

THE CALL-SLA INTERFACE INSIGHTS FROM A SECOND-ORDER SYNTHESIS

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KEY TERMS

Glossing

It refers to writing quick notes about a passage in the margins, as a kind of summary of the content or purpose of that passage

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- What are the benefits of glossing in language learning?
- What kind of glossing works best for learners?



WHAT EVIDENCE IS SUMMARISED?

Nearly

30

syntheses and meta-analyses were used in this article

WHAT DOES IT FIND?

- Computer-mediated glossing can help learners develop both first and second language vocabulary
- Those learners who use electronic glosses are more successful in their performance than those who do not use such glosses
- Computer-mediated glosses consistently and substantially help learners improve their reading comprehension
- The benefits of computer-mediated glossing sustain over time
- Computer-mediated glossing can be more effective than paper-based glossing, because it is more accessible and widely used
- Hypertext glosses provide learners with multimodal learning opportunities that can be adapted to learners' learning styles and strategies
- Beginner-level learners benefit more from multimodal hypertexts while intermediate learners benefit the least

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- It seems that learners need in-class modelling to be able to become independent glossers. Therefore, language teachers should be familiar with glossing, both paper-based and computer-mediated, in order to be able to guide learners through it
- To address learner diversity, learners can be given the option to summarise texts using multimodal glosses (e.g., use of images) or text-based computer-mediated glosses

