

DESIGN ISSUES IN LANGUAGE LEARNING BASED ON CROWDSOURCING

THE CRITICAL ROLE OF GAMEFUL CORRECTIVE FEEDBACK

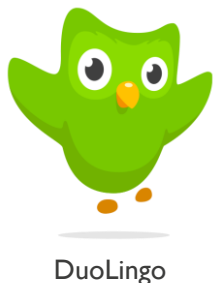
Frederik Cornillie
@fcornillie

COST CA16105 eNetCollect WG3 & WG5 meeting – Leiden – 25/10/2018



KU LEUVEN

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS



The cape is orange.

A capa é cor-de-abóbora

↓ ã á â à é ê í
ö ó ô ú ü ç

Correct solutions:

- A capa é cor de laranja.
- A capa é laranja.

Report a Problem Discuss sentence (6)

My answer should be accepted.

The English sentence is unnatural or has an error.

The "Correct solution" is unnatural or has an error.

The dictionary hints on hover are wrong or missing.

Have a different problem? Explain it here.

Cancel Submit

Continue

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS

The screenshot shows a Firefox browser window with the URL `http://dialogdungeon.appspot.com/play_conversation?conversation=ag9zfmRpYWxvZ2ZR`. The page title is "Detective stories" and the user is logged in as "Frederik Cornillie" with the role of "sergeant". A progress bar shows 22 items.

The main content area is titled "THE MURDERS IN THE RUE MORGUE" and contains a list of sections:

- 1. EXTRAORDINARY MURDERS (with a red map icon and two locked padlocks)
- 2. THE WITNESSES' TESTIMONIALS (with four locked padlocks)
- 3. ???
- 4. ???

A "Review the evidence" button is located below the list. A "feedback" button is on the left side of the interface.

The chat interface shows a conversation between a user and a character named Dupin:

- User: "You are in your apartment, reading a book on 4th-century Arabic logic, when suddenly the police prefect rings."
- Dupin: "Dupin, I bring terrifying news."
- User: "Tell me more." (with three gold star icons)
- Dupin: "A horrific event! Here, the Gazette des Tribunaux."
- User: (input field with a cursor and icons for back, call, and search)
- Dupin: "Indeed, already published in the newspaper."

Cornillie et al., 2013

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS

The screenshot shows a Firefox browser window displaying a web application titled "Detective stories". The URL is http://dialogdungeon.appspot.com/play_conversation?conversation=ag9zfmRpYWxvZ2R. The user is logged in as "Frederik Cornillie" with the role of "sergeant". A progress bar shows 32% completion.

The main content area is titled "THE MURDERS IN THE RUE MORGUE" and contains a list of sections:

- 1. EXTRAORDINARY MURDERS (with a red splat icon and two locked padlocks)
- 2. THE WITNESSES' TESTIMONIALS (with four locked padlocks)
- 3. ???
- 4. ???

A "Review the evidence" button is visible below the list. A "feedback" button is located on the left side of the interface.

The conversation log shows the following exchanges:

- System: "You are in your apartment, reading a book on 4th-century Arabic logic, when suddenly the police prefect knocks and enters."
- User: "Dupin, I bring terrifying news." (with three orange star icons)
- System: "Tell me more." (with three orange star icons)
- User: "A horrific event! Here, the Gazette des Tribunaux." (with three orange star icons)
- System: "Is it already published in the newspaper?" (with a back arrow, a red phone icon, and a lightbulb icon)
- User: "Indeed, already published in the newspaper." (with three orange star icons)

Cornillie et al., 2013

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS

The screenshot shows a Firefox browser window displaying a web application titled "Detective stories". The address bar shows the URL: http://dialogdungeon.appspot.com/play_conversation?conversation=ag9zfmRpYWkvZ2R. The user is logged in as "Frederik Cornillie" with the role of "sergeant".

The main content area is titled "Detective stories" and features a progress indicator at 32%. On the left, there is a sidebar with the following sections:

- THE MURDERS IN THE RUE MORGUE**
- 1. EXTRAORDINARY MURDERS** (with a red splat icon and two locked padlocks)
- 2. THE WITNESSES' TESTIMONIALS** (with four locked padlocks)
- 3. ???
- 4. ???
- [Review the evidence](#) (with a magnifying glass icon)

A "feedback" button is located on the left side of the sidebar. The main conversation area displays a dialogue between a character (Dupin) and a police prefect. The dialogue is as follows:

You are in your apartment, reading a book on 4th-century Arabic logic, when suddenly the police prefect knocks and enters.

Dupin, I bring terrifying news.

Tell me more.

A horrific event! Here, the Gazette des Tribunaux.

Is it already **** published in the newspaper?

Indeed, already published in the newspaper.

The interface includes a "feedback" button on the left sidebar and a "Review the evidence" button below the list of sections. The background of the application shows a dimly lit room with bookshelves.

Cornillie et al., 2013

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS

The screenshot shows a Firefox browser window displaying a web application titled "Detective stories". The URL is http://dialogdungeon.appspot.com/play_conversation?conversation=ag9zfmRpYWxvZ2R. The user is logged in as "Frederik Cornillie" with the role of "sergeant". A progress bar shows 32 points.

The main content area is titled "THE MURDERS IN THE RUE MORGUE" and contains a list of sections:

- 1. EXTRAORDINARY MURDERS (with a red heart icon and two locked padlocks)
- 2. THE WITNESSES' TESTIMONIALS (with four locked padlocks)
- 3. ???
- 4. ???

A "Review the evidence" button is located below the list. A "feedback" button is on the left side of the interface.

The conversation log shows the following exchange:

System: You are in your apartment, reading a book on 4th-century Arabic logic, when suddenly the police prefect knocks and enters.

Dupin, I bring terrifying news.

Tell me more. (3 points)

A horrific event! Here, the Gazette des Tribunaux.

Is it already published in the newspaper? (4 points)

Your response could be entirely correct, but we expected a **verb** here.

Indeed, already published in the newspaper.

Cornillie et al., 2013

CROWDSOURCING FOR LANGUAGE LEARNING APPLICATIONS

Detective stories

THE MURDERS IN THE RUE MORGUE

1. EXTRAORDINARY MURDERS →

2. THE WITNESSES' TESTIMONIALS

3. ???

4. ???

Review the evidence

feedback

A double murder ... Surely that was the greatest amount of blood I've seen in years.

Other detectives said:

- Have both victims been identified?
- Have the victims been identified?
- Are the victims identified?
- Have both victims been identified ?
- Did they identify the victims?
- Are both victims identified?

See more ...

Yes, both victims identified. A certain Madame l'Esplanaye and her daughter.

are both victims **XXXX** identified? [esc] [←] [📞] [🔥]

Your response could be entirely correct, but we expected a verb here.

Yes, both victims identified. A certain Madame l'Esplanaye and her daughter.

WHY CROWDSOURCING FOR LANGUAGE LEARNING

A COUPLE OF ARGUMENTS

the educator's perspective

- Because we want to personalize our learning environment for each individual learner
- Because we believe language awareness has a great impact on learning
- Because storytelling is so much more interesting when the audience is actively involved (e.g. fan fiction)

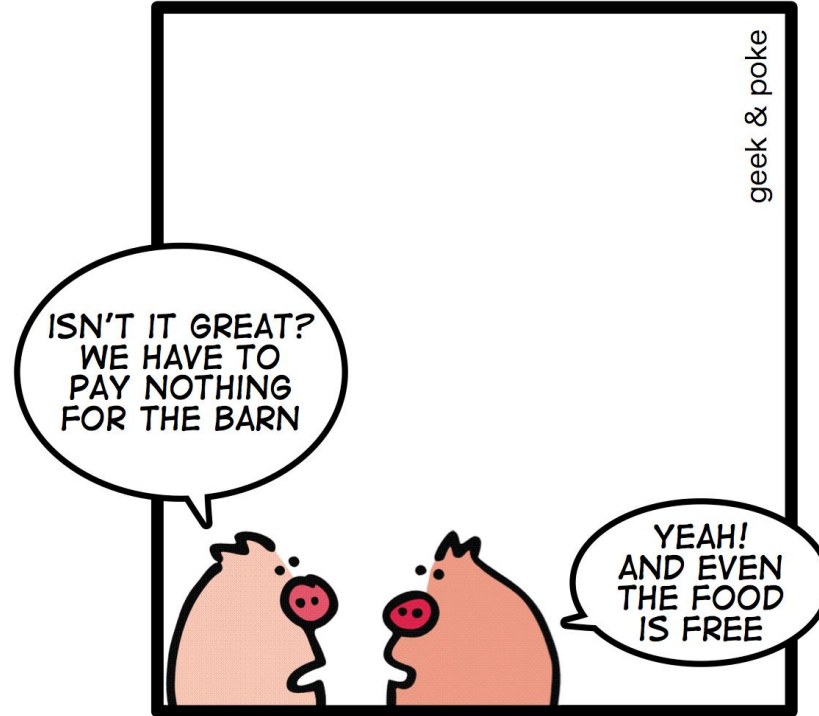
the language learning researcher's perspective

- Because we want to understand learning processes
- Because language is a complex dynamic system, equally shaped by language learners as by 'native speakers'

the developer's perspective

- Because we were too lazy to finish our content before releasing 😊

WHY NOT CROWDSOURCING



*PIGS TALKING ABOUT THE
"FREE" MODEL*

OK CROWDSOURCING – BUT HOW ?


Nargaque
 8643 / 8643
 10397 / 10397


 19 m 49 m

Trade District

 6:39

Objectives (11)

0  2 
 3  
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 
 29  29 

Aevor the Love Fool
 <Eat My Crit>

General **Combat Log**
 [2. Trade] [Kopperhead]: yes
 [2. Trade] [linsane]: wts [\[Hellfrozen Bonegrinders\]](#)
 [2. Trade] [Chankanaab]: can you buy wrathful shoulders with honor?
 [2. Trade] [Breakdowns]: Yes
 [2. Trade] [Projecthealz]: If tnk and 2dps for weekly
 [2. Trade] [Frappé]: DUH! what's wrong with it.
 Total time played: 6 days, 9 hours, 1 minute, 7 seconds
 Time played this level: 0 days, 0 hours, 21 minutes, 19 seconds

Zone Map




XP 918 / 1523800





Eythynen
31

Llana
25

Astranaar

Quest Log

Quests: 19/25

All Track Quest

- Ashenvale
 - Elemental Bracers
 - The Lost Chalice
 - Velinde Starsong**
 - Never Again!
- Blackfathom Deeps

VELINDE STARSONG

Speak with Thyn'tel Bladeweaver at the Warrior's Terrace in Darnassus.

DESCRIPTION

Velinde Starsong was my predecessor here in Ashenvale Forest. At first it seemed she had the situation in Felwood under control, but little by little her efforts faltered. One day, she simply disappeared.

I was sent here to continue her work. I'm afraid I know nothing of the priestess, however. Perhaps Thyn'tel Bladeweaver, one of the commanders of the Sentinels, knows further details of her disappearance that I was not a

Abandon Quest Share Quest Exit



GAMES AND L2 LEARNING 'IN THE WILD'

Players engage in ...

- meaningful attention to and appropriation of linguistically complex texts (Thorne, Fischer, & Lu, 2012; Piirainen-Marsh & Tainio, 2009)
- high-stakes communicative activity with other players, often in plurilingual settings (Thorne, 2008; Zheng, Newgarden, & Young, 2012)
- construction of scientific discourse (Steinkuehler & Duncan, 2009)

Time spent on gaming correlates with measures of L2 proficiency (Kuppens, 2010; Sylvén & Sundqvist, 2012)

GAMES AND L2 LEARNING 'IN THE WILD': TASK-BASED !



Super Mario

- non-linguistic goals
- meaningful use of language
- scenarios and mechanics
- interactivity and feedback

Balra, 1990; Cornillie, Thorne, & Desmet, 2012; García-Carbonell, Rising, Montero, & Watts, 2001; Mawer & Stanley, 2011; Purushotma et al., 2009; ...

TRANSLATING INSIGHTS
FROM GAME-BASED LEARNING 'IN THE WILD'
TO INSTRUCTED L2 SETTINGS ?

GAMES AND INSTRUCTED L2 LEARNING

“

the reflex fallacy ... the assumption that it is our job to re-create in our classrooms the natural conditions of acquisition present in the external environment. Instead, what we want to do as language teachers, it seems to me, is to improve upon natural acquisition, not emulate it ... we want to accelerate the actual rate of acquisition beyond what the students could achieve on their own ... **accelerating natural learning** is, after all, the purpose of formal education

”

Diane Larsen-Freeman, 2003, p. 20

HOW TO EFFECTIVELY SUPPORT L2 LEARNER ENGAGEMENT ?

L2 learner engagement

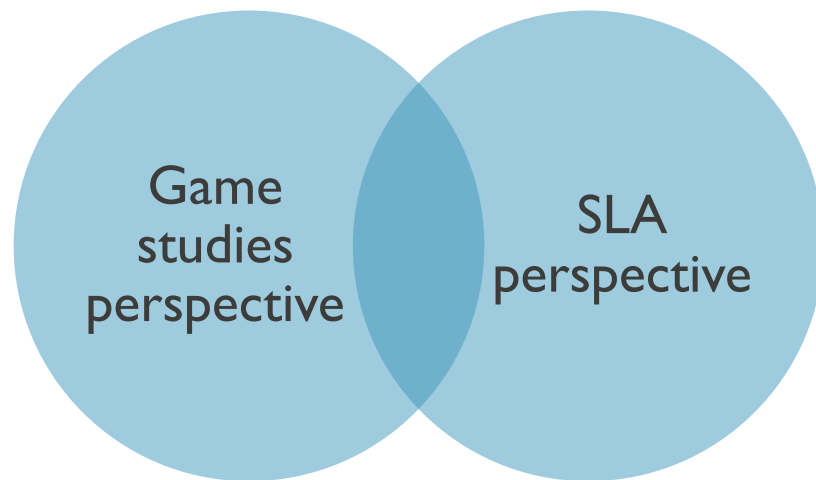
intrinsically motivated

primarily focused on meaning

attention to linguistic form



feedback



HOW TO EFFECTIVELY SUPPORT L2 LEARNER ENGAGEMENT ?

L2 learner engagement

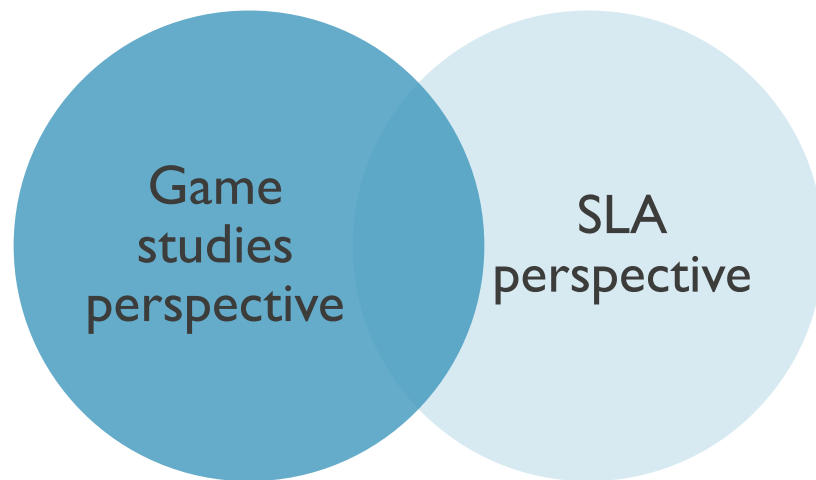
intrinsically motivated

primarily focused on meaning

attention to linguistic form



feedback



TACKLING THE MOTIVATION ISSUE THROUGH FEEDBACK

LOOKING BEYOND THE OBVIOUS QUICK WINS

Spanish skill tree Stream

Practice +10

Basics 1 Mastered

Basics 2

Phrases Mastered

Food

Animals

Plurals Mastered

Clothing

Possessives Mastered

Spanish progress

7 / 8

201/500 In level 7

1201 Skill points Rank 33rd/74

98 Sentences translated Rank 18th/74

Daily progress

Wed	Thu	Fri	Sat	Sun	Mon	Tue
🍷	🍷	🍷	🍷	🍷	🍷	🍷

Get skill points every day for best results

Send me a daily reminder email

Your language garden is about to dry out! [Inbox](#) | [X](#)

busuu.com to me [show details](#) Apr 11 (12 days ago) [Reply](#)

busuu.com - the language learning community!

Hello fornillie,

Welcome to your progress report from [busuu.com](#)! Please have a look at your learning activity.

Language	Activity	Recent Total	Next
English	Learning Units finished Vocabularies studied		Start learning

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Your activity

Only 20 busuu-berries are missing to reach

30



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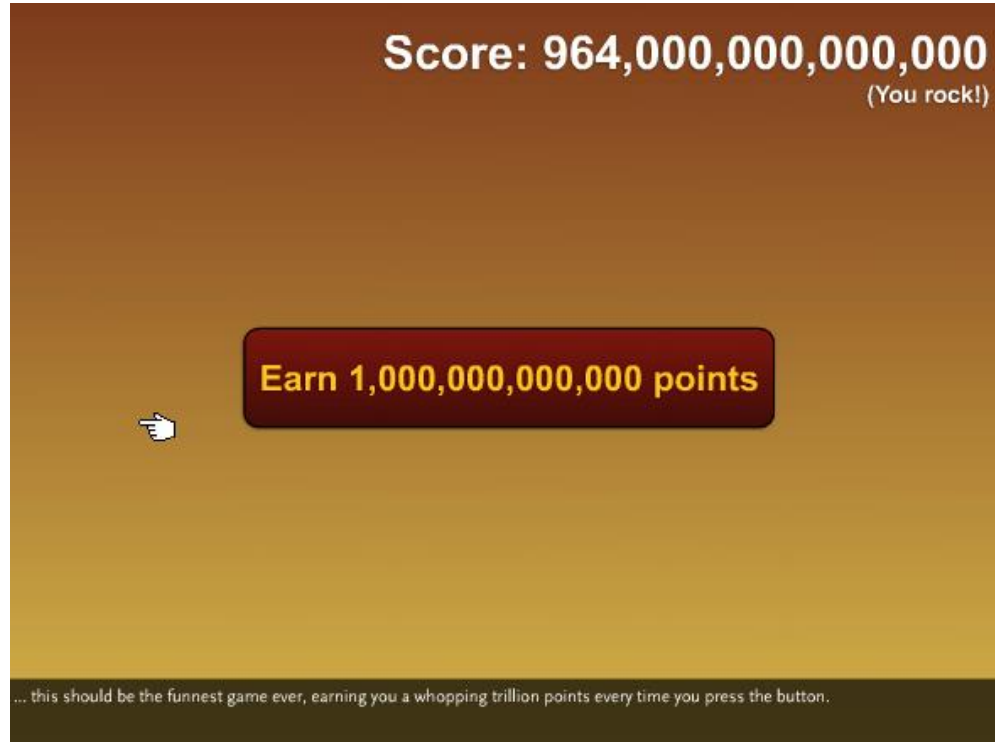
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TACKLING THE MOTIVATION ISSUE THROUGH FEEDBACK

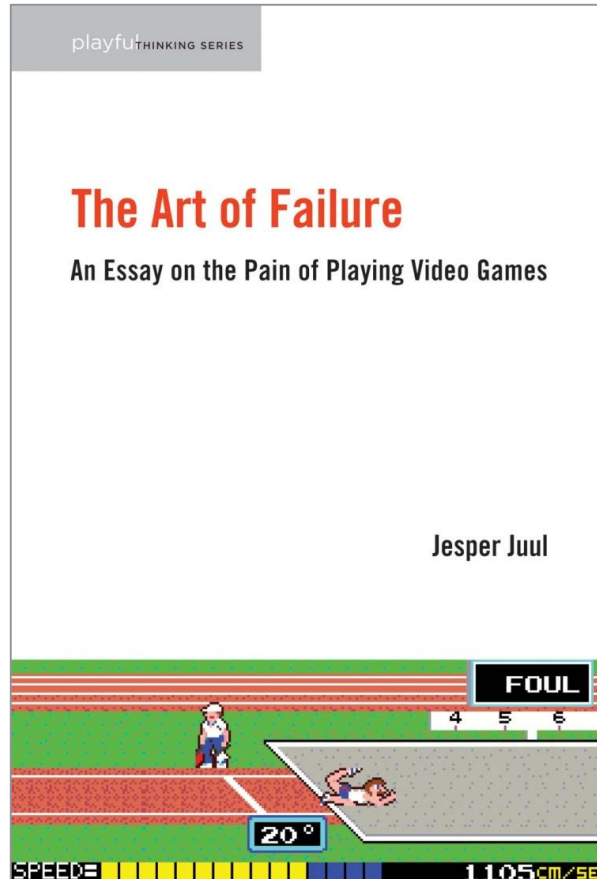
LOOKING BEYOND THE OBVIOUS QUICK WINS



Credits: Sebastian Deterding

WELL-DESIGNED GAMES

OFTEN MORE ABOUT FAILING THAN ABOUT WINNING



FAILURE STATES ARE FUN



Ravaja, N., Saari, T., Salminen, M., Laarni, J., & Kallinen, K. (2006). Phasic Emotional Reactions to Video Game Events: A Psychophysiological Investigation. *Media Psychology*, 8(4), 343–367.

POSITIVE FAILURE FEEDBACK

a vivid demonstration of
the players' agency in the game



@avantgame



Jane McGonigal

*Reality Is Broken: Why Games Make Us Better
and How They Can Change the World (2011)*

HOW TO EFFECTIVELY SUPPORT L2 LEARNER ENGAGEMENT ?

L2 learner engagement

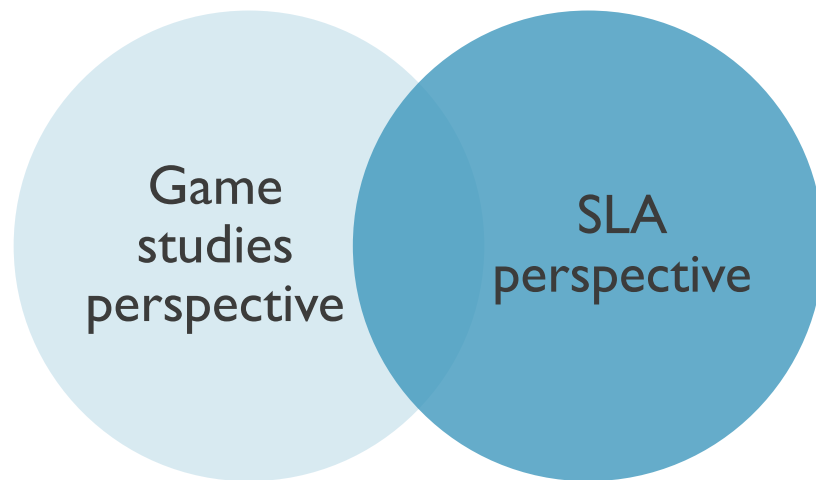
intrinsically motivated

primarily focused on meaning

attention to linguistic form



feedback

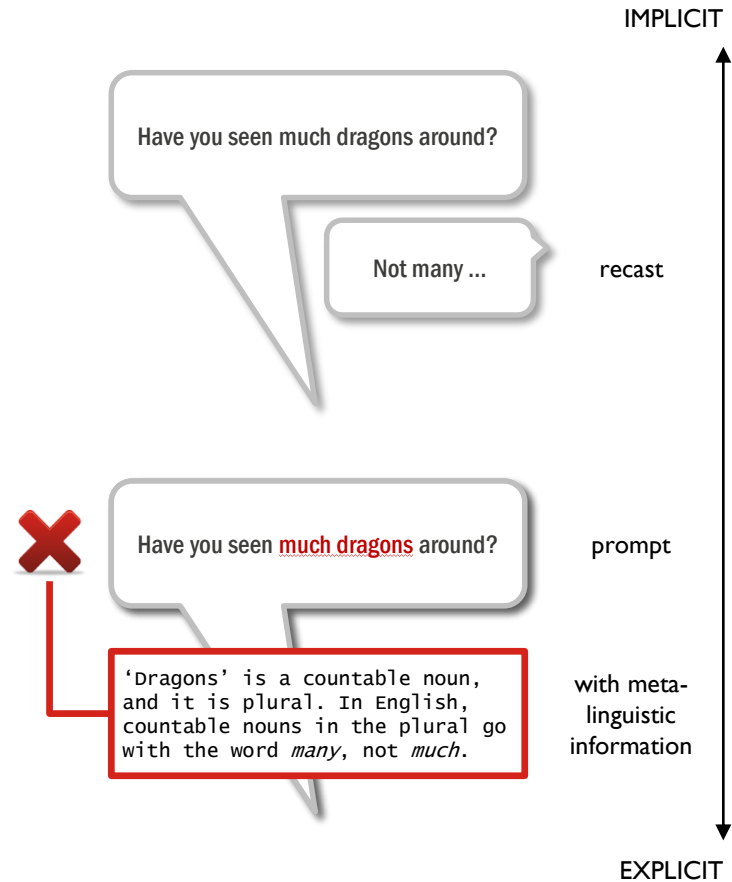


NEGATIVE FEEDBACK IN INSTRUCTED L2 LEARNING

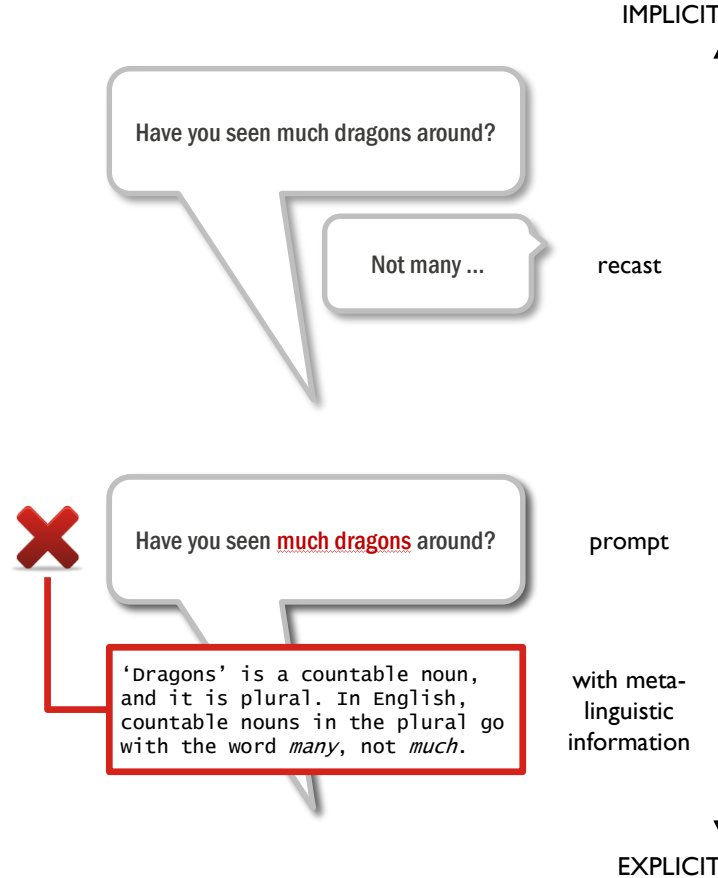
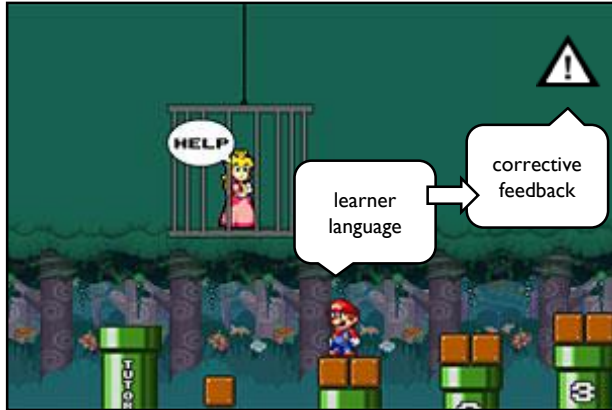
IT CAN BE POWERFUL

- Meta-analysis Hattie & Timperley, 2007:
 - Average effect of instruction: $d = .40$
 - Average effect of feedback: $d = .79$
- Meta-analyses on *corrective feedback* in SLA (Li, 2010; Lyster & Saito, 2010; Russell & Spada, 2006):
 - $.61 < d < 1.1$
 - → large variation between studies !
 - Type of environment (e.g. classroom vs. research lab)
 - Individual differences of learners
 - Type of corrective feedback

TYPES OF CORRECTIVE FEEDBACK



BUT DO WE REALLY WANT THIS IN GAMES ?



GAMES AND INSTRUCTED L2 LEARNING



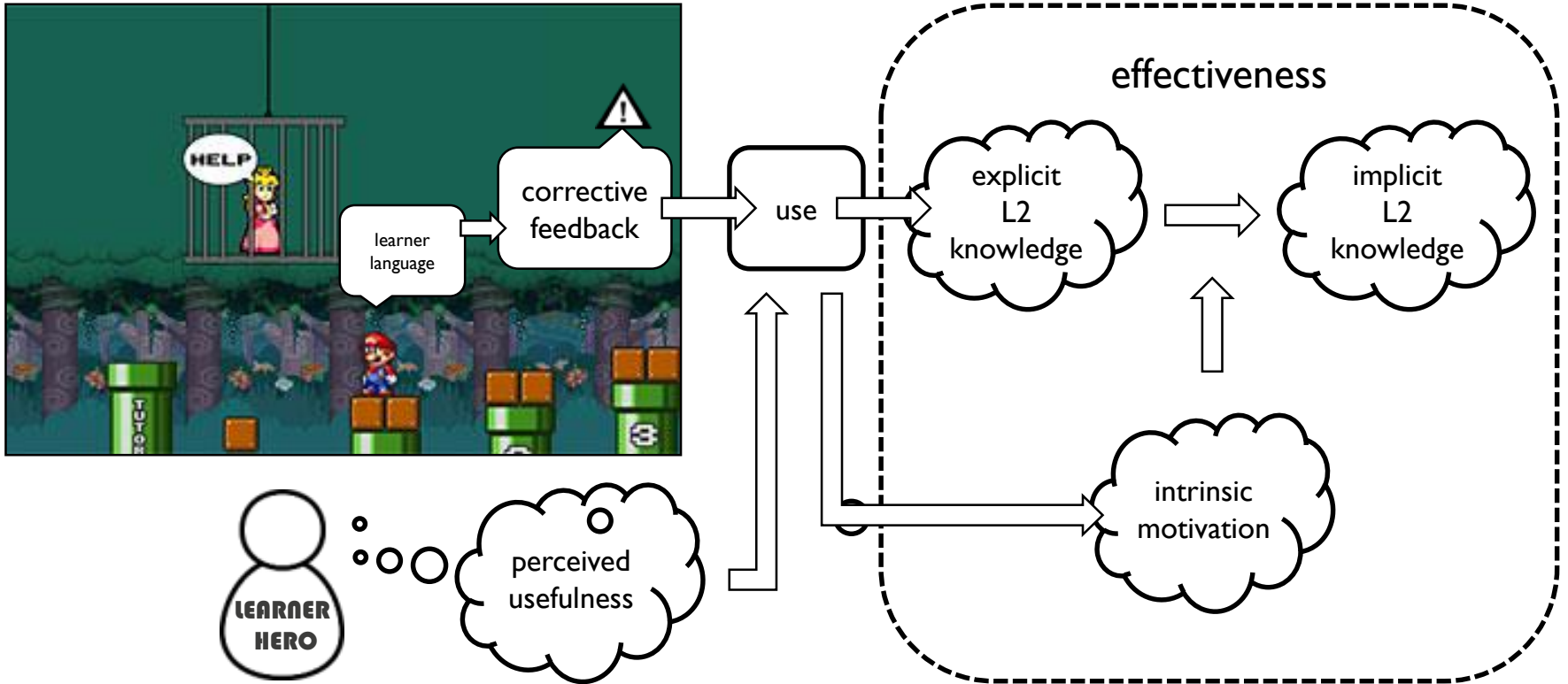
Rather than choosing between subtle feedback mechanisms that are ineffective, and explicit feedback mechanisms that are jarring and intrusive, it is critical that game designers form creative feedback mechanisms that can be **both unabashfully explicit yet humorous** and playful enough to actually have a positive impact on the learner's experience when they 'make mistakes'



Purushotma, Thorne, and Wheatley, 2009

EFFECTIVENESS OF GAME-BASED CORRECTIVE FEEDBACK

KEY VARIABLES AND CRITERIA



KEY STUDIES ON GAME-BASED CORRECTIVE FEEDBACK

EFFECTIVENESS OF GAME-BASED CF: KEY CRITERIA

- 1 – Learners must be sensitive to game-based corrective feedback.
- 2 – Learners must use it (and we must know why they don't).
- 3 – It must be usable (i.e. support learning).

PLAYERS ATTEND TO LINGUISTIC FORM AND GIVE PEERS FEEDBACK

38. Meme: do you get any exp off of these if you kill them? if so lets party

39. Zomn: lets for 3k

40. Meme: sounds good, so what did what i said before mean?

41. Meme: i was just asking my friend from ukraine what to say

42. Meme: and don't know what it means

43. Zomn: it wasnt right ... but kinnda 'kiss my ass'

44. Meme: haha are you serious? i'm going to kill him ~~sorry about that~~

45. Zomn: ahhh np :)))) [no problem]

46. Zomn: u can kill him now :))))

47. Meme: yeah, I will once I get home, he's in

48. Meme: and I'm off at college

49. Zomn: tell him that u got an interpriter now

50. Meme: will do haha

51. Zomn: is 'interpriter' right ? :((

52. Meme: it's actually interpreter, but that was

53. Zomn: :) .. dont u mind if i add u to friend list ?

54. Zomn: yeah :)

55. Meme: go ahead, i'll add you too and we can group again sometime

56. Zomn: sure :))

57. Zomn: nice too meet u //

58. Meme: you too, I forget how to spell goodbye in russian, dasvidania?

59. Meme: Is that sort of close?

60. Zomn: it is right ... or ... just 'poka'

61. Meme: alright, thanks

62. Meme: see ya

Thorne, S. L. (2008). Transcultural Communication in Open Internet Environments and Massively Multiplayer Online Games. In S. S. Magnan (Ed.), *Mediating Discourse Online* (pp. 305–327). Amsterdam: John Benjamins.

MANIPULATING CF IN AN OFF-THE-SHELF RPG



MANIPULATING CF IN AN OFF-THE-SHELF RPG

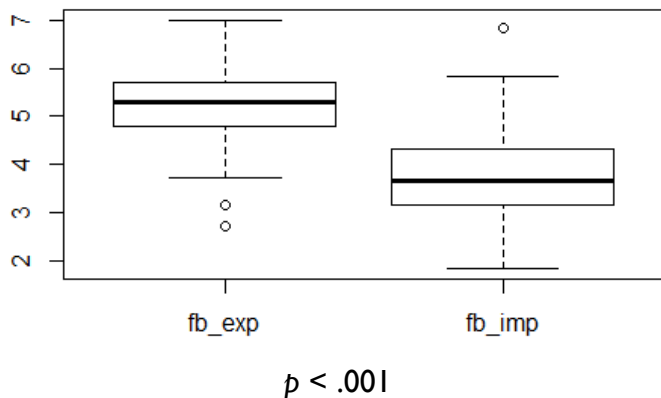


	feedback level 1	feedback level 2	feedback level 3
DIALOGUE STATE	pause	pause	continue
KNOWLEDGE OF RESULTS	yes	yes	yes
WRITTEN CORRECT RESPONSE	yes	yes	no
WRITTEN METAPRAGMATIC EXPLANATION	yes	on demand	on demand
CHARACTER'S SPOKEN RESPONSE	delayed	delayed	immediate
	'explicit'	↔	'implicit'

Cornillie, F., Clarebout, G., & Desmet, P. (2012). Between learning and playing? Exploring learners' perceptions of corrective feedback in an immersive game for English pragmatics. *ReCALL*, 24(3), 257–278.

EXPLICIT CF DOES NOT INTERFERE WITH MOTIVATION

perceptions of explicit vs. implicit CF



correlations 'motivation' – explicit CF

	1.	2.	3.	4.
1. intrinsic goal orientation	—	.03	.14	.31 *
2. perceived competence		—	.26	.33 *
3. game experience			—	.34 *
4. perception of explicit feedback				

* $p < .05$

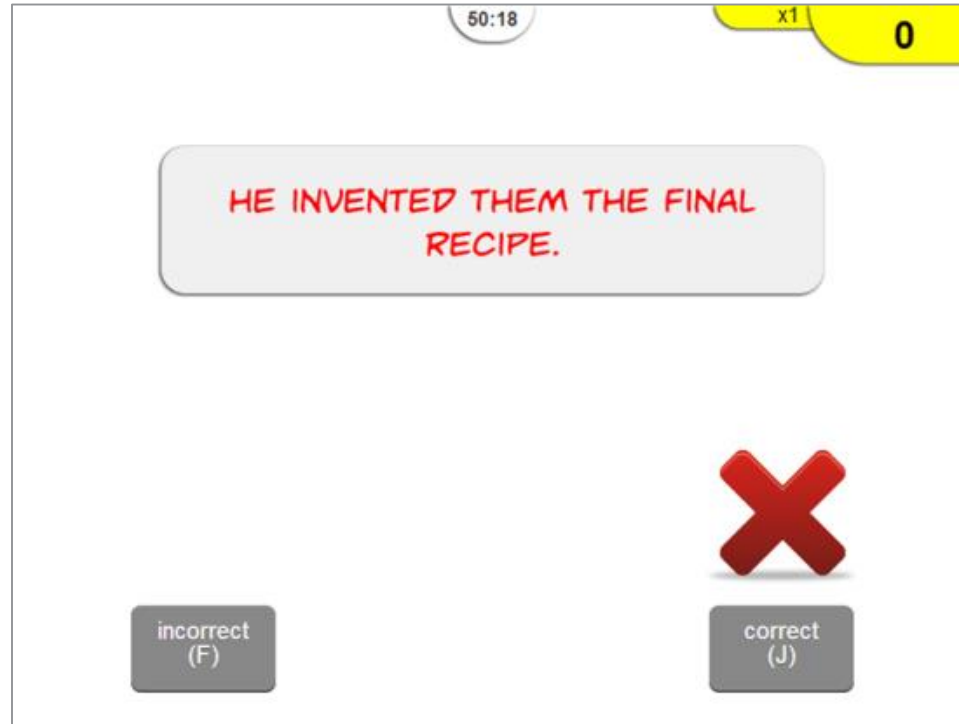
Cornillie, F., Clarebout, G., & Desmet, P. (2012). Between learning and playing? Exploring learners' perceptions of corrective feedback in an immersive game for English pragmatics. *ReCALL*, 24(3), 257–278.

EXPLICIT CF DOES NOT INTERFERE WITH MOTIVATION

I think a combination [of explicit and implicit CF] would be best ... when the NPC responds 'incorrectly', as this one does here, that shakes you up a bit.

Cornillie, F., Clarebout, G., & Desmet, P. (2012). Between learning and playing? Exploring learners' perceptions of corrective feedback in an immersive game for English pragmatics. *ReCALL*, 24(3), 257–278.

GAMIFYING EXPLICIT CORRECTIVE FEEDBACK



Cornillie, F., & Desmet, P. (2013). Seeking out fun failure: how positive failure feedback could enhance the instructional effectiveness of CALL mini-games. In *Global perspectives on Computer-Assisted Language Learning. Proceedings of WorldCALL 2013* (pp. 64–68). University of Ulster.

EMBEDDING EXPLICIT CF IN A SAFE REPRESENTATIONAL CONTEXT



Cornillie, F., & Desmet, P. (2013). Seeking out fun failure: how positive failure feedback could enhance the instructional effectiveness of CALL mini-games. In *Global perspectives on Computer-Assisted Language Learning. Proceedings of WorldCALL 2013* (pp. 64–68). University of Ulster.

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EMBEDDING EXPLICIT CF IN A SAFE REPRESENTATIONAL CONTEXT

“

The distinguishing feature of the emotions we feel in a representational context is that there is no threat of pain or harm in the real world.

”



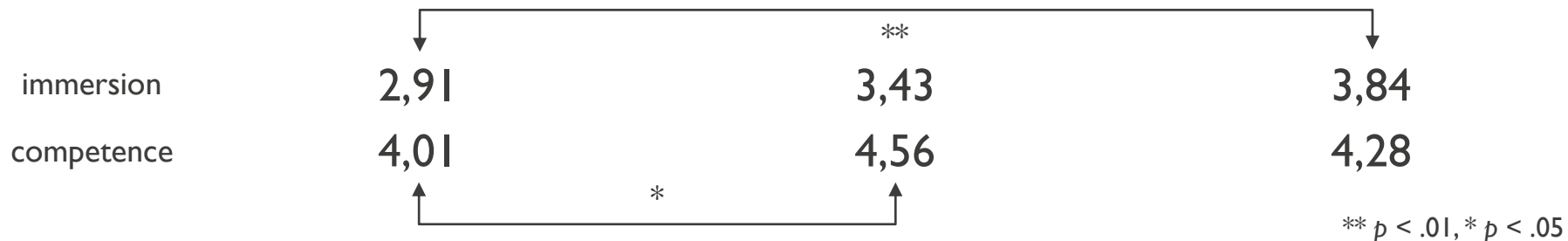
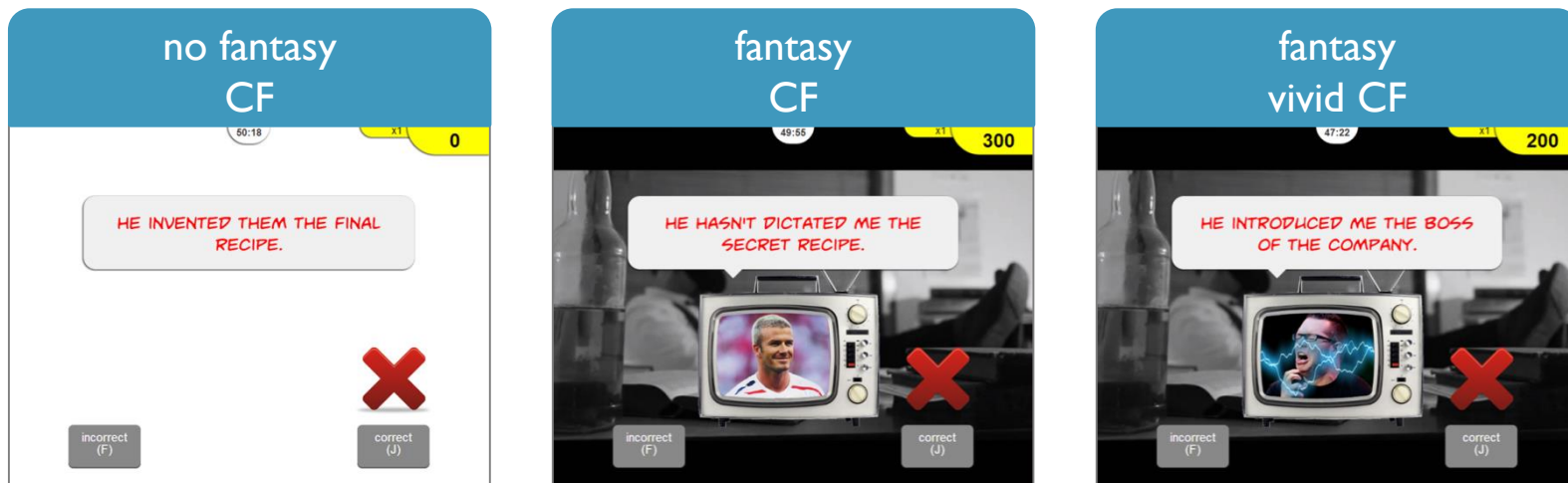
@blaurel



Brenda Laurel

Computers as Theatre (1993)

CF IN A SAFE REPRESENTATIONAL CONTEXT AIDS MOTIVATION



Cornillie, F., & Desmet, P. (2013). Seeking out fun failure: how positive failure feedback could enhance the instructional effectiveness of CALL mini-games. In *Global perspectives on Computer-Assisted Language Learning. Proceedings of WorldCALL 2013* (pp. 64–68). University of Ulster.

EFFECTIVENESS OF GAME-BASED CF: KEY CRITERIA

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USE OF METALINGUISTIC HINTS IN SEMI-OPEN HCI DIALOGUES

The screenshot shows a game interface for a murder mystery. On the left, a panel titled "2. THE WITNESSES' TESTIMONIALS" contains four locked padlocks, two question marks, and a "Review the evidence" button. The main area shows a dialogue between a player (represented by a portrait of a man with a beard) and a witness (represented by a portrait of a man with a mustache). The player asks, "Tell me more." The witness replies, "A horrific event! Here, the Gazette des Tribunaux." The player then asks, "Is it already **** published in the newspaper?" with a redacted word. The witness replies, "Indeed, already published in the newspaper." A feedback message in a yellow box states: "Your response could be entirely correct, but we expected a verb here." The interface includes icons for feedback (yellow and grey circles) and control buttons (esc, back, call, key).

Cornillie, F., Lagatie, R., Vandewaetere, M., Clarebout, G., & Desmet, P. (2013). Tools that detectives use: in search of learner-related determinants for usage of optional feedback in a written murder mystery. In P. Hubbard, M. Schulze, & B. Smith (Eds.), *Learner-Computer Interaction in Language Education*. San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).

LARGE VARIATION IN USE OF HINTS, AFFECTED BY PRIOR KNOWLEDGE

use of optional feedback = number of times clicked / number highlighted tokens

$M = .40$; $SD = .26$; range between .03 and 1.02

Variable	1.	2.	3.	4.	5.	6.
1. usage of optional CF	—	-.08	.59**	.03	-.02	.03
2. perceived usefulness		—	-.05	-.23	.44	-.16
3. MKT			—	.09	.15	.26
4. GJT (ungrammatical items)				—	-.13	.02
5. task approach					—	.27
6. other approach						—

Table 6: Pearson's correlation coefficients for research question 3, adjusted for multiple comparisons using Holm's method ($p \leq .01$; * $p \leq .05$)**

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IMPLICIT CORRECTIVE FEEDBACK IS NOT EFFECTIVE



Croquelandia

“the branching mechanism used to interact with [non-player characters] may not have been sufficiently explicit for the learners to notice pragmatic differences”

Sykes, J. M. (2008). *A dynamic approach to social interaction. Synthetic immersive environments & Spanish pragmatics*. University of Minnesota.

EXPLICIT CF IN MINI-GAMES EMBEDDED IN MURDER MYSTERY

Chapter 4
—
The phone call that closed the case.

Chapter 3
—
An unexpected heir

Chapter 2
—
The early history of Coca-Cola

Murder for a recipe?
A mystery based on the true story of Coca-Cola¹

Chapter 1
—
An unusual series of events in the lab of Coca-Cola

Atlanta, Georgia (United States of America) - 2014:12

One lazy Friday afternoon, I was dozing off in my office when suddenly the telephone rang. Startled by the noise that was spat out from the device, I picked up the receiver, nearly pushing over a half-empty bottle of single-malt Irish whiskey.

"Marlowe," I answered, as my throat cleared itself of whiskey, "to become the perfect afternoon nap.

"Hello—is this private detective John Marlowe?" a female voice said at the end of the line.

"Speaking," I replied indifferently².

"Hello, Mr Marlowe, this is Ruth Webb, executive secretary³ of The Coca Cola Company. I wish to report a terrible incident." Despite the nature of the incident, the woman sounded calm and professional.

...dead bodies in our factory."
...specialty.

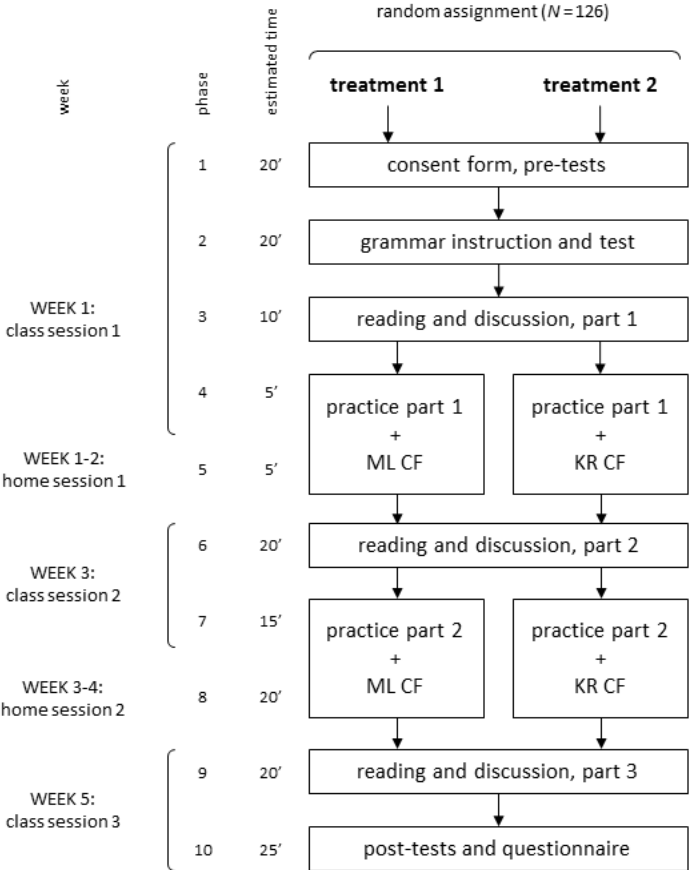
Ingredients' is a countable noun in general. The use of 'less' with countable plural nouns is generally considered incorrect, certainly in more formal English. The general rule is that you need to use 'fewer'. When you stick to the rule, you can't go wrong.

COPIES OF COCA-COLA USE LESS INGREDIENTS.

incorrect (F) **press SPACE** correct (J)

EXPLICIT CF IN MINI-GAMES EMBEDDED IN MURDER MYSTERY

EXPLICIT CF IN MINI-GAMES EMBEDDED IN MURDER MYSTERY

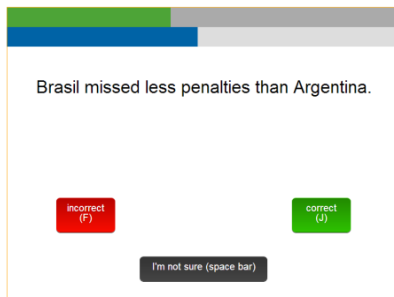


TARGET CONSTRUCTIONS

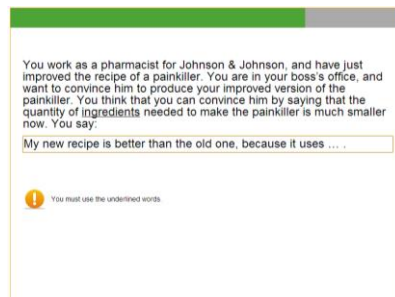
- quantifiers (QNT)
 - no distinction between count-uncount nouns in Dutch
 - *Copies of Coca-Cola use fewer ingredients / less sugar / ?*less ingredients.*
 - *Kopieën van het Coca-Cola recept gebruiken minder ingrediënten/suiker.*
 - simple rule system
- verbs with two objects (V2O)
 - dative (*to-*) alternation and benefactive (*for-*) alternation
 - ‘Latinate verb stem’ constraint for double object construction has no equivalent in Dutch
 - **Pemberton revealed me the secret formula.*
 - *Pemberton onthulde mij het geheime recept.*
 - complex rule system

PRE-POSTTEST DATA

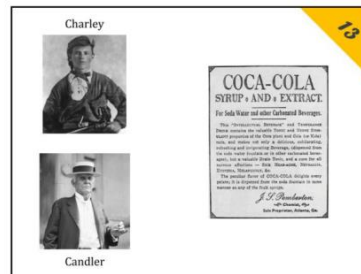
METALINGUISTIC CF AFFECTS EXPLICIT KNOWLEDGE DEVELOPMENT



written reception
(automatized explicit knowledge?)



written production
(explicit knowledge)



elicited oral production
(implicit knowledge?)

added value of
metalinguistic CF ?

+

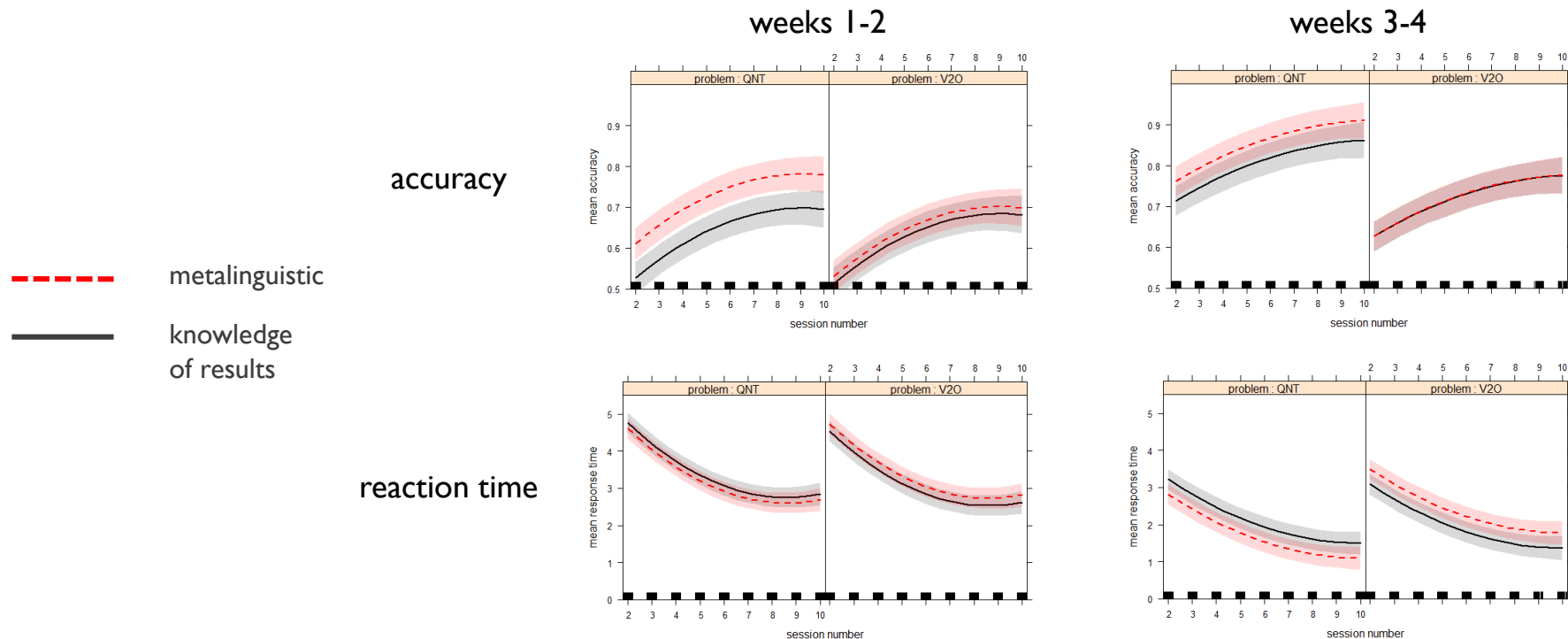
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Cornillie, F., Van den Branden, K., & Desmet, P. (2015). From language play to linguistic form and back again. Lessons from an experimental study for the design of task-based language practice supported by games. In J. Colpaert, A. Aerts, M. Oberhofer, & M. Gutiérrez-Colón Plana (Eds.), *Proceedings of XVIIth International CALL Conference. Task design and CALL. 6-8 July 2015. Tarragona, Spain* (pp. 214–222). Antwerp: Universiteit Antwerpen.

PROCESS DATA

METALINGUISTIC CF SPEEDS UP LEARNING OF SIMPLE RULES ONLY



Cornillie, F., Van den Noortgate, W., Van den Branden, K., & Desmet, P. (2017). Examining focused L2 practice: from in vitro to in vivo. *Language Learning & Technology*, 21(1), 121–145.

SUGGESTIONS FOR CROWDSOURCING-BASED L2 LEARNING

The screenshot shows a game interface for 'Detective stories'. The main title is 'THE MURDERS IN THE RUE MORGUE'. The interface is divided into sections: '1. EXTRAORDINARY MURDERS' (with a red flower icon and a lock), '2. THE WITNESSES' TESTIMONIALS' (with four lock icons), '3. ???', and '4. ???'. A 'Review the evidence' button is at the bottom. A vertical 'feedback' button is on the left. The interface is overlaid with a chat window showing a detective's dialogue: 'A double murder ... Surely that was the greatest amount of blood I've seen in years.' Below this, a red-bordered box contains a list of questions: 'Other detectives said: Have both victims been identified?', 'Have the victims been identified?', 'Are the victims identified?', 'Have both victims been identified?', 'Did they identify the victims?', and 'Are both victims identified?'. Below the box, a 'See more ...' link is visible. At the bottom of the chat, a green bubble contains the question 'are both victims identified?' with a yellow highlight on 'identified?'. A yellow feedback bubble says 'Your response could be entirely correct, but we expected a verb here.' Below that, another detective dialogue bubble says 'Yes, both victims identified. A certain Madame l'Esplanaye and her daughter.'

- If done well, corrective feedback can be very effective (for explicit knowledge development).
 - Consider involving L2 learners in its development, through implicit or explicit crowdsourcing ?
- Gamification is more than pointsification.
 - Consider your player types !
- Corrective feedback and gaming go well together.
 - Consider creative feedback options in order to support learner motivation.



@fcornillie



umec

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KU LEUVEN

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