

# *Vocabulary learning through listening: comparing L2 explanations, teacher codeswitching, contrastive focus-on form and incidental learning*

Article

Supplemental Material

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## Vocabulary learning through listening

### Supplemental material 1

Descriptive statistics for the six subset post-tests and delayed post-tests within each group

Group (N)		Minimum	Maximum	Mean	SD
L2 (35)	Post1	1.00	9.00	3.97	2.12
	Post2	0.00	4.00	2.00	1.35
	Post3	2.00	9.00	5.66	1.68
	Post4	0.00	9.00	6.71	1.96
	Post5	2.00	9.00	6.26	1.87
	Post6	0.00	8.00	3.20	2.22
CS (36)	Delayed1	0.00	9.00	1.54	1.54
	Delayed2	0.00	4.00	1.94	1.16
	Delayed3	0.00	9.00	2.91	2.39
	Delayed4	0.00	9.00	3.83	2.60
	Delayed5	0.00	9.00	4.09	2.41
	Delayed6	0.00	5.00	2.26	1.12
CFoF (33)	Post1	4.00	10.00	7.25	2.18
	Post2	0.00	6.00	3.78	1.61
	Post3	5.00	10.00	8.78	1.46
	Post4	5.00	10.00	8.50	1.61
	Post5	5.00	10.00	8.61	1.38
	Post6	2.00	10.00	7.31	2.10
	Delayed1	0.00	10.00	2.44	2.50
	Delayed2	0.00	4.00	2.11	1.06
	Delayed3	0.00	8.00	1.47	2.05
	Delayed4	0.00	9.00	4.00	2.97
	Delayed5	0.00	10.00	4.78	2.64
	Delayed6	0.00	5.00	1.72	1.21
	Post1	4.00	10.00	8.27	1.93
	Post2	2.00	10.00	6.58	1.80
	Post3	3.00	10.00	9.33	1.61
	Post4	6.00	10.00	9.55	1.03
	Post5	0.00	10.00	8.88	2.42

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	Post6	0.00	10.00	7.39	2.69
	Delayed1	0.00	10.00	3.09	3.28
	Delayed2	1.00	6.00	3.58	1.52
	Delayed3	2.00	10.00	6.82	2.35
	Delayed4	0.00	10.00	5.94	2.82
	Delayed5	0.00	10	5.55	3.70
	Delayed6	0.00	10	3.73	3.00
	Post1	0.00	4.00	0.70	1.13
	Post2	0.00	3.00	1.79	0.89
	Post3	0.00	3.00	0.85	1.25
	Post4	0.00	8.00	2.42	2.33
	Post5	0.00	4.00	2.06	1.22
NE	Post6	0.00	6.00	2.18	1.57
(33)	Delayed1	0.00	1.00	0.03	0.17
	Delayed2	0.00	3.00	0.48	0.91
	Delayed3	0.00	2.00	0.15	0.44
	Delayed4	0.00	2.00	0.55	0.56
	Delayed5	0.00	2.00	0.21	0.49
	Delayed6	0.00	1.00	0.24	0.44

## Vocabulary learning through listening

### Supplemental material 2

#### **Sample listening passage, target lexical items and comprehension questions**

##### **A Master of Nonverbal Humour**

Charlie Chaplin grew more and more popular when he began making films, as his charming character, the little tramp, became known throughout the world. The tramp, a poor, homeless man with a **moustache**, wore large trousers, **worn-out** shoes and a small round black hat. He walked around **stiffly** carrying a walking stick. This character was a social failure but was loved for his optimism and determination to **overcome** all difficulties. He was the underdog who was kind even when others were unkind to him. How did the little tramp make a sad situation entertaining? Here is an example from one of his most famous films, The Gold Rush. It is toward the end of the nineteenth century and gold has just been discovered in Alaska. Like so many others, the little tramp has rushed there in search of gold, but without success. Once he and another man are hiding in a small **hut** during a snowstorm with nothing to eat. They are so hungry that the little tramp tries boiling one of his **leather** shoes for dinner. The little tramp **cuts off** the leather top of the shoe and shares the shoe with the other fellow. He tries cutting and **chewing** the bottom of the shoe as if it were the finest steak. Then he **picks out** the lace of the shoe and eats it as if it were spaghetti. He eats each mouthful with great enjoyment. The acting is so **convincing** that it makes you believe that it is one of the best meals he has ever tasted!

#### **Listening comprehension questions**

##### **1. Why was the character, the little tramp, loved by so many people?**

- A. Because the character is played by Charlie Chaplin.
- B. Because of his optimism and determination.
- C. Because of his funny dressing style.

##### **2. Why did the little tramp rush to Alaska at the end of the 19<sup>th</sup> century?**

- A. To search for gold
- B. To change the sad situation that he was suffering
- C. To search for success

##### **3. What did the little tramp and his friend eat for dinner during a snow storm?**

- A. Spaghetti
- B. Steak
- C. Leather shoes

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## Supplemental material 3

Model results for the main effects of Time (Vocabulary tests)

<b>Main effects</b>		<b>B</b>	<b>SE</b>	<b>z</b>	<b>p</b>	<b>d</b>
L2	Time <sub>Time2→Time1</sub>	3.37	0.53	6.35	< .001***	1.86
	Time <sub>Time3→Time1</sub>	1.77	0.53	3.36	< .001***	0.98
	Time <sub>Time2→Time3</sub>	1.60	0.23	6.99	< .001***	0.88
CS	Time <sub>Time2→Time1</sub>	3.99	0.38	10.57	< .001***	2.20
	Time <sub>Time3→Time1</sub>	0.78	0.37	-2.11	.035*	0.43
	Time <sub>Time2→Time3</sub>	3.22	0.26	12.56	< .001***	1.78
CFoF	Time <sub>Time2→Time1</sub>	6.28	0.46	13.58	< .001***	3.46
	Time <sub>Time3→Time1</sub>	3.97	0.44	8.93	< .001***	2.19
	Time <sub>Time2→Time3</sub>	2.31	0.22	10.42	< .001***	1.27
NE	Time <sub>Time2→Time1</sub>	2.33	0.65	3.60	< .001***	1.28
	Time <sub>Time3→Time1</sub>	-1.49	0.95	-1.57	.23	-0.82
	Time <sub>Time2→Time3</sub>	3.80	0.69	5.48	< .001***	2.10

## Vocabulary learning through listening

Model results for the main effects of Group (Vocabulary tests)

	Main effects	B	SE	z	p	d
Time 1	Group $L2 \rightarrow NE$	1.66	0.50	3.30	.005**	0.91
	Group $CS \rightarrow NE$	2.91	0.52	5.55	< .001***	1.60
	Group $CFoF \rightarrow NE$	1.25	0.49	2.52	.056	0.69
	Group $CS \rightarrow L2$	1.25	0.35	3.50	.003**	0.68
	Group $CFoF \rightarrow L2$	-0.42	0.39	-1.09	.70	-0.23
	Group $CFoF \rightarrow CS$	-1.66	0.34	-4.93	< .001***	-0.92
Time 2	Group $L2 \rightarrow NE$	2.70	0.40	6.77	< .001***	1.49
	Group $CS \rightarrow NE$	4.58	0.39	11.62	< .001***	2.52
	Group $CFoF \rightarrow NE$	5.19	0.41	12.73	< .001***	2.86
	Group $CS \rightarrow L2$	1.87	0.33	5.72	< .001***	1.03
	Group $CFoF \rightarrow L2$	2.49	0.33	7.55	< .001***	1.38
	Group $CFoF \rightarrow CS$	0.62	0.30	2.07	.16	0.34
Time 3	Group $L2 \rightarrow NE$	4.92	0.80	6.18	< .001***	2.71
	Group $CS \rightarrow NE$	5.17	0.77	6.75	< .001***	2.85
	Group $CFoF \rightarrow NE$	6.70	0.79	8.51	< .001***	3.69
	Group $CS \rightarrow L2$	0.25	0.34	0.74	.88	0.14
	Group $CFoF \rightarrow L2$	1.79	0.35	5.05	< .001***	0.98
	Group $CFoF \rightarrow CS$	1.53	0.33	4.56	< .001***	0.84