**Appendix A: Studies included in Yousefi and Nassaji (2019) and justifications for inclusion/ exclusion**

Insufficient statistical information for calculating effect sizes:

Barekat, B., & Mehri, M. (2013). Investigating the effect of metalinguistic feedback in L2 pragmatic instruction. *International Journal of Linguistics*, 5, 197–208. https://doi.org/10.5296/ijl.v5i2.3032

Cunningham, J. (2016). Request Modification in Synchronous Computer-Mediated Communication: The Role of Focused Instruction. *The Modern Language Journal*, 100, 484–507. https://doi.org/10.1111/modl.12332

Dastjerdi, H. V., & Farshid, M. (2011). The role of input enhancement in teaching compliments. *Journal of Language Teaching & Research*, 2(2), 460–466. https://doi.org/10.4304/jltr.2.2.460‐466

Farahian, M., Rezaee, M., & Gholami, A. (2012). Does direct instruction develop pragmatic competence? Teaching refusals to EFL learners of English. *Journal of Language Teaching & Research*, 3, 814–821. https://doi.org/10.4304/jltr.3.4.814‐821

Martínez-Flor, A., & Alcón-Soler, E. (2007). Developing pragmatic awareness of suggestions in the EFL classroom: A focus on instructional effects. *Canadian Journal of Applied Linguistics*, 10, 47–76.

Rafieyan, V. (2016). Effect of ‘Focus on Form’ versus ‘Focus on Forms’ Pragmatic Instruction on Development of Pragmatic Comprehension and Production. *Journal of Education and Practice*, 7, 41–48.

Rafieyan, V., Sharafi-Nejad, M., Khavari, Z., Siew Eng, L., & Mohamed, A.R. (2014). Pragmatic Comprehension Development through Telecollaboration. *English Language Teaching*, 7, 11–19. https://doi.org/10.5539/elt.v7n2p11

Same data reported in another article:

Nguyen, T. T. M. (2013). Instructional effects on the acquisition of modifiers in constructive criticisms by EFL learners. *Language Awareness*, 22, 76–94. https://doi.org/10.1080/09658416.2012.658810

Articles retained in the re-analysis:

Alcón-Soler, E. (2015). Instruction and pragmatic change during study abroad email communication. *Innovation in Language Learning and Teaching*, 9, 34–45.

Alcón-Soler, E. (2012). Teachability and Bilingualism Effects on Third Language Learners’ Pragmatic Knowledge. *Intercultural Pragmatics* 9: 511–541. https://doi.org/10.1515/ip‐2012‐0028

Alcón-Soler, E. & Guzman-Pitarch, J. (2010). The Effect of Instruction on Learners’ Pragmatic Awareness: A Focus on Refusals. *International Journal of English Studies*, 10 (1), 65–80. https://doi.org/10.6018/ijes/2010/1/113981

Alcón-Soler, E.A., & Martinez-Flor, A. (2008). *Investigating pragmatics in foreign language learning, teaching and testing*. Bristol: Multilingual Matters. https://doi.org/10.21832/9781847690869

Bardovi-Harlig, K., Mossman, S., & Vellenga, H.E. (2015). The effect of instruction on pragmatic routines in academic discussion. *Language Teaching Research*. 19, 324–350. https://doi.org/10.1177/1362168814541739

Chen, Y. S. (2011). The effect of explicit teaching of American compliment exchanges to Chinese learners of English. *English Teaching & Learning*, 35, 1–42.

Derakhshan, A., & Eslami, Z. (2015). The Effect of Consciousness-raising Instruction on the pragmatic Development of Apology and Request. *The Electronic Journal for English as a Second Language*. 18(4).1–24.

Eslami, Z.R., & Liu, C.N. (2013). Learning pragmatics through computer-mediated communication in Taiwan. *Iranian Journal of Society, Culture, and Language*, 52–73.

Eslami, Z.R., & Eslami-Rasekh, A. (2008). Enhancing the pragmatic competence of non- native English-speaking teacher candidates (NNESTCs) in an EFL context. In  
E. Alcón-Soler & Martinez-Flor, A. (eds.), *Investigating pragmatics in foreign language learning, teaching and testing*. Bristol, UK: Multilingual Matters, 178–197. https://doi.org/10.21832/9781847690869‐011

Felix-Brasdefer, J.C. (2008). Pedagogical intervention and the development of pragmatic competence in learning Spanish as a foreign language. *Issues in Applied Linguistics* 16, 49–84.

Fordyce, K. (2014). The differential effects of explicit and Implicit Instruction on EFL Learners’ Use of Epistemic Stance. *Applied Linguistics*, 35, 6–28. https://doi.org/10.1093/applin/ams076

Fukuya, Y., & Martinez-Flor, A. (2008). The interactive effects of pragmatic-eliciting tasks and pragmatics instruction. *Foreign Language Annuals*, 41, 478–500. https://doi.org/10.1111/j.1944‐9720.2008.tb03308.x

Furniss, E. (2016). Teaching the pragmatics of Russian conversation using a corpus referred website. *Language Learning and Technology*, 20, 38–60.

Ghobadi, A., & Fahim, M. (2009). The effect of explicit teaching of English ‘Thanking formulas on Iranian EFL intermediate level students at English language institutes. *System*, 37, 526–537. https://doi.org/10.1016/j.system.2009.02.010

Gu, X.L. (2011). The effect of explicit and implicit instructions of request strategies. *Intercultural Communication Studies*, 20(1), 104–123.

Hernandez, T.A. (2011). Re-examining the role of explicit instruction and input flood on the acquisition of Spanish discourse markers. *Language Teaching Research*, 15, 159–182. https://doi.org/10.1177/1362168810388694

Jernigan, J. (2012). Output and English as a second language pragmatic development: The effectiveness of output-focused video-based instruction. *English Language Teaching*, 5(4), 2–14. https://doi.org/10.5539/elt.v5n4p2

Li, Q. (2012). Effects of instruction on adolescent beginners’ acquisition of request modification. *TESOL Quarterly*, 46, 30–55. https://doi.org/10.1002/tesq.2

Li, S. (2012). The effect of input-based practice on pragmatic development in L2 Chinese. *Language Learning*, 62, 403–438. https://doi.org/10.1111/j.1467‐9922.2011.00629.x

Li, S. (2013). Amount of practice and pragmatic development of request-making in L2 Chinese. In N. Taguchi & J.M. Sykes (eds.), *Technology in interlanguage pragmatics research and teaching* (pp. 43–70). Amsterdam/Philadelphia: John Benjamins. https://doi.org/10.1075/lllt.36.04li

Narita, R. (2012). The effects of pragmatic consciousness-raising activity on the development of pragmatic awareness and use of hearsay evidential markers for learners of Japanese as a foreign language. *Journal of Pragmatics*, 44, 1–29. https://doi.org/10.1016/j.pragma.2011.09.016

Nguyen, T.T.M., Do, T.T.H., Nguyen, A.T., & Pham, M.H. (2015). Teaching email requests in the academic context: a focus on the role of corrective feedback, *Language Awareness*, 24(2), 169–195. https://doi.org/10.1080/09658416.2015.1010543

Nguyena, T. T. M., Phamb, T. H., & Phamb, M. T. (2012). The relative effects of explicit and implicit form-focused instruction on the development of L2 pragmatic competence. *Journal of Pragmatics*, 44, 416–434. https://doi.org/10.1016/j.pragma.2012.01.003

Simin, S., Eslami, Z., Eslami-Rasekh, A., & Ketabi, S. (2014). The effects of explicit teaching of apologies on Persian EFL learners’ performance: When e-communication helps. *International Journal of Research Studies in Language Learning* 3, 71–84.

Tajeddin, Z., Keshavarz, M.H., & Zand Moghaddam, A. (2012). The Effect of Task-Based Language Teaching on EFL Learners’ Pragmatic Production, Metapragmatic Awareness, and Pragmatic Self-Assessment. *Iranian Journal of Applied Linguistics (IJAL)*, 15, 139–166.

Takimoto, M. (2007). The effects of referential oriented activity in the structured input task on the development of learners’ pragmatic proficiency. *New Zealand Studies in Applied Linguistics*, 13, 46–60.

Takimoto, M. (2012a). Assessing the effects of identical task repetition and task type repetition on learners’ recognition and production of second language request downgraders. *Intercultural Pragmatics*, 9, 71–96. https://doi.org/10.1515/ip‐2012‐0004

Takimoto, M. (2012b). Metapragmatic discussion in interlanguage pragmatics. *Journal of Pragmatics*, 44, 1240–1253. https://doi.org/10.1016/j.pragma.2012.05.007

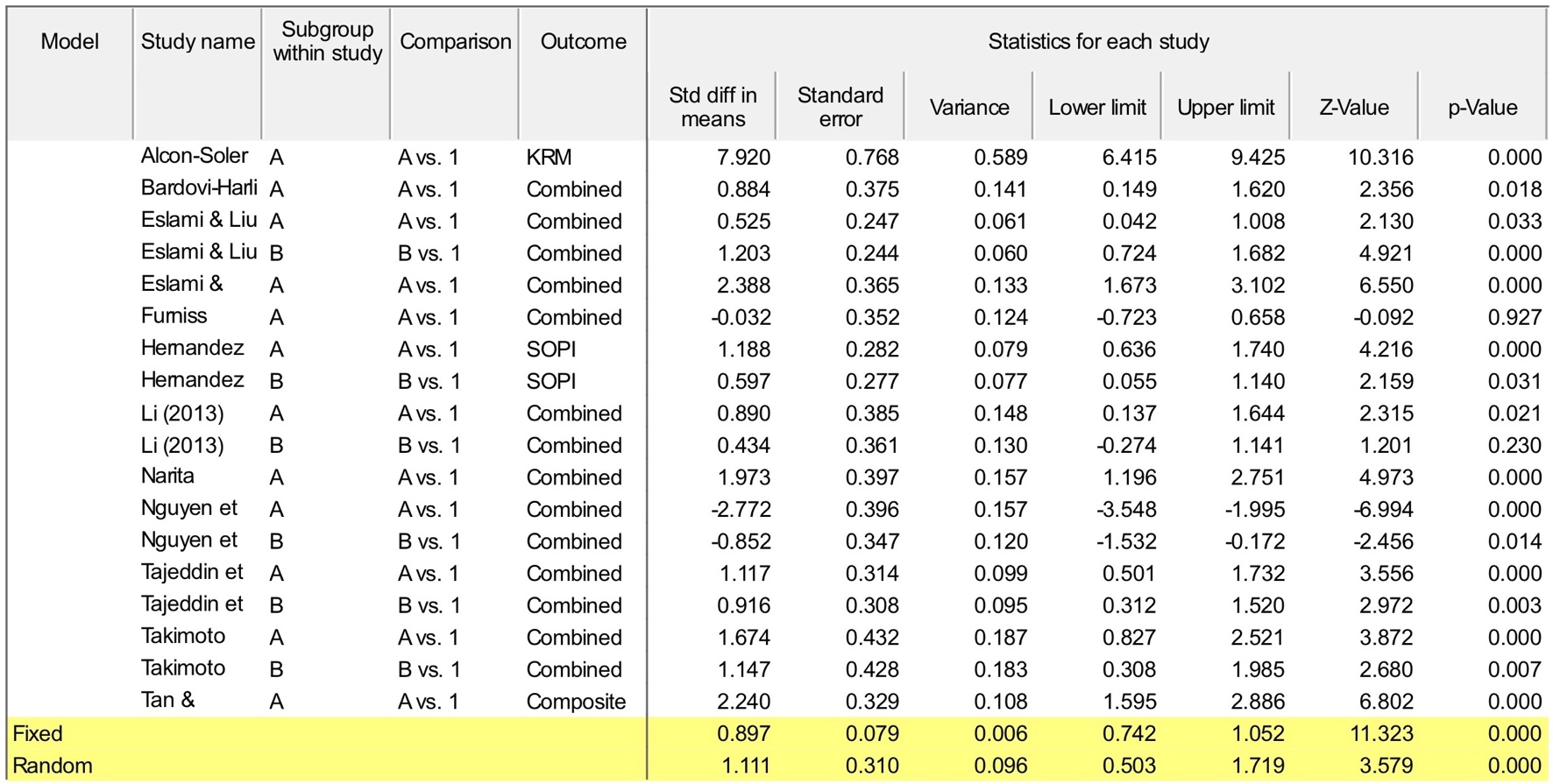
Tan, K.H., & Farashaiyan, A. (2012). The effectiveness of teaching formulaic politeness strategies in making request to undergraduates in an ESL classroom. *Asian Social Science* 8, 189–196. https://doi.org/10.5539/ass.v8n15p189

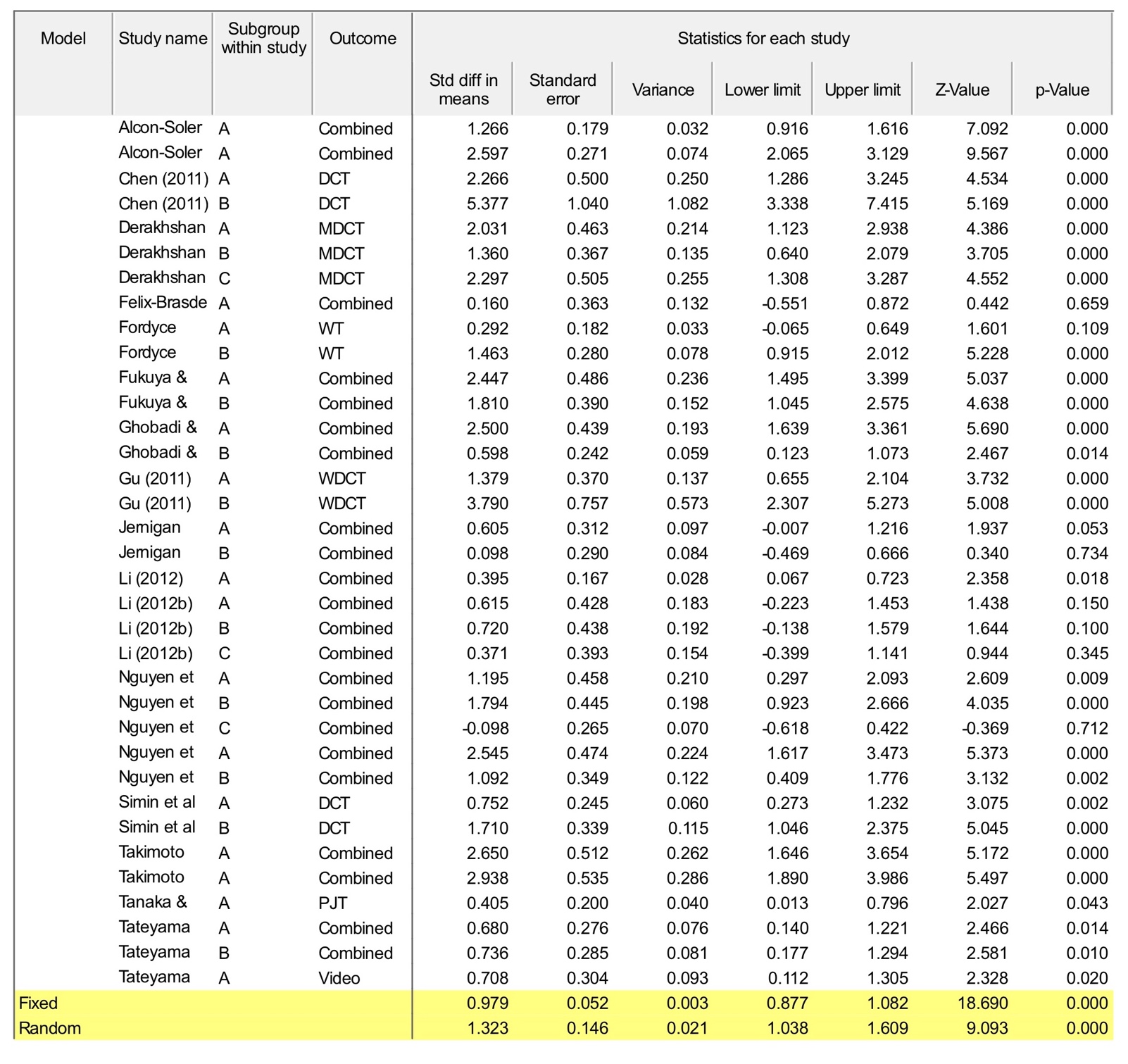
Tanaka, H., & Oki, N. (2015). An attempt to raise Japanese EFL learners’ pragmatic awareness using online discourse completion tasks. *The jalt call Journal*. 11(2).143–154.

Tateyama, Y. (2007). The effects of instruction on pragmatic awareness. In K. Bradford-Watts (ed.), *JALT 2006 Conference Proceedings*. Tokyo: JALT, 1189–1200. Available online at http://jalt-publications.org/archive/proceedings/2006/E128.pdf

Tateyama, Y. (2009). Requesting in Japanese: The effect of instruction on JFL learners’ pragmatic competence. In N. Taguchi (ed.), *Pragmatic competence*. Berlin: Mouton De Gruyter, 129–166.

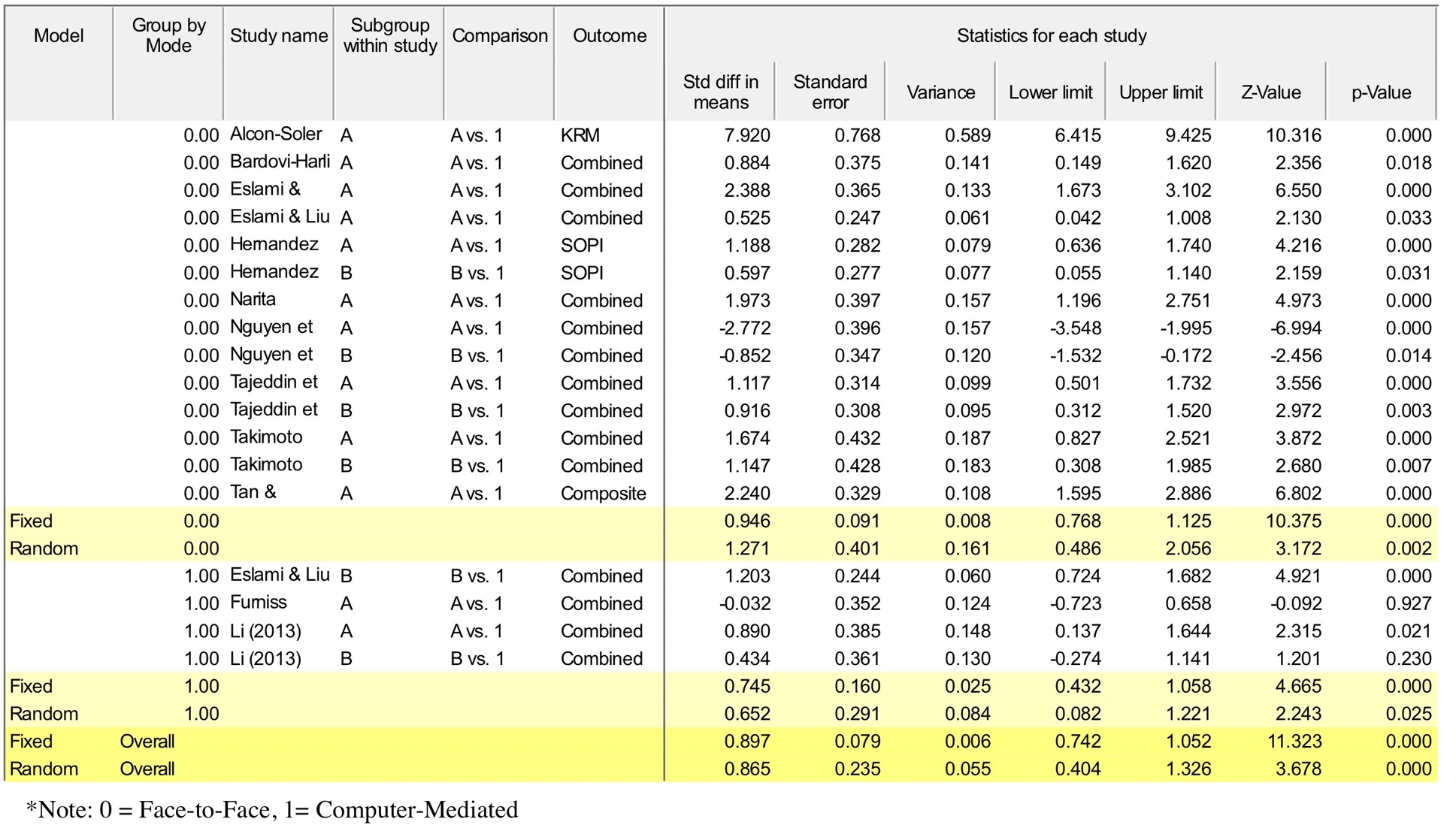
**Appendix B:**

*****Between-groups, effects of pragmatics instruction*

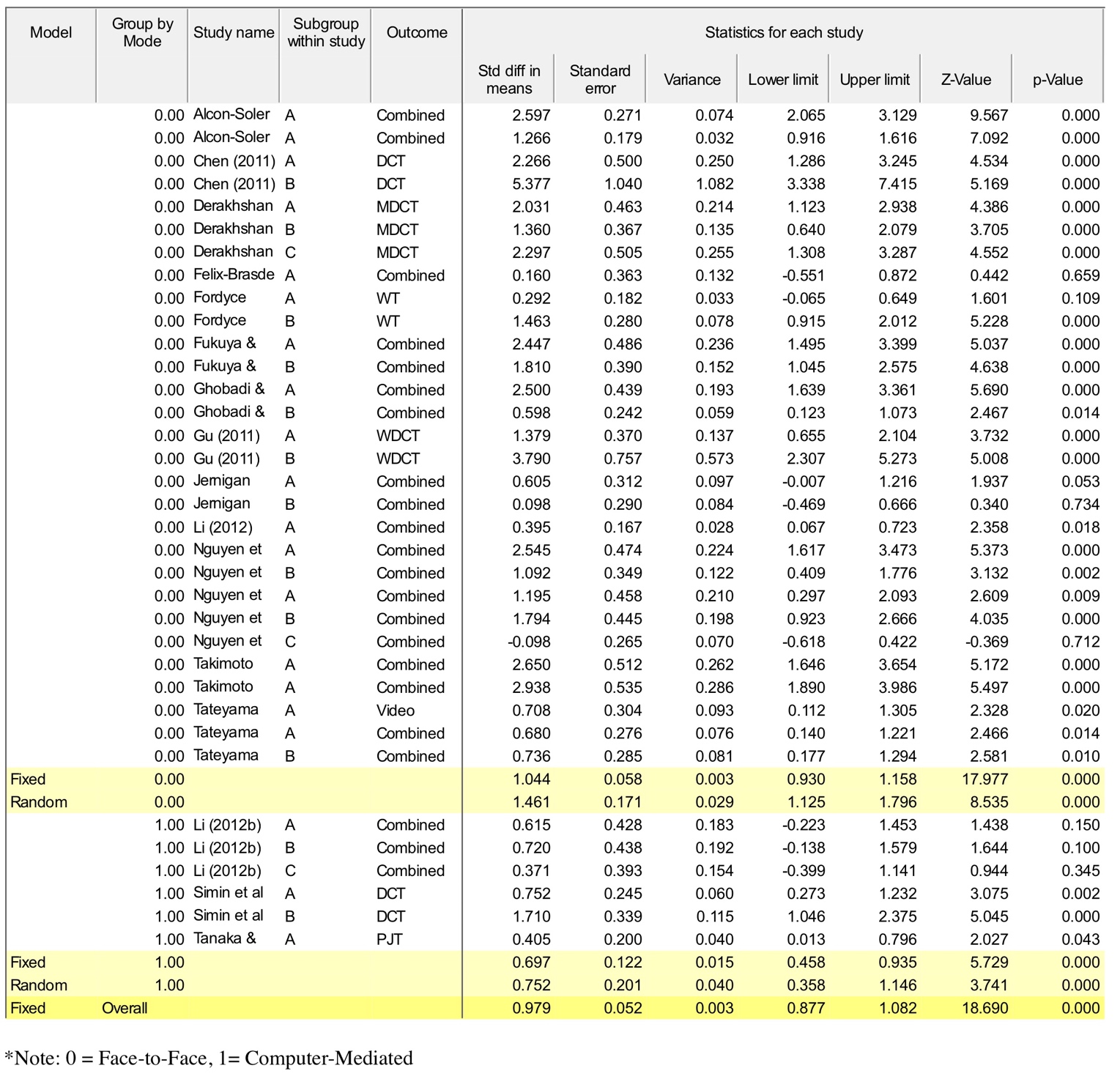
*****Within groups, effects of pragmatics instruction*

**Appendix C:**

*Between-groups, moderator analysis*

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*Within-groups, moderator analysis*

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**Appendix D: Studies included in Lee, Warschauer and Lee (2019) and justifications for inclusion/ exclusion**

Both treatment conditions involved corpus use, but implemented in different ways:

Sun, Y.-C. and L.-Y. Wang. 2003. 'Concordancers in the EFL classroom: Cognitive approaches and collocation difficulty,' *Computer Assisted Language Learning 16*/1: 83-94.

Supatranont, P. 2005. A Comparison of the Effects of the Concordance-based and the Conventional Teaching Methods on Engineering Students’ English Vocabulary Learning. Unpublished doctoral dissertation, Chulalongkorn University.

Learning outcomes do not constitute the dependent variable:

Frankenberg-Garcia, A. 2012. 'Learners’ use of corpus examples,' *International Journal of Lexicography 25*/3: 273-96.

Frankenberg-Garcia, A. 2014. 'The use of corpus examples for language comprehension and production,' *ReCALL 26*/2: 128-46.

Kaur, J. and V. Hegelheimer. 2005. 'ESL students’ use of concordance in the transfer of academic word knowledge: An exploratory study,' *Computer Assisted Language Learning 18*/4: 287-310. (See endnote 2)

Stevens, V. 1991. 'Concordance-based vocabulary exercises: A viable alternative to gap-fillers,' *Classroom Concordancing: English Language Research Journal 4*: 47-61.

It is impossible to tell if treatment effects are due to guided inductive learning or to corpus use:

Anani Sarab, M. R. and A. Kardoust. 2014. ‘Concordance-based data-driven learning activities and learning English phrasal verbs in EFL classrooms,’ *Issues in Language Teaching 3*/1: 112–89.

Poole, R. 2012. 'Concordance-based glosses for academic vocabulary acquisitio,' *CALICO Journal 29*/4: 679-93.

Sripicharn, P. 2003. 'Evaluating classroom concordancing: The use of corpus-based materials by a group of Thai students,' *Thammasat Review 8*/1: 203-36.

Vyatkina, N. 2016. ‘Data-driven learning for beginners: The case of German verb-preposition collocations,’ *ReCALL 28*/2: 207–26.

Yunus, K. and S. A. Awab. 2012. ‘The effects of the use of module-based concordance materials and data-driven learning (DDL) approach in enhancing the knowledge of collocations of prepositions among Malaysian undergraduate law students,’ *International Journal of Learning 18*/9: 165–81.

Input-test congruency, practice-test congruency, or additional time spent on the target vocabulary advantaging the experimental group:

Daskalovska, N. 2014. 'Corpus-based versus traditional learning of collocations,' *Computer Assisted Language Learning 28*/2: 130-44.

Karras, J. N. 2016. ‘The effects of data-driven learning upon vocabulary acquisition for secondary international school students in Vietnam,’ *ReCALL 28*/2: 166–86.

Mirzaei, A., M. R. Domakani, and S. Rahimi. 2016. ‘Computerized lexis-based instruction in EFL classrooms: Using multi-purpose LexisBOARD to teach L2 vocabulary,’ *ReCALL 28*/1: 22–43.

Rahimi, M. and G. Momeni. 2012. ‘The effect of teaching collocations on English language proficiency,’ *Procedia-Social and Behavioral Sciences 31*: 37–42.

Rezaee, A. A., H. Marefat, and A. Saeedakhtar. 2015. ‘Symmetrical and asymmetrical scaffolding of L2 collocations in the context of concordancing,’ *Computer Assisted Language Learning 28*/6: 532–49.

Reports lacking essential information:

Al-mahbashi, A., N. M. Noor, and Z. Amir. 2015. ‘The effect of data driven learning on receptive vocabulary knowledge of Yemeni University learners,’ *3L: Language, Linguistics and Literature - The Southeast Asian Journal of English Language Studies 21*/3: 13–24.

Çelik, S. 2011. 'Developing collocational competence through web based concordance activities,' *Novitas ROYAL (Research on Youth and Language) 5*/2: 273-86.

Gan, S.,-L., F. Low, and N. F. Yaakub. 1996. 'Modeling teaching with a computer-based concordancer in a TESL preservice teacher education program,' *Journal of Computing in Teacher Education 12*/4: 28-32.

Gordani, Y. 2013. ‘The effect of the integration of corpora in reading comprehension classrooms on English as a Foreign Language learners’ vocabulary development,’ *Computer Assisted Language Learning 26*/5: 430–45.

Koosha, M. and A. A Jafarpour. 2006. 'Data-driven learning and teaching collocation of prepositions: The case of Iranian EFL adult learners,' *Asian EFL Journal Quarterly 8*/4: 192-209.

Yılmaz, E. and A. Soruç. 2015. ‘The use of concordance for teaching vocabulary: A data-driven learning approach,’ *Procedia-Social and Behavioral Sciences 191*/2: 2626–30.

Yunxia, S., Y. Min, and S. Zhuo. 2009. ‘An empirical study on a computer-based corpus approach to English vocabulary teaching and learning’ in W. Li and J. Zhou (eds): *Proceedings of the 2nd International Conference on Computer Science and Information Technology. IEEE Xplore*, pp. 218–21.

No obvious issues with eligibility, and thus retained for the re-calculation of an average effect (using effect sizes reported in Lee et al., 2019, online supplement):

Cobb, T. 1997. 'Is there any measurable learning from hands-on concordancing?,' *System 25*/3: 301-15.

Cobb, T. 1999. 'Applying constructivism: A test for the learner-as-scientist,' *Educational Technology Research & Development 47*/3: 15-33.

Kim, E. 2015. ‘Enhancing a corpus-based approach to teach English phrasal verbs to Korean learners,’ *The Journal of Studies in Language 31*/2: 295–312.

Tongpoon, A. 2009. The Enhancement of EFL learners' Receptive and Productive Vocabulary Knowledge through Concordance-based Methods. Unpublished doctoral dissertation, Northern Arizona University.

Yang, J. 2015. ‘Effects of collaborative corpus-based learning on the acquisition and retention of delexical verb collocation,’ *The Journal of Studies in Language 31*/1: 67–94.

**Appendix E: Studies included in Bryfonski and McKay (2019) and justifications for inclusion/ exclusion**

TBLT is not the independent variable of interest:

Lai, C. & X. Lin (2015). Strategy training in a task-based language classroom. *The Language Learning Journal* 43.1, 20–40.

Li, G. & X. Ni (2013). Effects of a technology-enriched, task-based language teaching curriculum on Chinese elementary students’ achievement in English as a foreign language. *International* *Journal of Computer-Assisted Language Learning and Teaching* 3.1, 33–49.

Shabani, M. B. & A. Ghasemi (2014). the effect of task-based language teaching (TBLT) and content-based language teaching (CBLT) on the Iranian intermediate ESP learners’ reading comprehension. *Procedia: Social and Behavioral Sciences* 98, 1713–1721.

Activities are not tasks under re-analysis criteria:

Amin, A. A. (2009). Task-based and grammar-based English language teaching: An experimental study in Saudi Arabia. PhD dissertation, University of Newcastle Upon Tyne.

Birjandi, P. & A. Malmir (2009). The effect of task-based approach on the Iranian advanced EFL learners’ narrative vs. expository writing. *Iranian Journal of Applied Language Studies* 1.2, 1–26.

Hasan, A. (2014). The effect of using task-based learning in teaching English on the oral performance of the secondary school students. *International Interdisciplinary Journal of Education* 3.2, 250–264.

Kasap, B. (2005). The effectiveness of task-based instruction in the improvement of learner’s speaking skill. M.A. thesis, Bilkent University, Ankara, Turkey.

Keyvanfar, A. & M. Modarresi (2009). The impact of task-based activities on the reading skill of Iranian EFL young learners at the beginner level. *Journal of Applied Linguistics* 2.1, 81–102.

Lochana, M. & G. Deb (2006). Task-based teaching: Learning English without tears. *The Asian EFL Journal Quarterly* 8, 140–164.

Murad, T. M. (2009). The effect of task-based language teaching on developing speaking skills among the Palestinian secondary EFL students in Israel and their attitudes towards English. PhD dissertation, Yarmouk University, Irbid, Jordan.

Sarani, A. & L. F. Sahebi (2012). The impact of task-based approach on vocabulary learning in ESP courses. *English Language Teaching* 5.10, 118–128.

Seyedi, S. H. & A. A. K. Farahani (2014). The application of task-based writing and traditional writing on the development of reading comprehension of EFL advanced Iranian learners. *International Journal of English Language Education* 2.1, 225–240.

Wu, X., L. Liao & T. K. DeBacker (2016). Implementing task-based instruction in ESP Class: An empirical study in Marine Engineering English. *Journal of Language Teaching Research* 7, 936–945.

Lack of clarity about tasks:

De Ridder, I., L. Vangehuchten & M. S. Gómez, M.S. (2007). Enhancing automaticity through task-based language learning. *Applied Linguistics* 28.2, 309–315.

Mesbah, M. (2016). Task-based Language Teaching and its effect on medical students’ reading comprehension. *Theory and Practice in Language Studies* 6.2, 431–438.

Mesbah, M. & M. Faghani (2015). Task-based and grammar translation teaching methods in teaching reading comprehension to nursing students: An action research. *Aula Orientals* 1, 319–325.

Herrera Mosquera, L. (2012). A research study on task-based language assessment. *Revista de Lenguas Modernas* 16, 215–227.

Rahimpour, M. (2008). Implementation of task-based approaches to language teaching. *Pazhuhesh-E Zabanha-Ye Khareji* 41, 45–61.

Rezaeyan, M. (2014). On the impact of task-based teaching on academic achievement of Iranian EFL learners: Case study: Female high school students in Yasuj. *International Journal of* *Language Learning and Applied Linguistics World* 7.3, 476–493.

Tan, Z. (2016). An empirical study on the effects of grammar–translation method and task-based language teaching on Chinese college students’ reading comprehension. *International* *Journal of Liberal Arts and Social Science* 4.3, 100–109.

Ting, L. (2012). The implementation of task-based language teaching approach in EFL oral English teaching in art academy. *Overseas English* 8, 90–92.

Practice–test congruency giving an advantage to the “TBLT” group:

Lai, C., Y. Zhao & J. Wang (2011). Task-based language teaching in online ab initio foreign language classrooms. *Modern Language Journal* 95. Supplement 1, 81–103.

Park, M. (2012). Implementing computer-assisted task-based language teaching in the Korean secondary EFL context. In A. Shehadeh & C. A. Coombe (eds.), *Task-based language teaching in foreign language contexts: Research and implementation*. Philadelphia, PA: John Benjamins.

Torky, S. (2006). The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage. PhD dissertation, Ain Shams University, Cairo, Egypt.

Yang, J. (2008). The task-based approach and the grammar translation method with computer-assisted instruction on Taiwanese EFL college students’ speaking performance. Unpublished doctoral dissertation, Alliant International University, San Diego, CA, USA.

Not sure of group equivalence prior to treatment:

González-Lloret, M. & K. B. Nielson (2015). Evaluating TBLT: The case of a task-based Spanish program. *Language Teaching Research* 19.5, 525–549.

No obvious issues with eligibility, and thus retained for inclusion:

Phuong, H. Y., K. Van den Branden, E. Van Steendam & L. Sercu (2015). The impact of PPP and TBLT on Vietnamese students’ writing performance and self-regulatory writing strategies. *ITL-International Journal of Applied Linguistics* 116.1, 37–93.