisition; Critical period; L2 acquisition

【作者简介】Hartshorne, JK, Boston College ; Tenenbaum, JB, Massachusetts Institute of Technology (MIT), Dept Brain & Cognit Sci; Pinker, S, Harvard University, Dept Psychol.

【阅读原文】

2. Incidential L2 vocabulary acquisition from and while reading: An Eye-Tracking Study

Pellicer-Sanchez, A

【摘要】：Previous studies have shown that reading is an important source of incidental second language (L2) vocabulary acquisition. However, we still do not have a clear picture of what happens when readers encounter unknown words. Combining offline (vocabulary tests) and online (eye-tracking) measures, the incidental acquisition of vocabulary knowledge from reading and the online reading of unknown lexical items were examined. L2 English learners read a story containing unknown items while their eye movements were recorded. After eight exposures, L2 readers recognized the form and the meaning of 86% and 75% of the target nonwords, respectively, whereas they recalled the meaning of 55% of the nonwords. After three to four encounters, nonwords were read significantly faster, and by eight encounters they were read in a similar manner to previously known real words. Results also showed a positive relationship between new vocabulary learning outcomes and online reading, with longer reading times associated with higher vocabulary recall test scores. The study was also conducted with first language (L1) readers to provide baseline data for comparison. Results confirmed the L2 findings while also indicating

an interesting L1-L2 distinction in the rate rather than in the ultimate outcome of the acquisition process.

【关键词】MOVEMENTS；FREQUENCY；CONTEXT；COMPREHENSION；FAMILIARITY；KNOWLEDGE；SENTENCES；WORDS

【作者简介】Pellicer-Sanchez, A, University of London.

【原文出处】STUDIES IN SECOND LANGUAGE ACQUISITION，2016，卷：38 期：1 页：97-130

【Web of Science 被引次数】51

【阅读原文】

3. Introduction: Identity, Transdisciplinarity, and the Good Language Teacher

De Costa, PI; Norton, B

【摘要】What constitutes a good teacher and good teaching has come under much scrutiny in an age of globalization, transnationalism, and increased demands for accountability. It is against this evolving landscape and the pathbreaking work of the Douglas Fir Group (DFG, 2016) that this special issue engages the following two broad questions: (a) In what ways is language teaching identity work? and (b) To what extent does a transdisciplinary approach to language learning and teaching offer insight into language teacher identity? We begin this Introduction with a discussion on identity research in second language acquisition and applied linguistics, and then address innovations in language teacher identity research, exploring how this work has been advanced methodologically through narratives, discourse analysis, and an ethical consideration of research practices. We then consider how the transdisciplinary framework of the DFG, and its focus on macro, meso, and micro dimensions of language learning at the ideological, institutional, and classroom levels, respectively, might contribute to our understanding

of language teacher identity. In the final section, we argue that the host of complementary theories adopted by the six contributors supports the view that a transdisciplinary approach to language teacher identity is both productive and desirable. Further, the contributors advance the language teacher identity research agenda by taking into consideration (a) how teacher identity intersects with the multilingual (Higgins and Ponte) and translingual (Zheng) realities of contemporary classrooms, (b) the investment of teachers in developing the semiotic repertoires of learners (Stranger-Johannessen and Norton) and a socially inclusive learning environment (Barkhuizen), and (c) the emotions (Wolff and De Costa) and ethical practices (Miller, Morgan, and Medina) of teachers. Central to all articles in this special issue is the need to recognize the rich linguistic and personal histories that language teachers bring into the classroom in order to promote effective language learning.

【关键词】language teacher identity; language learning; transdisciplinarity; teacher education; the Douglas Fir Group

【作者简介】De Costa, PI，Michigan State University, Dept Linguist & Languages；Norton, B，University of British Columbia.

【原文出处】MODERN LANGUAGE JOURNAL，2017，卷：101 页：3-14 增刊：S1

【Web of Science 被引次数】46

【阅读原文】

4.The motivational dimension of language teaching

Lamb, M

【摘要】Motivation is recognized as a vital component in successful second language learning, and has been the subject of intensive research in recent decades. This review focuses on a growing branch of this research effort, that which examines the motivational effects of language teaching. This is pertinent because, despite enhanced mobility and expanding access

to foreign languages online, most learners' early encounters with the second language (L2) still take place in classrooms, and these encounters may shape attitudes and determine students' willingness to invest further in the L2. Four main types of research are reviewed: first, that which deliberately seeks to identify and evaluate strategies to motivate L2 learners; second, that which has tested the validity of psychological theories of motivation by applying their precepts in L2 classrooms; third, that which assesses the motivational effects of a pedagogical innovation or intervention; fourth, research on what has been too often the unintended outcome of language education, namely learner demotivation. The review highlights the complexity of the relationship between teaching and learner motivation but an attempt is made to articulate some emerging verities and to point towards the most promising avenues for future research.

【关键词】SELF-DETERMINATION THEORY; MODERN FOREIGN-LANGUAGES; ENHANCING STUDENTS ENGAGEMENT; EFL LEARNERS MOTIVATION; INTRINSIC MOTIVATION; LEARNING-MOTIVATION; STRATEGY USE; ADOLESCENTS MOTIVATION; TASK MOTIVATION; ENGLISH

【作者简介】Lamb, M, University of Leeds, Sch Educ.

【原文出处】LANGUAGE TEACHING, 2017, 卷: 50 期: 3 页: 301-346

【Web of Science 被引次数】40

【阅读原文】

5. The crossroads of English language learners, task-based instruction, and 3D multi-user virtual learning in Second Life

Chen, JC

【摘要】English as a foreign language (EFL) learners' task-based practices in 3D multi-user virtual environments are a dynamic avenue that has attracted research attention in current second language acquisition

literature. This study explores EFL adult learners' perceptions and language practices in a 10-session, task-based course in Second Life (SL). A full-blown task based syllabus that capitalized on meaningful real-life tasks was designed and documented in this study. Employing the grounded theory approach and triangulating multiple qualitative data sources, two core themes emerged: factors that influence SL learning experience and effects of task-based instruction on language learning in SL. SL was evidenced as a viable learning environment due to its conspicuous features, immersive and virtual reality, sense of tele- and co-presence. This study implicates that 1) 3D multimodal resources in SL provide EFL learners with visual and linguistic support and facilitate language teaching and learning; and 2) tasks that draw upon SL features, accommodate learners' cultural/world knowledge, and simulate real-life scenarios, can optimize learners' virtual learning experiences. (C) 2016 Elsevier Ltd. All rights reserved.

【关键词】Adult learning; Computer-mediated communication; Interactive learning environments; Simulations; Virtual reality

【作者简介】Chen, JC, Curtin University, Master Arts Appl Linguist Course

【原文出处】COMPUTERS & EDUCATION，2016，卷：102 页：152-171

【Web of Science 被引次数】149

【阅读原文】

6. A comprehensive adaptive system for e-learning of foreign languages

Bradac, V ; Walek, B

【摘要】The article presents a proposal, design and implementation of a new approach to adaptive e-learning systems. First, a proposal of a model is presented. This model aims at introducing adaptivity to current e-learning systems, which are rigid and limited in offering a truly personalised learning to individual students. Many of current e-learning

systems enable personalised learning. However, in this paper, there is a new, innovative approach proposed for an adaptive personalised e-learning system. The primary area of our research is English as a second language (ESL). Adaptivity in our view is considered as an ability of the system to adapt to student's knowledge and characteristics. This pedagogical perspective requires introduction of such processes that enable to work the pedagogical aspects of teaching/learning. The required processes are of informatics nature. The proposed model was subsequently designed into a real application. Finally, the application was implemented and verified on a real data set. The results are also provided.

【关键词】EXPERT-SYSTEM; FUZZY

【作者简介】Bradac, V, University of Ostrava Fac Sci, OSTRAVA, CZECH REPUBLIC; Walek, B , University of Ostrava, Dept Informat & Comp, OSTRAVA, CZECH REPUBLIC.

【阅读原文】

7. Balancing cognitive complexity and gaming level: Effects of a cognitive complexity-based competition game on EFL students' English vocabulary learning performance, anxiety and behaviors

Yang, QF; Chang, SC ; Hwang, GJ ; Zou, D

【摘要】Digital game-based language learning promotes motivation and enables learners to immerse themselves in learning. However, some gaming elements (e.g., competition and challenge) or learning content (e.g., difficulty levels) may have different influences on different learners, especially those with low self-efficacy or academic achievement, as competitive games may lead to frustration. It is therefore important to

take students' cognitive capacities into consideration when designing a competitive learning environment, and to provide them with learning content of appropriate cognitive complexity. In the current study, a game-based situational vocabulary learning system that integrated a cognitive complexity-based competition strategy was developed to provide learners with appropriate tasks. A quasi-experiment was conducted in a high school English course to evaluate the effectiveness of the proposed approach. It was found that, compared to the conventional situational gaming approach, the situational game with the cognitive complexity-based competition strategy significantly improved the participants' learning performance (in particular, that of the low-achieving students), but it also increased their anxiety. Furthermore, the behavioral analysis showed that the students who learned with the proposed approach accomplished the tasks more smoothly, because the system could take into account players' learning performance and adjust the cognitive complexity of the following tasks through upgrading or downgrading the learners' gaming levels to ensure that individual students learned with tasks at appropriate levels for them. On the other hand, the participants who learned with the conventional game-based learning approach had a greater tendency to fail the game repeatedly. Based on the findings and relevant studies, we also discuss suggestions for future research.

【作者简介】Yang, QF，Tianjin University of Commerce，Tianjin Key Lab Refrigerat Technol; Chang, SC, Yuan Ze University，Dept Int Bachelor Program Informat; Hwang, GJ, National Taiwan University of Science & Technology，Grad Inst Digital Learning & Educ; Zou, D, Education University of Hong Kong (EdUHK)，Dept English Language Educ.

【阅读原文】

8. Capitalizing on musical rhythm for prosodic training in computer-aided language learning

Wang, H ; Mok, P ; Meng, HL

【摘要】Language transfer creates a challenge for Chinese (L1) speakers in acquiring English (L2) rhythm. This appears to be a widely encountered difficulty among foreign learners of English, and is a major obstacle in acquiring a near-native oral proficiency. This paper presents a system named MusicSpeak, which strives to capitalize on musical rhythm for prosodic training in second language acquisition. This is one of the first efforts that develop an automatic procedure which can be applied to arbitrary English sentences, to cast rhythmic patterns in speech into rhythmic patterns in music. Learners can practice by speaking in synchrony with the musical rhythm. Evaluation results suggest that after practice, the learners' speech generally achieves higher durational variability and better approximates stress-timed rhythm. (C) 2015 Published by Elsevier Ltd.

【关键词】Musical rhythm generation; Prosodic training; CALL

【作者简介】Wang, H, City University of Hong Kong，Dept Elect Engn；Mok, P, Chinese University of Hong Kong，Shatin；Meng, HL, Chinese University of Hong Kong.

【阅读原文】

9. Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review

Acquah, EO ; Katz, HT

【摘要】The aim of this systematic literature review was to examine the empirical evidence for the effectiveness of digital games on second language learning between 2014 and 2018, with a focus on participants 6-18 years old. The initial search yielded 578 results, from which a total of 26 articles were included in the final content analysis. The analysis of the included studies revealed: (1) the majority of studies were conducted with a mixed methods design; (2) most studies used computers as the gaming platform; (3) the most common game genre was educational games or educational mini games; (5) most games were designed for learning; (4) research was mainly conducted in East Asia and the Middle East; (5) the primary context of study was within a formal learning environment; and (6) the target language was usually English. Further analysis suggests that digital learning games (DLGs) may benefit players' language acquisition, affective/psychological state, contemporary competences, and participatory behavior. An inductive analysis revealed six key game features highlighted within the studies that influenced the outcomes: ease-of-use, challenge (at one's zone of proximal development), rewards and feedback, control or autonomy, goal-orientation, and interactivity. In addition to game features, associations between context and outcomes were also explored: studies conducted within a formal learning environment, with or without teacher facilitation, resulted in mostly positive language acquisition results, meaning DLGs can be implemented successfully within schools. Based on the overall findings, it is clear that DLGs are an effective tool, but future research should explore how they can best be implemented in the classroom setting.

【作者简介】Acquah, EO, Abo Akademi University; Katz, HT, Abo Akademi

University，Fac Educ & Welf Studies.

【阅读原文】

10.Book reading and vocabulary development: A systematic review

Wasik, BA ; Hindman, AH ; Snell, EK

【摘要】This paper reviews high-quality empirical studies on book reading practices in early childhood that have resulted in increases in child vocabulary. The overarching purpose of this work is twofold: first, to tease apart the myriad ways in which effective book readings can be delivered; and second, to identify questions that remain about book reading and vocabulary learning. We examine various aspects of effective book readings, including the contexts in which the book reading was conducted, the words that were taught through the book reading, the dosage of reading that children received, and the outcome measures used. Findings reveal that six strategies: reading and re-reading texts, explicitly defining words, encouraging dialogue about book-related vocabulary through questions and discussion, re-telling, using props, and engaging children in post-reading activities are consistently implemented across the studies; however, they are used in widely varying combinations. There is great variability across studies in the number of words taught, the criteria for word selection, and the measures used to assess word learning. Moreover, in many studies, children learn only a small proportion of the number of words taught. Finally, this review identifies critical remaining questions about how to optimize vocabulary learning through book reading that require systematic investigation in order to inform effective practice. (C) 2016 Elsevier Inc. All rights reserved.

【关键词】Vocabulary; Book reading

【阅读原文】

附：引用次数或下载次数较高的其他部分相关文献

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说明：被引次数的统计截止到10月21日。