

THE RELATIVE EFFECTS OF L1 AND L2 GLOSSES ON L2 LEARNING: A META-ANALYSIS



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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

The relative effectiveness of glosses provided in L1 and L2 on L2 reading comprehension and L2 vocabulary learning

KEY TERMS

Glossing (glossary information)

Providing the meaning of unfamiliar words within reading passages, typically presented on the same page

CONTEXT & PROFICIENCY

EFL contexts with mixed proficiency [HH1] [HH1]Wish there are separate sections for research context and proficiency in the template.

WHAT EVIDENCE IS SUMMARISED?

78 effect sizes

26 studies

WHAT DOES IT FIND?

- Overall, L1 glossing was more effective than L2 glossing.
- The advantage of L1 glossing was more pronounced in vocabulary learning, particularly when assessed immediately after text reading.
- While L1 glossing was slightly more effective in reading comprehension and delayed vocabulary posttests, the gloss language has minimal impact on reading comprehension and long-term vocabulary retention.
- L1 glossing was more beneficial than L2 glossing for beginner learners. However, this advantage disappears for higher English proficiency levels.
- The location of gloss (in-text or out-text) did not influence the relative effectiveness of L1 and L2 glossing.
- The proportion of glossed words to the total text (i.e., gloss density) did not affect the relative effectiveness of L1 and L2 glossing.

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- L2 teachers may present the meaning of new or unfamiliar L2 vocabulary initially through L1 glossing for beginners.
- L2 teachers may gradually introduce L2 glosses to their learners as their L2 proficiency level develops.

