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Notos

The Journal of the Second Languages and Intercultural Council of the Alberta Teachers' Association



Recent Developments in
Second Language Instruction

Learning More Than One
Language Across the Lifespan

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Notos, in classical mythology, was the name of the South Wind personified, the god of the South Wind. It was chosen as the title of the SLIC journal, like Zephyr for the SLIC newsletter, in recognition of the importance of the winds in Alberta.

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Learning More Than One Language Across the Lifespan: A Literature Review

Yue Ma, Yao Chen, Jie Guo, Tian Lei, Qiuchen Li and Roswita Dressler

This literature review is based on the final assignment of a graduate-level language and literacy theory and research course at the Werklund School of Education, University of Calgary, in Calgary, Alberta. The course is an introduction to the principles of language learning from cognitive, sociocultural and critical perspectives.

For the final assignment, students choose a topic of interest and then write, revise and finalize a literature review. This involves the following steps:

1. Writing a problem statement that argues for the significance of the topic in the field of language and literacy
2. Assembling an annotated bibliography of research on the topic

3. Presenting a related article written in a language other than English and analyzing its contribution to the field
4. Writing the final literature review

Five students in the course, along with the instructor, are the authors of this article. Each student focused on a particular topic in the field of multiple language learning. Here, they present their literature reviews, along with their understandings of the topic, making critical analyses and identifying gaps in the literature. During the course, they discussed their topics with each other and provided feedback on the written work. By the end of the course, they all were not only familiar with all five topics but also acquired the skills needed for writing and revising

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a literature review, as well as for providing peer-review feedback.

Each topic focused on a factor of learning more than one language across the lifespan. The topics were as follows:

- Students' classroom language use in full and partial immersion programs
- Assessing depth of vocabulary knowledge in listening comprehension
- Language assessment strategies for bilingual children in the diagnostic process for autism spectrum disorders
- Parental factors and involvement in children's English learning in China
- Factors that influence the second language socialization of international students

The literature reviews that follow represent a cross-section and an overview of the research on language learning. The students explore their topics by presenting empirical studies, synthesizing the main findings, and discussing classroom implications and directions for future research. They then comment on their learning from the course and this assignment, which will be of great value to other teachers who are considering graduate studies, as well as to postsecondary instructors who are framing course formats and assignments.

Students' Classroom Language Use in Full and Partial Immersion Programs

Bilingual education programs that follow an immersion model with two instructional languages have widely proven to be effective for promoting students' biliteracy development and academic achievement (Dicks and Genesee 2017; Genesee and Lindholm-Leary 2013). Nevertheless, students still have difficulty acquiring the degree of minority language proficiency expected (Fortune and Tedick 2015; Potowski 2007). Therefore, researchers have focused on investigating whether students have equitable and sufficient opportunities to practise the minority language in the face of continual debate about strict separation of languages of instruction.

This literature review explores the following research question: What does student language use in full and partial immersion program classrooms

look like? It includes empirical studies published between 2000 and 2020 that have investigated student classroom language use in a variety of bilingual programs with the immersion model, including one-way and two-way Spanish immersion in the United States, French immersion in Canada, and Mandarin bilingual programs in western Canada.

There is continuing debate about whether students' actual language use supports the strict separation of instructional languages. Some researchers have examined student language use from the perspective of strict language separation; others have investigated students' authentic and dynamic language use, with consideration of their translanguaging practices. The research is discussed below and summarized in Table 1 (in the appendix).

Students' Preference for the Majority Language over the Minority Language

Researchers who support strict language separation have argued that separate spaces for the majority language and the minority language are necessary because of the differential societal status of languages (Ballinger et al 2017; Gómez, Freeman and Freeman 2005). Students are expected to take full advantage of opportunities to practise, maintain and promote the minority language (Jakonen 2016).

However, numerous studies conducted in immersion classrooms have indicated that students always show an overall preference for English and use the minority language less than the program model designates, especially during interactions with peers. Fortune (2001) and Potowski (2004) found that students always showed a preference for English over Spanish, regardless of their language background. Ballinger and Lyster (2011) found that Spanish-dominant students and bilingual students sometimes had more substantial Spanish use than did English-dominant students in whole-class and peer interactions.

Students' Translanguaging Practices

Scholars have noted that researchers who support strict language separation have disregarded students' authentic language use, since students

always naturally and normally use two languages among their peers in full and partial immersion program classrooms. As Lewis, Jones and Baker (2012, 664) argue, “a minority language coexists with a majority language as media of teaching and learning.”

Thus, to explore students’ actual classroom language use, scholars have introduced the concept of *translanguaging*—which García (2009, 288) defines as “the process of making meaning, shaping experiences, [and] gaining understanding and knowledge through the use of two languages.”

Most research has reported how students functionally and creatively apply translanguaging practices to achieve various academic or social purposes, which supports making meaning with diverse language expertise and backgrounds (García 2011; Sun 2016; Zhang and Guo 2017). However, Hamman’s (2018) investigation critically revealed that students’ translanguaging practices can also reinforce the inequitable distribution of language use and increase English use under the English-dominant sociolinguistic context.

Students’ translanguaging practices are normal and natural parts of their language use, so rather than examining only strictly separated language use, researchers should investigate translanguaging practices through a critical lens to determine whether those practices encourage or inhibit language-learning opportunities in full and partial immersion classrooms.

Classroom Implications and Future Research

This literature review on the topic of students’ classroom language use in full and partial immersion programs reveals the potential benefits of critically understanding students’ translanguaging practices. This understanding can help teachers in bilingual programs to comprehensively examine students’ language use and maximize opportunities for developing the minority language. Future research examining students’ authentic language use in various classroom contexts is needed in order to critically investigate whether students’ translanguaging practices promote or inhibit their minority language development.

Course Learning

The course and this assignment contributed to my study in various ways.

First, the course assignments were well designed, with detailed requirements and instructions to guide me step by step—from starting my research from an initial broad topic to formulating a logical problem statement to writing a comprehensive literature review based on a substantial annotated bibliography. This helped me, as a novice researcher, to lay a solid foundation for a new research project and allowed me to develop the skills needed to conduct research with minimum confusion and maximum efficiency.

Second, in this class, the students and the instructor were more like peer researchers. We all had equal opportunities to present and share findings from our completed or in-process research, as well as our experiences.

Finally, this assignment allowed me to address my knowledge gap in terms of research on bilingual or multilingual education. Because of restrictions during the COVID-19 pandemic, I had to switch from classroom observation research to a family language policy study. The experience and skills I acquired from this course helped me cope with this challenge and start my new research project.

Assessing Depth of Vocabulary Knowledge in Listening Comprehension

Depth of vocabulary knowledge, or vocabulary depth, plays an important role in second language listening comprehension (Li and Zhang 2019). Although it can refer to how well language learners know a certain word (Akbarian 2010), for the purposes of this review *depth of vocabulary knowledge* refers to the extent to which a word is incorporated into one’s mental lexicon (Read 2004; Stæhr 2009). Some scholars argue that assessing vocabulary depth in the written form may be effective for testing its role in reading and writing comprehension but not as effective in listening comprehension (Cheng and Matthews 2018).

This literature review focuses on the research question, How can depth of vocabulary knowledge

be assessed? It summarizes relevant studies on the topic published between 2000 and 2020.

The studies reviewed all indicate that vocabulary depth plays a significant role in listening comprehension, but scholars disagree about whether vocabulary depth is a strong predictor of listening comprehension (Li 2007; Wang 2015). Since depth of vocabulary knowledge is usually assessed either orthographically or phonologically, the type of assessment may account for the different findings on its predicting power in different studies. The research is discussed below and summarized in Table 2 (in the appendix).

Assessing Depth of Vocabulary Knowledge Orthographically

Orthographic depth of vocabulary knowledge refers to vocabulary knowledge that is assessed by using an instrument in written form (Stæhr 2009). In other words, if learners take a test in written form to measure their depth of vocabulary knowledge, what is being tested is their orthographic depth of vocabulary knowledge.

In Li's (2007) and Stæhr's (2009) studies, the written Word Associates Test was used to measure orthographic depth of vocabulary knowledge. Li, studying Chinese undergraduate English as a second language (ESL) learners, found that although vocabulary depth was a stronger predictor of general language proficiency than was vocabulary breadth, it contributed little to listening proficiency. Stæhr, however, found that vocabulary depth played a significant role in listening comprehension, possibly as a result of the higher language competency of the participants, who were Danish ESL learners with at least eight years of formal instruction in English.

Wang (2015) studied Chinese undergraduate ESL learners with high proficiency to explore the role of orthographic vocabulary depth in listening comprehension by using a productive levels test, which measured learners' ability to figure out a target word from the initial letter and the semantic clues in the sentence. The findings demonstrated that depth of vocabulary knowledge was significantly correlated with listening comprehension.

Thus, orthographic depth of vocabulary knowledge and its role in listening comprehension can be assessed by using a Word Associates Test or a productive levels test. The findings of these studies

indicate that orthographic depth of vocabulary knowledge contributes to listening comprehension, but whether its predicting power is strong has not been definitively established.

Assessing Depth of Vocabulary Knowledge Phonologically

Phonological depth of vocabulary knowledge refers to vocabulary knowledge that is measured with an instrument in spoken form (Cheng and Matthews 2018). Stæhr (2009) suggests that a learner may be able to identify a word in its written form but not be able to recognize the same word in its spoken form. In listening comprehension, phonological knowledge is of vital importance. However, few studies shed light on how phonological vocabulary depth can be measured.

Cai (2015) designed a test to measure depth and breadth of vocabulary knowledge at the same time, with advanced learners of Chinese as a second language. The participants listened to isolated Chinese characters and then wrote down their meanings in English. The results demonstrated that vocabulary knowledge contributed to Chinese listening comprehension.

Li and Zhang (2019), studying first-year university students in China studying ESL, revised a Word Associates Test by changing the written input (including the target words and the associated words) into oral input. Participants listened to the target words and their synonymies and collocations. The results indicated that phonological vocabulary depth was a significant predictor of listening comprehension, but its predicting power was not strong.

The research shows that phonological depth of vocabulary knowledge plays a significant role in listening comprehension. However, as was the case with orthographic vocabulary depth, its predicting power varies from study to study.

Classroom Implications and Future Research

Although studies have demonstrated the important role of vocabulary depth in listening comprehension (Cai 2015; Li 2007), little is known about how vocabulary depth can be taught in the classroom. Since orthographic depth of vocabulary knowledge and phonological depth of vocabulary

knowledge are different (Stæhr 2009), it is necessary to distinguish between them and explore specific teaching strategies for each.

Although researchers have tended to measure orthographic vocabulary depth and investigate its role in listening comprehension (Wang 2015), phonological vocabulary depth is more related to listening comprehension and should also be tested using valid tests designed for that purpose.

Course Learning

Learning to write a high-quality literature review was a valuable experience. Based on my learning experience, I have two suggestions that may be helpful to graduate-level professors in designing courses.

First, explicit instruction in how to write a literature review is invaluable for graduate students. Instructors should guide students step by step, from selecting a research topic to finalizing the literature review. They may also need to illustrate for students some techniques and skills, such as how the selected literature can be organized systematically and retrieved easily in the writing stage. Instructors should not expect students to automatically know how to write a good literature review just from reading literature review sections in articles.

The second suggestion involves classroom activities. Before the writing stage, our instructor gave us three cards and asked us to write down three gaps in the research and the significance of each. This formed the basic structure of our literature reviews. This activity also enabled me to understand that only the literature that supported my warrants could be used in the writing stage.

Language Assessment Strategies for Bilingual Children in the ASD Diagnostic Process

Autism spectrum disorders (ASD) are organic developmental brain disorders that manifest in difficulties in social interactions and communication and in unusual behaviours (Gillham et al 2000).

Linguistic issues are an important feature of ASD (Miilher and Fernandes 2009). However, language

assessments of bilingual children during the ASD diagnostic process have led to overdiagnosis. For decades, ASD have been more frequently diagnosed in children of immigrants than in children of native-born parents (Harper and Williams 1976; Magnusson et al 2012; Statistics Canada 2012). Many researchers have questioned this disproportionate diagnostic rate, suggesting racial or cultural explanatory factors. Facing the problem, researchers have tested various assessment strategies to identify language impairment in bilingual children and have examined diagnostic errors with bilingual children on the part of the therapist and the screening exams (Mendez et al 2011).

This literature review focuses on the question, What language assessment strategy can effectively identify language impairment in bilingual children? A search of several databases using the keywords *ASD*, *language assessment* and *bilingual children* yielded the studies discussed below, which were published between 2010 and 2020. Table 3 (in the appendix) summarizes the studies.

The language assessment strategies used in the studies can identify language impairment in bilingual children, yet most of them create challenges for clinical application. However, if these challenges can be overcome, the strategies hold promise for assessing bilingual ASD children. The explorations of assessment strategies had the following focuses:

- *The development of a bilingual norm.* All of the assessment strategies established and used bilingual norms. The researchers either established a bilingual norm within the participants' groups or developed a child-specific norm through pre- and post-assessments. Currently, clinicians have only readily developed bilingual norms (for example, English and Spanish) to refer to.
- *Assessment focuses.* Most of the assessment strategies focused on children's linguistic performance in English (Boerma and Blom 2017; Boerma et al 2017; Gathercole et al 2013; Peña, Gillam and Bedore 2014). One strategy incorporated parent questionnaires to get information about children's home language input (Paradis, Schneider and Duncan 2013), and another considered sociocultural influence (Mendez et al 2011).

Implications for the Education of Bilingual Children

Current assessment strategies for diagnosing ASD often result in the overdiagnosis of bilingual children. Teachers may be faced with children who present with characteristics of ASD, so they must be able to recognize how those characteristics might overlap with characteristics of typically developing bilingual children. Recognizing true language impairment is important, so teachers should consult with parents if they suspect ASD—an alternative strategy suggested by the studies reviewed. With this recognition, strength-based assessment strategies could be developed to inform the design of case-specific education plans.

Course Learning

This literature review activity provided me with clear and ample scaffolds, leading to a comprehensive review of the literature and policies in my area of research interest: the language assessment of bilingual children.

The activity began with a clear expression of the research problem in the form of a problem statement. The placement of the problem in the field guided my choice of literature, which led to an annotated bibliography. When I was preparing the literature review, these prelude activities presented a map of developments and achievements in the research on the problem of language assessment for bilingual children during the ASD diagnostic procedure.

This well-scaffolded course activity provided rigorous steps for writing a reliable literature review that was open to previous research and that could inform future studies. The findings have inspired my interest in further research on the topic.

All in all, through the course activities, I have improved my research skills, as well as started building knowledge in my area of interest.

Parental Factors and Involvement in Children's English Learning in China

In China, English-language learning holds high value. Learning to speak English well means more class mobility potential, better educational

opportunities, better employment and promotion opportunities, and easier access to overseas travel and training (Chao, Xue and Xu 2014; Gil and Adamson 2011; Yihong 2009). Thus, Chinese parents are actively involved in supporting their children's English learning in schools (Chao, Xue and Xu 2014; Curdt-Christiansen and Wang 2018).

This literature review focuses on the research question, How are Chinese parents involved in and how do they influence their children's school English learning? The studies included in this review were published between 2010 and 2020. The findings of the studies demonstrate that in the Chinese context, parents' strategies, attitudes and socioeconomic status (SES) all influence their children's English learning at school. The studies are discussed below and summarized in Table 4 (in the appendix).

Parents' Strategies and Attitudes Toward School English Learning

Gao (2012) found that Chinese parents used social support strategies, discursive support strategies and material support strategies to improve their children's English learning. Through these strategies, they regulated and controlled their children's learning process; provided social opportunities for widening their children's English engagement; and mediated their children's motivational discourses, beliefs and knowledge.

Sun (2013) found that Chinese parents provided financial support for their children's English learning, assisted in their children's school English learning by spending time with their children and providing an English-learning environment at home, and acted as learning partners for their children by learning English with them. However, parents expressed negative views about the teaching of English in school, which motivated them to provide their own support of their children's English learning.

These findings on the strategies and attitudes of Chinese parents demonstrate how important their involvement is in their children's English learning.

The Effect of Parental SES on Children's School English Learning

Parental SES is measured by income, educational background and occupation (Butler 2014). The studies reviewed show that parental SES is positively

related to three aspects of children's English learning:

- *Learning process.* Zou and Zhang (2011) found a positive relation between parents' economic conditions and a variety of factors in their children's learning process. Higher-income parents could afford better learning resources, materials, teachers and out-of-school English programs to assist their children's learning process. Moreover, parents with better educational backgrounds were more able to select high-quality English resources, provide home English literacy and support their children's English learning.
- *Learning outcomes.* Zou and Zhang (2011) also found that the English test scores of Grade 9 students were significantly related with their parents' educational level. Butler and Le (2018) also found that students whose parents were highly educated scored better than those whose parents had low or medium education levels.
- *Learning motivation.* Butler (2015) found that although all parents had a significant influence on their children's motivation, the impacts were different depending on parents' SES. Parents of a higher SES were able to adjust their behaviours in accordance with their children's development, while parents of a lower SES demonstrated controlling behaviour, which negatively affected their children's motivation and self-competence. Also, for the children with parents of a higher SES background, their self-determined motivation increased as their grade level increased.

Classroom Implications and Future Research

English-language teachers in China should take on the role of addressing the English-learning gaps between students with high-SES parents and students with low-SES parents. They should act as a bridge between low-SES parents and their children, to help the parents gain a better understanding of their children's learning (Butler and Le 2018). Teachers should also value parental involvement at home and design parental education programs for low-SES parents if possible.

Course Learning

The experience of writing this literature review was valuable in three ways.

First, during the course, the instructor and the other students worked as a team to provide me with valuable suggestions and in-text feedback. This was of great help because it gave me different perspectives on language and literacy and enriched my literature review.

Second, since my topic focused on the Chinese context, seeking relevant empirical studies published in Chinese journals enabled me to understand how studies are presented in Chinese academia.

Third, since what interested me most was the family domain, I had ignored the importance of the school domain and what parents can do to help their children with school English learning. Through discussions with the instructor and my classmates, I gradually recognized the significant role of parents in the school domain and how the family and the school can work together to help young English learners.

This course experience was truly valuable for me, and every step of writing this literature review was useful.

Factors That Influence the Second Language Socialization of International Students

Second language socialization is a process in which non-native speakers seek competence in the language, as well as membership in and the ability to participate in the practices of the community in which that language is spoken (Duff 2011).

Before studying in English-speaking countries, international students pass an academic English-language proficiency test—such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or the GRE (Graduate Record Examination). However, they are still second language learners and may face difficulties living in the target language community and integrating themselves into the local community. Various studies have focused on international

students' second language socialization, as it plays an important role in helping them live well in the new environment.

This literature review focuses on the research question, What factors influence international students' second language socialization processes? To find relevant research, I searched databases using the keywords *second language (L2) socialization and international students*.

Results from these studies reveal how international students facilitate their second language socialization by, first, living in the target language country and, second, engaging in formal and informal learning opportunities. The studies are discussed below and summarized in Table 5 (in the appendix).

Living in the Target Language Country

When living and studying in the target language country, international students typically live with host families, which gives them opportunities to communicate orally with host family members (McMeekin 2016). Studying in the host country enables international students to recognize the differences between how they use the language and how native speakers use the language, including the pragmatic use of language and appropriate ways of speaking the language (Boz, Barrantes and Tweedie 2018; Matsumura 2001). The target language environment plays an important role in students' language-learning process and in improving their communication abilities, if they take advantage of the opportunities that present themselves.

Engaging in Formal and Informal Learning Opportunities

Although international students are exposed to the target language, they may still lack opportunities to use the language.

Becoming more engaged in various activities related to using the language and learning how to access resources on or off campus may help them interact with the target language community (Nam and Beckett 2011). Using social media (such as Facebook) also allows them to improve their language proficiency and motivates them to have more

social interactions in out-of-class settings (Lee and Ranta 2014).

These studies illustrate the importance of international students paying more attention to their second language socialization process. They should seek out more chances to make connections with the target language community.

Classroom Implications and Future Research

Teachers can help international students explore their second language socialization by facilitating interactions with the target language community. Future investigations could examine how other language-mediated activities (Nam and Beckett 2011), both in the classroom and outside the classroom, could facilitate this process.

Course Learning

Discussions with the instructor and my classmates about each week's assigned reading enabled me to learn about topics I was not familiar with. The course includes both doctoral students and master's students, which also brings about benefits. As a master's student, I found that my classmates' opinions resonated with my own experiences, and discussions with the doctoral students gave me more insights. Giving each other suggestions, including surface-level and meaning-level feedback, was a good way for me to improve the quality of my writing, as well as to reflect on my writing and gain a better understanding of what a literature review entails.

Conclusion

This literature review includes 28 research studies addressing relevant questions in the area of learning more than one language across the lifespan. Based on this review, we can conclude the following:

- To maximize students' minority language development, teachers and researchers in the field of bilingual education should critically examine students' translanguaging practices in the classroom.
- Since orthographic depth of vocabulary knowledge and phonological depth of vocabulary

knowledge are different, teachers should develop various teaching strategies for developing students' listening comprehension in the second language.

- The current strategies for language assessment in the ASD diagnostic process are problematic. For bilingual children, strength-based assessment strategies must be developed.
- For students learning English in primary and secondary schools in China, teachers should connect more with low-SES parents and their children. They should also act to narrow the English-learning gaps between high-SES students and low-SES students.
- Since the second language socialization process of international students involves connecting with the target language community, teachers should act as facilitators in this process.

This literature review assignment also produced directions for future research on learning more than one language across the lifespan and suggestions for

designing graduate-level language and literacy courses.

As to future research, more studies on students' authentic language use and other language-mediated activities are needed. In terms of language assessment, tests for measuring phonological vocabulary depth should be developed, and appropriate language assessment tools for bilingual children should be used in the diagnostic process for ASD. Finally, researchers should examine the reasons behind the differences in English performance of children of various SES backgrounds.

The suggestions for graduate-level courses include the recommendation that instructors include student discussion and peer-review feedback to allow students to learn from each other and fill their knowledge gaps. Also, it is of vital importance that instructors provide students with clear step-by-step instructions for writing a literature review, thus helping them acquire concrete research skills as they move through the process.

Appendix: Tables Summarizing the Research

TABLE 1. Students' Classroom Language Use in Full and Partial Immersion Programs

Author(s)	Participants	Goal of the study	Key findings
Ballinger and Lyster (2011)	Two focus groups of three students at each grade level (Grades 1, 3 and 8) ($n = 18$) and their teachers ($n = 7$) at a two-way Spanish–English immersion school in the United States	To examine student and teacher language use and to determine what factors influenced their language of choice	Students showed an overall preference for English, particularly in peer interactions, but had differential Spanish use as the result of language background, language accommodation and teacher language use.
Fortune (2001)	Focal students ($n = 4$) and a teacher in a Grade 5 classroom at a two-way Spanish–English immersion school in the United States	To describe and understand student oral classroom language use and perspectives	Students used more English than Spanish, regardless of language background, although students with Spanish as a first language did increase the Spanish use of students with English as a first language.
García (2011)	Latino and non-Latino kindergarten children ($n = 37$) in a two-way Spanish–English immersion classroom in the United States	To describe the educational and language ecology of a two-way Spanish–English immersion classroom	Translanguaging takes place for four purposes: to mediate understanding, to construct meaning, to include, and to exclude and show knowledge.
Hamman (2018)	Students ($n = 14$) and their teacher in a Grade 2 two-way Spanish–English immersion classroom in the United States	To examine the role of translanguaging practices and pedagogies in two-way immersion classrooms	Flexible translanguaging practices in the classroom can both bolster and hinder students' Spanish development.
Potowski (2004)	Grade 5 students ($n = 4$) in a two-way Spanish–English immersion classroom in the United States	To quantitatively explore students' classroom Spanish use and their purposes for Spanish use	Students used Spanish in the classroom 56 per cent of the time but only 32 per cent of the time in peer interactions, regardless of home language background.
Sun (2016)	The main participating students ($n = 3$), their teachers ($n = 2$) and their parents in a Grade 5 Chinese–English bilingual program in western Canada	To examine translanguaging practices and explore how bilingual students use language in peer collaborations	Four types of peer collaboration (helping, practising, sharing and respecting) supported students' translanguaging practices and enhanced their positive identity construction.

Zhang and Guo (2017)	Grade 5 students ($n = 8$), their parents, an English teacher, a Mandarin teacher and the program coordinator in a Mandarin–English bilingual program in western Canada	To explore how students navigate different languages in their literacy practices	Students' creative and functional translanguaging practices exceeded the artificial language boundaries and challenged the traditional image of Chinese students.
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TABLE 2. Assessing Depth of Vocabulary Knowledge in Listening Comprehension

Author(s)	Participants	Goal of the study	Key findings
Cai (2015)	High-intermediate and advanced Chinese as a second language learners ($n = 22$)	To explore the relationships between vocabulary knowledge (including breadth and depth), word recognition speed, and Chinese listening proficiency	Vocabulary knowledge and word recognition speed were both correlated with listening proficiency, but vocabulary knowledge contributed more to listening proficiency than did word recognition speed.
Li (2007)	Chinese undergraduate ESL learners from five natural classes ($n = 168$)	To explore the contributions of breadth and depth of vocabulary knowledge to second language learning	Breadth and depth of vocabulary knowledge both predicted second language proficiency; however, depth of vocabulary knowledge was a weaker predictor of listening proficiency than was breadth.
Li and Zhang (2019)	First-year university students ($n = 290$) in China with at least six years of formal English instruction	To investigate the roles of breadth, depth and fluency of vocabulary knowledge in second language listening comprehension	Breadth, depth and fluency of vocabulary knowledge were all significant predictors of listening comprehension, with breadth being the strongest predictor.
Stæhr (2009)	Native Danish speakers ($n = 115$) who were advanced ESL learners with at least eight years of formal English instruction	To investigate the roles of vocabulary depth and breadth in listening comprehension	Vocabulary breadth and depth together accounted for half of the variance in listening comprehension scores, while in addition to breadth, depth can add 2 per cent to the variance.
Wang (2015)	Chinese undergraduate ESL students ($n = 120$) from three natural classes who had at least eight years of formal English instruction	To examine the relationship between breadth of vocabulary knowledge and depth of vocabulary knowledge, as well as their relationships with listening comprehension	Both breadth and depth of vocabulary knowledge were significantly correlated with listening comprehension, but depth contributed more.

TABLE 3. Language Assessment Strategies for Bilingual Children in the ASD Diagnostic Process

Author(s)	Participants	Goal of the study	Key findings
Boerma and Blom (2017)	Four-group design: six-year-old monolingual and bilingual children with and without language impairment ($n = 132$, $n = 33$ per group)	To explore alternative assessment strategies for bilingual children based on the fact that assessing both languages is often not feasible	Bilingual children's unbalanced development between two languages could be misdiagnosed as language impairment. An alternative assessment strategy included a questionnaire for parents. The results showed that a strategy could differentiate bilingual children without language impairment from bilingual children with language impairment if it compared them to bilingual norms.
Boerma et al (2017)	Four-group design: monolingual and bilingual children (5–8 years old) with and without language impairment ($n = 128$, $n = 32$ per group)	To examine the persistency of the partially overlapping language profiles of children with language impairment and bilingual children	The results showed overlapping language profiles for monolingual children with language impairment and bilingual children without language impairment. The distributed nature of language input and children's internal/external factors caused bilinguals' delays. Attention span issues caused monolinguals' delays.
Gathercole et al (2013)	Children (ages 2–15) ($n = 427$), including monolinguals ($n = 96$) and bilinguals ($n = 331$)	To demonstrate that bilingual children's level of exposure to each language should be considered in language tests	Distributed exposure to the two languages resulted in bilinguals' lower vocabulary scores in both, performance in the two languages was related, and bilinguals' timing of development was different. Assessment norms for bilingual children need to be designed.
Mendez et al (2011)	A conceptual paper, no participants	To identify the important factors in autism diagnosis	Misdiagnosis of autism may be the result of social or cultural differences, the lack of cultural proficiency of professionals and the silent period stage that bilingual children experience.
Paradis, Schneider and Duncan (2013)	English-language learners (ELLs) ($n = 178$), including children without language impairment ($n = 152$) and children with language impairment ($n = 26$); groups were matched for age and exposure to English	To test whether assessment strategies could discriminate between ELLs with and without language impairment when children had diverse first language backgrounds	The study found within-group differences in ELL children's length of exposure to the first language, the value of a parent questionnaire on children's first language development and that ELL children should be norm-referenced to each other.
Peña, Gillam and Bedore (2014)	Bilingual children in the process of learning English ($n = 54$): 18 Spanish–English-speaking children with language impairment ($n = 18$); 18 age-, sex-, IQ- and language-experience-matched typical control children ($n = 18$); and 18 age- and language-experience-matched comparison children ($n = 18$)	To assess the identification accuracy of dynamic assessment of narrative ability in bilingual children	Dynamic assessment conducted in English was able to measure learning processes and outcomes. Dynamic assessment proved to be clinically useful for identifying language impairment in bilingual children.

TABLE 4. Parental Factors and Involvement in Children’s English Learning in China

Author(s)	Participants	Goal of the study	Key findings
Butler (2015)	Grade 4 students (<i>n</i> = 198), Grade 6 students (<i>n</i> = 191) and Grade 8 students (<i>n</i> = 183) learning English in China, as well as their parents	To explore how parents’ SES, their behaviours and their beliefs about English learning influence students’ motivation to learn English	The influence that Chinese parents had on their children’s English learning motivation varied greatly depending on the parents’ SES and the children’s grade level.
Butler and Le (2018)	Middle school students (<i>n</i> = 189) in China and their parents	To investigate how parents’ SES influences students’ English learning over time in China	Parental income, educational background and beliefs were positively associated with students’ English learning performance.
Gao (2012)	Secondary students (<i>n</i> = 189) learning English in China and their parents	To examine parental strategies for supporting children’s English vocabulary learning	Parents used social support strategies, discursive support strategies and material support strategies to improve their children’s English learning.
Sun (2013)	Chinese parents (<i>n</i> = 10) of children learning English	To examine parents’ beliefs, strategies and challenges in supporting their children’s English learning	Parents provided financial support, assisted their children’s school English learning and acted as English learning partners for their children. However, they expressed negative views about English education in China (noting the lack of support from the government, unqualified teachers and ineffective curriculum).
Zou and Zhang (2011)	Grade 9 students (<i>n</i> = 2,034) in Shanghai and their families (<i>n</i> = 1,460)	To investigate how families’ social, cultural and economic backgrounds influence young English learners’ performance	Parents’ economic and educational backgrounds played a positive role in children’s English learning.

TABLE 5. Factors That Influence the Second Language Socialization of International Students

Author(s)	Participants	Goal of the study	Key findings
Boz, Barrantes and Tweedie (2018)	A group of international students, both female (<i>n</i> = 12) and male (<i>n</i> = 5), in an academic language program	To explore the performance of international students’ speech acts and what factors influence their second language socialization experiences	International students lacked second language socialization with the host culture, which led to their being likely to use speech acts inappropriately.

Lee and Ranta (2014)	International students ($n = 125$) and adult ESL students at a Canadian university	To investigate international students' experiences of using Facebook to gain access to the host community	Facebook had the potential to provide opportunities to facilitate the second language socialization process; however, merely having a Facebook account did not appear to lead to more connections and interactions with members of the host community.
Matsumura (2001)	Japanese exchange students studying in Vancouver for eight months ($n = 97$) and Japanese students studying in Japan ($n = 102$)	To examine the influence of living and studying abroad on international students' pragmatic use of English in the process of second language socialization	The development of pragmatic competence was related to international students' experience of living abroad, whereas the length of stay had less influence.
McMeekin (2016)	University students ($n = 5$) (aged 19–24), all middle-class Caucasian native speakers of English studying Japanese for two years in a summer language program in Japan	To investigate the process of second language socialization, particularly the interactions between the students and their host family members	Students' linguistic, social and cultural competence was developed through having social interactions in a host family setting.
Nam and Beckett (2011)	Korean ESL graduate students ($n = 5$)	To explore which factors influence international students' process of socializing into the second language writing community	Lack of coordination between resources and limited language-mediated activities made for a frustrating second language socialization process.

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