The Good Place:
a classroom viewing experience for learning, reflecting upon and researching
University as an institution

Teaching ➔ teaching innovation (learning contents and learning outcomes): portfolio, project work, problem-solving, gamification

Social service ➔ APS projects from year 2 on

Research: labs, theoretical, society-oriented, classroom-research
GRAL Research Group

The GRAL Research Group (GRAL is the Catalan acronym for Grup de Recerca en Adquisició de Llengües) initiated its activity in 1995 with the study of the effects of age on foreign language learning. This study culminated with the publication of the book *Age and the Rate of Foreign Language Learning* (2006) edited by C. Muñoz and published by Multilingual Matters as well as various book chapters and articles in journals such as *Applied Linguistics, International Journal of English Studies, Spanish Applied Linguistics, TRAL* and *Eurolia Yearbook*.

http://www.ubgral.com/
Barcelona Age Factor Project (BAF)

Carmen Muñoz Lahoz
In 2017, worldwide Netflix had 109.5 million subscribers. HBO had 137 million subscribers.

In Spain in 2017 over six million media users joined Pay-TV platforms, and 50% of the population with internet access watched TV series in platforms such as Netflix or HBO.

An adult person watches on average 3.81 hours of TV and spends 1.89 hours online.

62.9% of the population watch TV series (MECD, 2015), more and more in English.
Linguistic snapshot

- watching TV series in English as a habit
- teachers recommending watching TV in English

What for? And then, subtitles or captions? And which genre?

Pronunciation? Vocabulary? Grammar? Listening comprehension?
Theoretical background

Subtitled TV series

Simultaneous presentation of L1/L2 text + L2 sound + video
Verbal and non-verbal information
Real language input
Fun activity, range of multimedia materials available
Theoretical background

**L1 subtitles** (standard subtitling)

- Recommended for **low levels**
- Improve **listening comprehension**
- Foster **automatic reading**

**Danan, 2004**

**Plass & Jones, 2005**

**Peters et al., 2016**

**L2 subtitles** (bimodal subtitling or **captioning**)

- **Positive** effects
- Associate **aural** and **written** forms
- Develop **segmentation abilities**

**Vanderplank, 2010**

**Borrás & Lafayette, 1994**

**Charles & Trenkic, 2015**
There is general consensus that simultaneous exposure to soundtrack in the FL and subtitles is beneficial for language learning.

Input > input processing > intake > output

It benefits comprehension and vocabulary acquisition (Yuksel & Tanriverdi, 2009).

Depends on:
- language configuration of soundtrack/text (L1 subtitles, L2 or reversed); target language (Winke et al. 2013);
- proficiency (Muñoz, 2017; Suárez & Gesa, 2017; Muñoz & Chandy, 2016);
- age (Muñoz, 2017) (see Vanderplank, 2010 for a research synthesis).
Vocabulary + subtitles
- mainly university students
- different conditions
- input enhancement

Genres + subtitles/captions

Grammar + subtitles/captions
**Genres**

**Expository documentaries** speak directly to the viewer, often in the form of an authoritative commentary employing voiceover or titles, proposing a strong argument and point of view.

The Merriam Webster dictionary defines *edutainment* as “entertainment (as by games, films, or shows) that is designed to be educational.”

A **sitcom** is a genre of comedy performance in which recurring characters take part in humorous storylines centered on a common environment, such as a family home or workplace.

The **police procedural drama** is a subgenre of detective fiction that depicts investigations into several unrelated crimes in a single episode. Unlike traditional mysteries, police procedurals often reveal the perpetrator's identity to the audience early in the episode.
A2 – B1 level: from 18 to 70 years of age

What do you think was the genre that helped to learn more vocabulary?
Genres

A2 – B1 level: from 18 to 70 years of age
Results: documentary > sitcom > police procedural > edutainment
The role of the visual element + Individual Differences: motivation, proficiency, learning experience, age, aptitude, inhibition, working memory, aptitude...

We did a series of cognitive and proficiency tests to see our individual differences. These can be trained, e.g. Lumosity app.
You can tailor your learning process.
Theoretical background: LLAMA

B: Vocabulary learning (word + image)
D: Phonetic memory (no subtitles)
E: Sound-symbol correspondence (subtitles in L2 - captions)
LLAMA

B: Vocabulary learning

D: Phonetic memory

E: Sound-symbol correspondence

F: Grammatical inference
Proficiency

- **OPT** – Listening and grammar (Allan, 2004)

- **X_Lex** / **Y_Lex** (Meara & Miralpeix, 2006)
Reading span – Working Memory

Not so relevant for adults

Noticing / form - sound recognition

Have you seen/heard these words?
Noticing/attention \(\rightarrow\) essential for learning

Prior to any other process

Multimodal input \(\rightarrow\) cognitive (over)load
Theoretical background

Dual Coding Theory (Paivio, 1986, 2007)
- **Verbal** and **non-verbal** systems
- **Independent functioning** but **interaction**
- **Activation** of one system **stimulates** the other
- Greater **depth of processing** and better **recall**

Cognitive Load Theory (Chandler & Sweller, 1991; Sweller, 1994)
- Brain’s **limited cognitive capacity**, should not be overloaded
- Multimodality may increase cognitive load (CL)
- **Subtitles** as a tool to **reduce CL** in language acquisition settings


“Students learn more deeply from a multimedia explanation than from a verbal explanation” (2002: 62)
Vocabulary ... what happened?

Grade 6, Grade 10 & University students: different ages, different proficiency, different in individual differences

Several conditions:
With captions (L2/FL), without subtitles, with subtitles in Spanish (grade 6), no series viewing.
Vocabulary – 1st study

Group A with captions + Group B no series viewing
Vocabulary

- **Instruments:**
  - Listening / grammar part of the *Oxford Placement Test* (Allan, 2004)
  - $X_{Lex} / Y_{Lex}$ (Meara & Miralpeix, 2006)
  - LLAMA aptitude test (Meara, 2005)
  - *I Love Lucy* TV series: 8 episodes of 22 mins approx. = 3 hours of multimodal input
  - English audio + English captions (intervention)
  - 5 Target Words (TWs) and 3 Target Expressions (TEs) per episode
  - Total of 40 TWs and 24 TEs
Methodology

INTERVENTION GROUP
(N=39)

1. PRE-TEST
(40 TWs + 24 TEs, form and meaning recall)

2. 8 VIEWING SESSIONS

2.1. PRE-TASK

2.2. EPISODE (x8)

2.3. VOCABULARY POST-TASK
(5 TWs and 3 TEs, form recall and meaning recognition)

3. POST-TEST
(40 TWs + 24 TEs, form and meaning recall)

CONTROL GROUP
(N=23)

1. PRE-TEST
(40 TWs + 24 TEs, form and meaning recall)

2. 8 VIEWING SESSIONS

2.1. PRE-TASK

2.2. EPISODE (x8)

2.3. VOCABULARY POST-TASK
(5 TWs and 3 TEs, form recall and meaning recognition)

3. POST-TEST
(40 TWs + 24 TEs, form and meaning recall)
Methodology

PRE- and POST-TEST


<table>
<thead>
<tr>
<th>Palabras</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Castellano - Catalán</th>
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<tr>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Methodology

PRE-TASK

“Lucy Visits Grauman’s”

1. Fill in the blanks with the appropriate words; the first letter is already given for you. Use the definitions to help you.

A) My father tends to use a c______________ to open the door because it is always blocked.
B) If your partner s______________, it is really difficult to sleep with him / her! What a noise!
C) Please, give me a big h______________ of bread. I’m starving and I haven’t eaten anything since yesterday.
D) I always like to t______________ the blankets before I go to bed.
E) The children were playing on the beach with their b______________ and spades.

Definitions

A) A straight iron bar, usually with a curved end, used for forcing open boxes and moving heavy objects.
B) To breathe noisily through your nose and mouth while you are asleep.
C) A large piece of something that has been cut or broken from a larger piece.
D) To make somebody feel comfortable in bed by pulling the covers up around them.
E) An open container with a handle, used for carrying or holding liquids, sand, etc.
## Methodology

### VOCABULARY POST-TASK

#### “Vocabulary Post-Grammar”

1. Escucharás cinco palabras en inglés. Cada palabra se va a repetir dos veces. Di qué significa esta palabra (opción a, b, c, e...). Si no sabes qué quiere decir alguna palabra, elige la opción f) “No lo sé”.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Pila</td>
<td>b) Palanca</td>
<td>c) Taberna</td>
<td>d) Guardar</td>
<td>e) Aeropuerto</td>
</tr>
<tr>
<td>a) Entender</td>
<td>b) Bazar</td>
<td>c) Cobre</td>
<td>d) Lavar</td>
<td>e) Entender</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Completa las siguientes expresiones en inglés. Ayúdate del contexto a definición que se da en cada caso.

a) Si eres de alguien o le quieres mantener al margen para que no descubra la verdad:

You are _______.

b) Cuando alguien o algo te pone la piel de gallina, puedes decir:

I _______.

c) Cuando alguien parece haber perdido su cazo (mece, le ofrece:

You are _______.

You are _______.

Research Questions

1. Does sustained exposure to captioned TV series lead to vocabulary learning?

2. Does aptitude have an effect on vocabulary learning from captioned TV series?

3. Do proficiency level and vocabulary size have an effect on vocabulary learning from captioned TV series?
Results RQ1: Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Form words in L2</th>
<th>Meaning words in L1</th>
<th>Form expressions in L2</th>
<th>Meaning expressions in L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>92% huge</td>
<td>205% huge</td>
<td>52% very large</td>
<td>122% huge</td>
</tr>
<tr>
<td>Control</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>142% huge</td>
<td>387% huge</td>
<td>50% very large</td>
<td>188% huge</td>
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</tbody>
</table>

Mann-Whitney U Test Control vs. Intervention - No significant differences

<table>
<thead>
<tr>
<th></th>
<th>Form words in L2</th>
<th>Meaning words in L1</th>
<th>Form expressions in L2</th>
<th>Meaning expressions in L1</th>
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</thead>
<tbody>
<tr>
<td>Post-test</td>
<td>.246</td>
<td>.150</td>
<td>.377</td>
<td>.661</td>
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<tr>
<td>Gains</td>
<td>.545</td>
<td>.468</td>
<td>.558</td>
<td>.572</td>
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</tbody>
</table>
Results RQ1

Increase *not significant* in size for the *Intervention* group.

**Words in L2**
- TWs learned: 23%
- TWs to be learned: 77%

**Words in L1**
- TWs learned: 19%
- TWs to be learned: 81%

**Expressions in L2**
- TEs learned: 18%
- TEs to be learned: 82%

**Expressions in L1**
- TEs learned: 19%
- TEs to be learned: 81%
Results RQ1

Increase **not significant** in size for the **Control** group.

- **Words in L2**
  - 26% learned
  - 74% to be learned

- **Words in L1**
  - 18% learned
  - 82% to be learned

- **Expressions in L2**
  - 18% learned
  - 82% to be learned

- **Expressions in L1**
  - 16% learned
  - 84% to be learned
## Results RQ2

### Intervention

<table>
<thead>
<tr>
<th></th>
<th>LLAMA B</th>
<th>LLAMA D</th>
<th>LLAMA E</th>
<th>LLAMA F</th>
<th>LLAMA TOTAL</th>
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<tbody>
<tr>
<td>Gains TWs L2</td>
<td>.095</td>
<td>.133</td>
<td>.177</td>
<td>.255</td>
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<tr>
<td>Gains TWs L1</td>
<td>.344*</td>
<td>.126</td>
<td>.211</td>
<td>.100</td>
<td>.255</td>
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<tr>
<td>Gains TEs L2</td>
<td>.018</td>
<td>.023</td>
<td>-.083</td>
<td>-.056</td>
<td>.005</td>
</tr>
<tr>
<td>Gains TEs L1</td>
<td>.054</td>
<td>.201</td>
<td>.017</td>
<td>.020</td>
<td>.091</td>
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*p 0.05 level – 2-tailed  
**p 0.01 level – 2-tailed
## Results RQ2

### Control

<table>
<thead>
<tr>
<th>Gains TWs</th>
<th>LLAMA B</th>
<th>LLAMA D</th>
<th>LLAMA E</th>
<th>LLAMA F</th>
<th>LLAMA TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>.295</td>
<td>-.047</td>
<td>.423*</td>
<td>-.154</td>
<td>.251</td>
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<tr>
<td>L1</td>
<td>.231</td>
<td>.079</td>
<td>.277</td>
<td>.018</td>
<td>.392*</td>
</tr>
<tr>
<td>Gains TEs L2</td>
<td>.289</td>
<td>.210</td>
<td>.295</td>
<td>.014</td>
<td>.431*</td>
</tr>
<tr>
<td>Gains TEs L1</td>
<td>.345</td>
<td>.207</td>
<td>.294</td>
<td>.208</td>
<td>.509**</td>
</tr>
</tbody>
</table>

*p 0.05 level – 2-tailed  
**p 0.01 level – 2-tailed
Results RQ2

Intervention

High (N=21) > Low (N=18) aptitude

Only in LLAMA D (phonetic memory) \( p < 0.050 \) for Meaning of TWs (Spearman correlation)

Control

• High (N=14) > Low (N=9) aptitude

Only in LLAMA Total (B+D+E+F) \( p < 0.004 \) for Meaning of TEs (Spearman correlation)
## Results RQ3: Vocabulary Size & Proficiency

**Intervention**

<table>
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<th>Vocab. size</th>
<th>OPT Listening</th>
<th>OPT Grammar</th>
<th>OPT Total</th>
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<td><strong>Gains TWs L2</strong></td>
<td>.278*</td>
<td>.461**</td>
<td>.473**</td>
<td>.510**</td>
</tr>
<tr>
<td></td>
<td>.045</td>
<td>.002</td>
<td>.001</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Gains TWs L1</strong></td>
<td>.309*</td>
<td>.331*</td>
<td>.392*</td>
<td>.421**</td>
</tr>
<tr>
<td></td>
<td>.030</td>
<td>.020</td>
<td>.007</td>
<td>.004</td>
</tr>
<tr>
<td><strong>Gains TEs L2</strong></td>
<td>.123</td>
<td>.175</td>
<td>.120</td>
<td>.158</td>
</tr>
<tr>
<td><strong>Gains TEs L1</strong></td>
<td>.361*</td>
<td>.337*</td>
<td>.598**</td>
<td>.560*</td>
</tr>
<tr>
<td></td>
<td>.018</td>
<td>.013</td>
<td>.000</td>
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</table>

*p 0.05 level – 2-tailed

**p 0.01 level – 2-tailed
### Results RQ3: Vocabulary Size & Proficiency

#### Control

<table>
<thead>
<tr>
<th></th>
<th>Vocab. size</th>
<th>OPT Listening</th>
<th>OPT Grammar</th>
<th>OPT Total</th>
</tr>
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<tbody>
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<td>.257</td>
<td>.110</td>
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<tr>
<td>Gains TWs L1</td>
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<td>.493**</td>
<td>.540**</td>
<td>.509**</td>
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<td></td>
<td>.043</td>
<td>.008</td>
<td>.004</td>
<td>.007</td>
</tr>
<tr>
<td>Gains TEs L2</td>
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<td>.116</td>
<td>.228</td>
<td>.138</td>
</tr>
<tr>
<td>Gains TEs L1</td>
<td>.522*</td>
<td>.423*</td>
<td>.635*</td>
<td>.622**</td>
</tr>
<tr>
<td></td>
<td>.005</td>
<td>.022</td>
<td>.001</td>
<td>.001</td>
</tr>
</tbody>
</table>

*p 0.05 level – 2-tailed  
**p 0.01 level – 2-tailed
Conclusion

- Intentional learning
- Learning strategies
- Proficiency
- Vocabulary size

- Cognitive aptitude(s)
- Extra exposure
Vocabulary 2\textsuperscript{nd} study

- Instruction > non-instruction
- Always certain gains (and partial knowledge!)
- High proficiency > Low proficiency
- Attention to certain part of language (e.g. vocabulary) may be affecting negatively some other aspects (e.g. comprehension)
- Image helps learning language (different to traditional activities)
  - co-occurence helps adults
  - in kids, it's time on screen that helps (co-occurrence may produce cognitive overload)
- Meaningful context
Grammar + pronunciation

What happened this year?
What have we done?
Group A: with captions
Group B: without captions
Pronunciation study: aim

Explore the effects of captions, in particular token frequency and saliency on the “non-intentional” learning of L2 usually mispronounced words.
## Pronunciation

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
<th>Phoneme</th>
<th>Word</th>
<th>Frequency</th>
<th>Phoneme</th>
</tr>
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<tr>
<td>area</td>
<td>3621</td>
<td>5</td>
<td>done</td>
<td>24737</td>
<td>19</td>
</tr>
<tr>
<td>award</td>
<td>657</td>
<td>5</td>
<td>earth</td>
<td>5074</td>
<td>16</td>
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<tr>
<td>bird</td>
<td>2316</td>
<td>9</td>
<td>minute</td>
<td>19255</td>
<td>17</td>
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<tr>
<td>crisis</td>
<td>849</td>
<td>5</td>
<td>honest (d' Prison)</td>
<td>3689 (1390 - 332)</td>
<td>12</td>
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<tr>
<td>event</td>
<td>1345</td>
<td>8</td>
<td>murder</td>
<td>5717</td>
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<td>failure</td>
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<td>parent</td>
<td>670</td>
<td>10</td>
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<td>9576</td>
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<td>10660</td>
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<td>grant</td>
<td>1360</td>
<td>7</td>
<td>world</td>
<td>23216</td>
<td>16</td>
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<tr>
<td>half</td>
<td>10356</td>
<td>8</td>
<td>nunk</td>
<td>376</td>
<td>11</td>
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<tr>
<td>heart (també de sweetheart)</td>
<td>22452 (1372)</td>
<td>8</td>
<td>neur</td>
<td>8277</td>
<td>32</td>
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### 10 words

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### 5 words

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<tr>
<th>Word</th>
<th>Frequency</th>
<th>Phoneme</th>
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<tbody>
<tr>
<td>talk (també a talking)</td>
<td>43605 (25345 - 1236)</td>
<td>49</td>
</tr>
<tr>
<td>live(s/d)</td>
<td>17574 (7124 - 3360)</td>
<td>27</td>
</tr>
<tr>
<td>first</td>
<td>42869</td>
<td>32</td>
</tr>
<tr>
<td>work - també a working</td>
<td>40699 - 12775</td>
<td>50</td>
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<td>great</td>
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<tr>
<td>occur</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>owe</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>thorough</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Pronunciation: 100-word test

Target words: usually mispronounced
25 target words: appearing in the series ➔ 13 mispronounced on purpose, 13 well-pronounced
25 usually mispronounced words: not appearing in TGP or with minimal frequency
50 distractors: 25 easy words well-pronounced + 25 easy words mispronounced deliberately

Warning: Item analysis to be done yet (Validity, reliability).
## Results

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test /100</th>
<th>Post-test /100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>76.07</td>
<td>72.95</td>
</tr>
<tr>
<td>Group B</td>
<td>78.55</td>
<td>79.74</td>
</tr>
<tr>
<td>All</td>
<td>77.27</td>
<td>76.22</td>
</tr>
</tbody>
</table>

No significant differences between Group A and B either on the Pre- (.144) or the Post-Test (.302).

Significant differences pre-/post- in All $p < .007$
Group A $\rightarrow$ significant differences $p < .011$
Group B $\rightarrow$ non-significant differences $p < .300$

In a nutshell, no TV series or captions effect.
Warning: Lots of data cleaning to be made yet.
Grammatical constructions

29 transformations (15 grammatical structures) + 23 “more simple” kind of items contained in 10 episodes of TGP.

Aim:

Explore the effects of captions, in particular token frequency and saliency on the “non-intentional” learning of L2 constructions.
Participants are also required to complete an on-line weekly survey about their viewing activities.

** After viewing two episodes

---

**Experimental group (with English subtitles)**

- OPT, Pre-test, Quest.
- Treatment (22 min video twice a week)*
- Immediate Post-tasks**
- Cognitive tests
- Immed. post-test

**Control group (without subtitles)**

*Participants are also required to complete an on-line weekly survey about their viewing activities.

** After viewing two episodes
Target constructions (adapted from Goldberg (2003))

• Passive construction [10]
• Catenative constructions (e.g. I want/need you to...) [14]
• Irregular plural constructions (e.g. mice, cacti, shrimp) [5]
• Causative construction let (let+person+verb) [12]
• Idiom constructions (filled) (e.g. say no more [6], no big deal [3])
Target constructions (adapted from Goldberg (2003))

• Idiom constructions (partially filled) (e.g. do for a living, break (sb’s) promise) [3]
• Idiom (minimally filled) (e.g. The more..., the less...) [4]
• Subject-Auxiliary Emphasis (I did wash the dishes!) [13]
• Phrasal Constructions (e.g. figure out [11], let sb down [3])
Other Target Constructions

- Tag questions [11]
- Not…either [6]
- Let’s + verb [33]
- Future in the past [15]
- Reported speech [21]
- Used to [11]
- I just want to [6]
- Why don’t you [9]
- I would rather [2]
- To be supposed to [16]
- To be allowed to [3]
- I wish I had [2]
What do we know so far?

Explicit instruction: ‘I do, we do, you do’ → lecturing

Implicit instruction: instructional tasks that do not provide specific guidance on what is to be learned from the task

Grammar learning benefits more from **explicit instruction** than from implicit instruction.

For grammar **implicit instruction** to be effective in a rather short time span, you need **tons of input** in a **meaningful context**.
What do we know so far?

Implicit/incidental/non-intentional learning is the learning of complex information in an incidental manner, without awareness of what has been learned. It is accidental / indirect / additional / unplanned learning within an informal or formal learning situation.

Explicit learning: deliberate learning

4 learning stages
input > input processing > intake > output
2 different conditions

Group A: with captions (FL)
Group B: without subtitles

What do you think was the result?
Preliminary results without “cleaning” the data

Missing data, no validity/reliability item analysis, no item classification in terms of tokens, and then the curious incident of incongruent results...

<table>
<thead>
<tr>
<th></th>
<th>pre-test/23</th>
<th>post-test/23</th>
<th>pre-test/29</th>
<th>post-test/29</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
### Results - Single words + verb tenses

<table>
<thead>
<tr>
<th></th>
<th>Pre-test/23</th>
<th>Post-test/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>8.75</td>
<td>12.23</td>
</tr>
<tr>
<td>Group B</td>
<td>10.18</td>
<td>13.21</td>
</tr>
<tr>
<td>All</td>
<td>9.45</td>
<td>12.71</td>
</tr>
</tbody>
</table>

No significant differences between Group A and B either on the Pre- (.140) or the Post-Test (.397).

Significant differences pre-/post- in All $p < .000$
- Group A $\rightarrow$ significant differences $p < .000$
- Group B $\rightarrow$ significant differences $p < .000$

**There has been significant learning regardless of the condition (with or without subtitles).**
## Results – transformations /29

<table>
<thead>
<tr>
<th></th>
<th>Pre-test /29</th>
<th>Post-test/29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>14.44</td>
<td>17.71</td>
</tr>
<tr>
<td>Group B</td>
<td>14.58</td>
<td>17.71</td>
</tr>
<tr>
<td>All</td>
<td>14.51</td>
<td>17.71</td>
</tr>
</tbody>
</table>

No significant differences between Group A and B either on the Pre- (.895) or the Post-Test (.992).

Significant differences pre-/post- in All $p < .000$
- Group A $\rightarrow$ significant differences $p < .000$
- Group B $\rightarrow$ significant differences $p < .000$

There has been significant learning regardless of the condition (with or without subtitles).
Preliminary discussion

The exposure to captions hasn’t had any effect as both groups have learned the same, and significantly.

But it remains to be known what kind of structures have been learned and what haven’t (easy - short vs difficult - transformations).

Input flooding? → some structures appearing much more than others. Are those the ones learned?

Again, the means in the post-tests (13 out of 23 – 17 out of 29) are way below the maximum grade. Therefore, there was much more room for learning.
Aptitude and grammar learning

<table>
<thead>
<tr>
<th></th>
<th>LLAMA B</th>
<th>LLAMA D</th>
<th>LLAMA E</th>
<th>LLAMA F</th>
<th>LLAMA Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains short w./ 23</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Gains transf./ 29</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-.451**</td>
<td>x</td>
</tr>
</tbody>
</table>

Similar results when comparing groups too.

Proficiency and grammar learning: all

<table>
<thead>
<tr>
<th></th>
<th>OPT Listening</th>
<th>OPT Grammar</th>
<th>OPT Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test / 23</td>
<td>.378**</td>
<td>.702**</td>
<td>.674**</td>
</tr>
<tr>
<td>Post-test / 29</td>
<td>.404**</td>
<td>.746**</td>
<td>.816**</td>
</tr>
</tbody>
</table>
Proficiency and grammar learning: Comparing groups

<table>
<thead>
<tr>
<th>Group</th>
<th>OPT Listening</th>
<th>OPT Grammar</th>
<th>OPT Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>.577**</td>
<td>.547**</td>
<td>.523**</td>
</tr>
<tr>
<td>Post-test / 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test / 29</td>
<td>.683**</td>
<td>.838**</td>
<td>.833**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B</th>
<th>OPT Listening</th>
<th>OPT Grammar</th>
<th>OPT Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test / 23</td>
<td>.217</td>
<td>.894**</td>
<td>.824**</td>
</tr>
<tr>
<td>Post-test / 29</td>
<td>.179</td>
<td>.665**</td>
<td>.802**</td>
</tr>
</tbody>
</table>

Listening ability was not playing a role in group B (without captions). It was their grammar and their overall proficiency. Group A’s overall proficiency, including listening, was playing a role more similar to reading experience. In both cases, it’s one’s proficiency that determines learning, not the subtitles.
If you want to learn grammar, listening/watching TV series with(out) captions or subtitles is not determinant. What makes you learn more or less from this activity is your proficiency.

Both conditions (group A and B) learned the same amount of input, but both of them had lots left to learn.

The importance of explicit instruction →
so let’s now review the test items explicitly so we are all on the same page! 😊