1. ABOUT THE DATASET

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Title: Second language vocabulary learning outcomes from different text types and teaching approaches

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Organisation: University of Reading

Rights-holder: University of Reading

Publication Year: 2023

Description: These data were collected from 160 learners of French aged 14 in eight schools in England over a period of approximately 8 months. Learners participated in an intervention in which they studied either literary or factual texts, taught using two different teaching approaches. The data constitute: (1) Learner pre and post-test results for meaning recall of key vocabulary items contained in 6 texts (2) learner vocabulary size assessed through yes/no tests at three time points (3) learner Likert-scale responses to a questionnaire item on enjoyment of the texts studied.

Cite as: Graham, S. & Zhang, P. (2023). Second language vocabulary learning outcomes from different text types and teaching approaches. University of Reading. Dataset. https://doi.org/10.17864/1947.000462

Related publication: Graham, S., Zhang, P., Hofweber, J., Fisher, L., & Krüsemann, H. (2023). Literature and second language vocabulary learning: The role of text type and teaching approach (Submitted to The Modern Language Journal).

2. TERMS OF USE

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3. PROJECT AND FUNDING INFORMATION

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Title: Creative Multilingualism.

Dates: 2016-2020

Funding organisation: AHRC

Grant no.: AH/N004701/1

4. CONTENTS

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File listing

1. **File name: Xlex\_tests.csv**

Number of variables: 8

Number of cases: 582

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable name** | **Description** | **Unit(s)** | **Value labels** |
| Id | Participant number | Numeric | N/A |
| Xlex | Score on Xlex  | Numeric | N/A |
| Time | Time of testing | Binary | Pretest vs. Posttest |
| Prior | Score of prior attainment | Numeric | N/A |
| School | School attended by participant | Numeric | N/A |
| Text | Treatment group | Binary | Literary vs. Factual |
| Approach | Teaching approach  | Binary | Creative vs. Functional |
| Order | Order in which teaching approaches were experienced | Binary | Creative-Functional vs. Functional-Creative |

1. **File name** **Intervention\_vocabulary\_tests.csv**

Number of variables: 9

Number of cases: 16640

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable name** | **Description** | **Unit(s)** | **Value labels** |
| Id | Participant number | Numeric | N/A |
| Prior | Score of prior attainment | Numeric | N/A |
| School | School attended by participant | Numeric | N/A |
| Text | Treatment group | Binary | Literary vs. Factual |
| Approach | Teaching approach  | Binary | Creative vs. Functional |
| Vocabulary | Correct or incorrect meaning given | Binary | 0 = incorrect1 = correctNA = no answer |
| Time | Time of testing | Binary | Pretest vs. Posttest |
| Item | Vocabulary item | Categorical | Item1 to Item52 |
| Order | Order in which teaching approaches were experienced | Binary | Creative-Functional or Functional-Creative |

1. **File name**: **Enjoyment\_French\_texts.csv**

Number of variables: 6

Number of cases: 160

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable name** | **Description** | **Unit(s)** | **Value labels** | **Missing data code** |
| Id | Participant number | Numeric | N/A | N/A |
| School | School attended by participant | Numeric | N/A | N/A |
| Text | Treatment group | Binary | Literary vs. Factual | N/A |
| Order | Order in which teaching approaches were experienced | Binary | Creative-Functional or Functional-Creative | N/A |
| Whether\_you\_enjoyed\_reading\_the\_three\_texts\_Block1 | Enjoyment of Block 1 texts | Numeric | 1-6 | -99999 |
| Whether\_you\_enjoyed\_reading\_the\_three\_texts\_Block1 | Enjoyment of Block 2 texts | Numeric | 1-6 | -99999 |
| Prior | Score of prior attainment | Numeric | N/A | -99999 |

5. METHODS

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Detailed information about methods is available in the related publication, Graham, S., Zhang, P., Hofweber, J., Fisher, L., & Krüsemann, H. (2023). Literature and second language vocabulary learning: The role of text type and teaching approach (Submitted to The Modern Language Journal).

- **Experimental procedures**

Participants were 160 learners of French in 8 schools. Four schools were allocated to a *literary text* group and four schools to a *factual text* group.

Both the *literary text* and *factual text* groups studied six texts in total, over two blocks of teaching (three texts per block, over a seven-week period, approximately). In each block learners experienced either a *creative* or a *functional* teaching approach, following a counter-balanced design. Tests to assess general vocabulary size and knowledge of items within the texts were administered before and after each block of teaching.

**- Environmental/experimental conditions**

Participants were 160 learners of French aged 14 years in 8 schools in England.

The first set of pre-test data was collected in October 2017. The final data collection took place in approximately June 2018.

**- Instruments used**

**Vocabulary size**

A version of the X-Lex French vocabulary test, from Myles and Mitchell (<http://www.flloc.soton.ac.uk/>)

**Meaning-recall vocabulary tests**

Tests assessed knowledge of items contained within the texts. Learners saw the L2 version and were asked to write the L1 (English) meaning.

**Participants’ enjoyment of the texts**

One item in a longer questionnaire employed as part of the larger study asked: ‘How much did you enjoy reading the three texts?’ Participants responded using a 6-point scale from 1= not at all to 6 = very much. This question was posed at the end of each teaching block.

- **Methods used for processing the data**

The data were analysed using R (version 3.5.0; R Development Core Team, 2018), separately for the X-Lex tests and the intervention vocabulary tests. The X-Lex tests were analysed using Linear mixed-effects models; the intervention vocabulary tests using generalised linear mixed-effects models.

The questionnaire item was analysed in SPSS through a 2 x 2 Analysis of Covariance applied to participants’ responses at Time 2 and Time 3 separately, with ‘Enjoyment’ as the dependent variable, Text Type and Approach Order as fixed factors, and prior academic attainment as a covariate.

- **People involved in activities that contributed to the production, processing or analysis of the dataset.**

Suzanne Graham, Pengchong Anthony Zhang, Julia Hofweber, Linda Fisher, Heike Krüsemann.