

## 《语言、数据与研究：阿檀小说讲量化》

### 文献推荐总结

(2016年5月—12月推荐精选)

主讲人：金檀、倪竞

数据顾问：李百川 课程助教：郭凯、孙望

#### 案例一

**Webb, S., & Macalister, J. (2013). Is text written for children useful for L2 extensive reading? *TESOL Quarterly*, 47(2), 300-322.**

#### 课外推荐

- [1] Crossley, S. A., Allen, D., & McNamara, D. S. (2012). Text simplification and comprehensible input: a case for an intuitive approach. *Language Teaching Research*, 16(1), 89-108.
- [2] Guerrettaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal*, 97(3), 779-796.
- [3] Lu, X., & Ai, H. (2015). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. *Journal of Second Language Writing*, 29, 16-27.
- [4] Miller, D., & Biber, D. (2015). Evaluating reliability in quantitative vocabulary studies: The influence of corpus design and composition. *International Journal of Corpus Linguistics*, 20(1), 30-53.
- [5] Sung, Y., Lin, W., Dyson, S. B., Chang, K., & Chen, Y. (2015). Leveling L2 texts through readability: Combining multilevel linguistic features with the CEFR. *The Modern Language Journal*, 99(2), 371-391.

#### 案例二

**Brezina, V., & Gablasova, D. (2015). Is there a core general vocabulary? Introducing the New General Service List. *Applied Linguistics*, 36(1), 1-22.**

#### 课外推荐

- [1] Allington, R. L., McCuiston, K., & Billen, M. (2015). What research says about text complexity and learning to read. *The Reading Teacher*, 68(7), 491-501.
- [2] Bailey, A. L., & Heritage, M. (2014). The role of language learning progressions in improved instruction and assessment of English language learners. *TESOL Quarterly*, 48(3), 480-506.
- [3] Gardner, D., & Davies, M. (2014). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327.

- [4] Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college-level ESL writers' language development. *TESOL Quarterly*, 45(1), 36–62.
- [5] Song, M. Y. (2012). Note-taking quality and performance on an L2 academic listening test. *Language Testing*, 29(1), 67-89.

### 案例三

**Jin, T., & Mak, B. (2013). Distinguishing features in scoring L2 Chinese speaking performance: How do they work? *Language Testing*, 30(1), 23-47.**

### 课外推荐

- [1] Geeraerts, K., Tynjälä, P., Heikkinen, H. L. T., Markkanen, I., Pennanen, M., & Gijbels, D. (2014). Peer-group mentoring as a tool for teacher development. *European Journal of Teacher Education*, 38(3), 1-20.
- [2] Hadar, L. L., & Brody, D. L. (2012). The interaction between group processes and personal professional trajectories in a professional development community for teacher educators. *Journal of Teacher Education*, 64(2), 145-161.
- [3] Hafner, C. A., Chik, A., & Jones, R. H. (2015). Digital literacies and language learning. *Language Learning & Technology*, 19(3), 1-7.
- [4] Lu, X. (2010). Automatic analysis of syntactic complexity in second language writing. *International Journal of Corpus Linguistics*, 15(4), 474-496.
- [5] Sung, Y. T., Chang, T. H., Lin, W. C., Hsieh, K. S., & Chang, K. E. (2015). CRIE: An automated analyzer for Chinese texts. *Behavior Research Methods*, 1-14.

### 案例四

**Crossley, S., Louwse, M., McCarthy, P., & McNamara, D. (2007). A linguistic analysis of simplified and authentic texts. *The Modern Language Journal*, 91(1), 15-30.**

### 课外推荐

- [1] Cordero, K., Nussbaum, M., Ibaseta, V., Otaíza, M. J., Gleisner, S., & González, S., et al. (2015). Read create share (RCS): A new digital tool for interactive reading and writing. *Computers & Education*, 82, 486-496.
- [2] Hsu, C. K., Hwang, G. J., & Chang, C. K. (2013). A personalized recommendation-based mobile learning approach to improving the reading performance of EFL students. *Computers & Education*, 63(1), 327-336.
- [3] Ockey, G. J., & French, R. (2016). From one to multiple accents on a test of L2 listening comprehension. *Applied Linguistics*, 37(5), 693-715.
- [4] Wagner, E. (2010). The effect of the use of video texts on ESL listening test-taker performance. *Language Testing*, 27(4), 493-513.
- [5] 赵雯. (2012). 中国中等职业教育英语语言能力的的需求分析: 混合方法探究. 高等教育出版社.

**案例五**

**Gamson, D. A., Lu, X., & Eckert, S. A. (2013). Challenging the research base of the common core state standards: A historical reanalysis of text complexity. *Educational Researcher*, 42(7), 381-391.**

## 课外推荐

- [1] Akiyama, Y., & Saito, K. (2016). Development of comprehensibility and its linguistic correlates: a longitudinal study of video-mediated telecollaboration. *The Modern Language Journal*, 100(3), 585-609.
- [2] Moeller, A. J., Theiler, J. M., & Wu, C. (2012). Goal setting and student achievement: a longitudinal study. *The Modern Language Journal*, 96(2), 153-169.
- [3] Park, K., & Lu, X. (2015). Automatic analysis of thematic structure in written English. *International Journal of Corpus Linguistics*, 20(1), 81-101.
- [4] Williamson, G. L., & Stenner, A. J. (2014). Student reading growth illuminates the common core text-complexity standard: Raising both bars. *The Elementary School Journal*, 115(2), 230-254.
- [5] Yang, W., Lu, X., & Weigle, S. C. (2015). Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. *Journal of Second Language Writing*, 28, 53-67.