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The Effects of Aural and Textual Input Enhancement Through Movie Clips on the Korean EFL Students' Learning of Parallelism Rules*

Sung-Min Kim**
Ewha Womans University
Eun-Joo Lee
Ewha Womans University

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ABSTRACT

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The present study aimed to investigate the effects of aural and textual input enhancements through movie clips on the learning of parallel structure rules. The participants included a total of 53 second year high school (grade 11) students. Three intact groups were formed among them, with two experimental groups and one control group, in which the experimental groups consisted of an aural input enhancement (AIE) group and a textual input enhancement (TIE) group. The AIE group was provided with aural enhancement applied in the audio of the movie scenes, the TIE group received input enhancements in the captions, and the control group watched the scenes with captions only. The study also employed a timed Grammaticality Judgment Test (GJT) and a delayed GJT in the pre- and post-test to specifically judge the participants' implicit and explicit knowledge of the target grammar rule. The results revealed that the textual enhancement used in captions was beneficial in attaining implicit knowledge of the parallelism rule. Aural input enhancement, on the other hand, was not very effective with barely any change in the scores. Meanwhile, the results of the delayed GJT manifested no positive effects for all three groups, in which the scores of the AIE and control group decreased significantly. Hence, the results implied that the treatments were ineffective in promoting explicit knowledge gains of the target grammar, but textual enhancement was effective in developing implicit knowledge of the parallelism rule.

I. INTRODUCTION

In the field of second language teaching, the input processing models stress the input and intake as an important process of learning and internalizing linguistic forms, such as those put forth by VanPatten (1996) and Gass (1997). Second language (L2) learners, however, are not fully capable of processing the exposed input, especially the lin-

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**First author: Kim, Sung-Min, Corresponding author: Lee, Eun-Joo

Sung-Min Kim (Graduate Student)
Department of English Education, Ewha Womans University, 52, Ewhayeodae-gil, Seodaemun-gu, Seoul, 03760, Korea
Tel: (02) 3277-2647 / Email: kimsm91@gmail.com

Eun-Joo Lee (Professor)
Department of English Education, Ewha Womans University, 52, Ewhayeodae-gil, Seodaemun-gu, Seoul, 03760, Korea
Tel: (02) 3277-3788 / Email: eunlee@ewha.ac.kr

guistic forms. Thus, drawing learners' attention to the language features is necessary to facilitate grammar learning among L2 learners (Wong, 2003). Sharwood-Smith (1991) introduced "input enhancement" as a method of altering the input to bring the learners' attention to the linguistic form, and thereby promoting noticing to take place.

A proliferation of research examining the effects of various types of textual input enhancement on L2 learning has been conducted since the appearance of the idea (Alanen, 1995; White, 1998). The results were mixed, depending on the type or method of applying the input enhancement. Although less than those of visual enhancement, studies on the effect of spoken or aural input enhancement on L2 learning has also been conducted, with some yielding positive results.

Recently, the use of input enhancements has expanded to be applied in multimedia or multimodal materials such as films, YouTube, or Podcasts (M. Lee & Revesz, 2018). In this field, the role of captions in L2 learning has been observed in many areas, but it has been mostly focused on promoting L2 listening and vocabulary learning (Montero Perez, Peters, Clarebout, & Desmet, 2014). Less research on the roles of captions in developing grammatical knowledge has been conducted, but the recent studies suggest that the use of textual enhancement in multimodal settings could aid the learning of grammar as well.

Parallelism is one of the linguistic features commonly found in using coordinating conjunctions within a sentence. Parallel structure provides cohesion and increases comprehensibility within the text (Cook, 1989). The correct use of parallel structures, gives balance and intricacy to the sentences in both written and spoken form and is essential in maintaining a smooth flow of the language (Mareta, 2019). Since the proper use of parallel structure is essential in improving English to sound more natural, violation of the grammar pattern may lead to disruptions in communication. However, many L2 learners often face difficulty in maintaining the congruence of the grammar forms when using coordinating conjunctions. Inaccurate use of the parallel structure by L2 learners were frequently observed in previous studies, especially in their writings (Eastwood, 2002). As suggested by Yagi and Fareh (2004), such errors tend to occur when the L2 learners begin learning to write longer sentences. Moreover, L2 learners not only struggle to form correct parallel structures, but also have difficulty in detecting the faulty parallelism (Nelson & Murphy, 1993). The current study, therefore, recognizes the importance of learning the parallelism rule, and aims to make the grammar salient to the learners through different enhancements which highlights the form within a meaningful context.

II. LITERATURE REVIEW

1. Implicit and Explicit Knowledge

The relations of the implicit and explicit knowledge have been one of the debates in the field of L2 learning. Krashen (1981) stated that acquiring explicit knowledge is distinct from implicit knowledge and doesn't contribute to obtaining implicit knowledge, in which it can only be accessed by monitoring. Sharwood-Smith (1981), on the other hand, argued that with enough practice, explicit knowledge of the language could be automatized, becoming implicit knowledge. Ellis (1993) also described that explicit knowledge allows shifting the attention to the language forms, thus assisting the implicit knowledge when necessary.

Implicit knowledge is usually formed without knowing that it has been acquired and is not perceived by the learner when utilizing the knowledge to process information (Cleeremans, Destrebecqz, & Boyer, 1998). Bialystok (1990) described implicit L2 knowledge as "automatic," and as knowledge that cannot be easily observed or measured. Since the implicit knowledge is brought out automatically, speed or time pressure can help induce the use of such knowledge (Segalowitz, 2003). Thus, some of the indirect ways of measuring the implicit knowledge are speaking tasks or imitation, which triggers the production of language within a short time (Rebuschat & Williams, 2012), as well as timed Grammaticality Judgment Tests (Y. Han & Ellis, 1998).

On the other hand, explicit knowledge is defined as knowledge that can be articulated and verbalized (Dienes & Perner, 1999). It is the conscious awareness of the linguistic forms and rules. Delayed Grammaticality Judgment Test (GJT), in contrast to the timed GJT, allows a way to measure the explicit knowledge of the grammatical rules. In GJT, the participants are given as much time as they wish to judge the grammaticality of the sentences. According Y. Han and Ellis (1998), allowing enough time permits the participants to access their explicit knowledge while interpreting a sentence. Interviews can be also further implemented to observe the specific process that the participants took in using their language knowledge to assess the sentences. Y. Han and Ellis (1998) witnessed that the participants made more use of their explicit knowledge in the delayed GJT and sometimes changed their answers during the process.

2. Textual and Aural Input Enhancement in L2 Learning

Some of the recent studies included comparing the effects of visual and aural input enhancements. Mall-Amiri, Oghyanous, and Zohrehvand (2017) compared those of textual and aural enhancement on learning non-congruent phrasal verbs. In the end, the group that received visual and auditory input enhancement achieved effective learning of the grammar form, in comparison to the control group. Another study by Ghafouri and Masoomi (2016) looked at the visual and auditory input enhancements and their effects on the vocabulary acquisition among Iranian university students. The results presented facilitating effects of both textual and auditory input enhancement in

the progress of learning new vocabulary. The effect size of both input enhancements also resulted to be similar.

Another study by J. H. Lee and H. Lee (2015) provided typographical enhancement on the future perfect tense to one of the experimental groups by using a recipe text, while the other experimental group received spoken enhancement through the recorded voice. The two experimental groups presented successful progress on the post-test, while the control group did not, but the textual group were slightly better than the aural group. Conversely, the textual group's scores rather declined in the delayed post-test while the aural group didn't, which demonstrated that aural mode was more effective for long term gain of the grammar knowledge. Moreover, in Fatemipour and Moharamzadeh's (2015) study, written and spoken input enhancements were applied to the "reading group" and the "listening group" respectively. The two groups also completed comprehension questions after reading the text. The results revealed that the listening group exceeded in their performance in comparison to the reading group in the post-test (Grammar Achievement Test), indicating a higher benefit in the use of oral input enhancement on learning grammar. However, the study had additional activities which made it difficult to measure the effects of the input enhancement itself.

Although a plethora of studies has been conducted on the effects of various types of input enhancements (J. Lim, 2007), the comparison of the effects of visual and auditory input enhancements has been only recently begun to be examined. Acknowledging the positive roles of the input enhancements, the present study attempts to utilize the two types of input enhancements in movie clips and compare the effects of the two under equal conditions.

3. Use of Captions in L2 Learning

With the rising interests in the use of multimedia in L2 learning (Vanderplank, 2010; Wang, 2017), studies on input enhancements have expanded to apply the method in multimedia materials (M. Lee & Revesz, 2018). While most research in the past regarding input enhancements consisted of those that utilized materials of single mode, such as either visual or aural, the use of multimodal materials has gained much attention lately. Input processing in multimodal situations, where the L2 learners receive both textual and auditory input, have been observed in their effectiveness on L2 learning, including listening comprehension, vocabulary, and grammar learning. Previous research on various use of captions have produced some positive findings in the discipline of L2 learning (Vanderplank, 2010). However, they mostly comprise of those related to vocabulary knowledge and listening skills (Hsu, Hwang, Chang, & Chang, 2013; Montero Perez, Peters, Clarebout, & Desmet, 2014; Yang & Chang, 2014). There are but a few research that has examined the impacts of input enhancements applied in captions on learning of grammar rules.

Nevertheless, some of the recent studies began to consider the effects of input enhancements on grammar learning as well. For example, an eye-tracking study conducted by M. Lee and Revesz (2018) observed the extent to which captions and textual enhancements utilized in a comprehension activity endorsed the learning of pronominal anaphoric references. The findings revealed positive effects of boldfacing as the textual enhancement on the learning of target grammar, and it was observed that such input enhancement aided the participants in noticing and learning the forms. It can be noted that the use of captions and input enhancements in captions are also beneficial in L2 grammar learning.

Cintrón-Valentín and Ellis (2016) also explored the roles of textual enhancement of captions on learning Spanish grammars. One group received enhancements with boldface and yellow highlight in the verbs, while the other group was exposed to boldface and underlined words. The outcomes concluded that both experimental groups obtained more knowledge on the target grammars than the control group, in which the subjunctive rule was the feature that showed biggest improvement in scores among the groups. The enhancement of boldfacing and underlining was the most effective, in comparison with the other treatments. However, the experiment was also conducted through one session, in which the findings may only reflect the short term knowledge gains of the target grammar.

Although several studies concerning the effect of various use of captions have been performed in the field of SLA, it is notable that the roles of enhanced captions on learning grammar forms require further research. The present study aims to apply textual enhancement on captions and observe its effect in learning of parallelism rule, which is a grammar that frequently appears in both written and spoken language. According to H. Park (2006), the use of movies and films was found to be helpful in raising interest and engagement among the L2 learners. Cintrón-Valentín (2019) further discovered that the use of multimodal media containing both visual and auditory input facilitated the learning of verb tense forms among the participants. Such outcomes insinuate the possibility of positive effects of caption on grammar learning, showing capability of making the word forms noticeable to the learners (Winke, Gass, & Sydorenko, 2010). The present study attempts to use movie scenes as the multimodal material and examine the degree of successful attention to the highlighted forms. It also utilizes textual and aural input enhancements on the parallelism rule, with the attempt to specifically compare the effects of the two input enhancements.

A quasi-experimental research design is used in the present study to investigate the effects of aural and textual input enhancements on the implicit and explicit knowledge gains of parallelism grammar rule, based on the following research questions.

1) To what extent do aural and textual input enhancements affect the development of implicit knowledge

of parallelism rule, as measured by the timed grammaticality judgment test (GJT)?
2) To what extent do aural and textual input enhancements affect the development of explicit knowledge of parallelism rule, as measured by the delayed grammaticality judgment test (GJT)?
3) To what extent do aural and textual input enhancements affect noticing and understanding of parallelism rule among the participants?

III. METHOD

1. Participants

The participants comprised of grade 11 students attending B High School located in Gyeonggi-do, South Korea, with English level of intermediate low to intermediate. The period permitted for conducting the experiment was the last three weeks of the remaining semester where the final exam was over and all the official classes have ended. Three classes were randomly selected in which two were assigned as the experimental groups that were exposed to movie scenes with enhancements in the target grammar, and one as the control group that did not receive any input enhancements. Specifically, the experimental groups consisted of aural input enhancement (AIE) group and textual input enhancement group (TIE). The test scores of the participants who were absent on the last session were excluded from the data collection, as well as those of who have submitted unmarked answer sheet or have marked the same answer for all questions, as they were perceived invalid. After taking these into account, the number of participants for each group resulted with 17 participants for AIE group, 20 for TIE group, and 16 for the control group (53 in total). The homogeneity of the groups in terms of the knowledge of the parallelism rule was measured by the pre-test, which included timed grammaticality judgment test (timed GJT) and delayed grammaticality judgment test (delayed GJT). The one-way ANOVA results for both timed GJT ($p = 0.742$) and delayed GJT ($p = 0.122$) corroborated that all three groups were homogenous.

2. Materials

1) Pre- and Post-Test

The pre-test and post-test contained two different tests: timed grammaticality judgment test (timed GJT), and delayed grammaticality judgment test (delayed GJT). The items of the tests which contained short sentences with correct and incorrect use of parallel structures were all created by the authors. In an attempt to formulate the test as varied and impartial as possible, all of the coordinating conjunctions were included except for "so" and "for," as these did not appear in the movie clips. Furthermore, the syntactic parallel structures covered noun phrase, adjective, adverb, verb phrase, and clause. For each conjunction, three correct sentences and three incorrect sentences were made. As a result, a total of 15 grammatical and 15 ungrammatical sentences were produced.

Timed GJT, as explained by Y. Han and Ellis (1998), aimed to measure the participants' implicit knowledge of the grammar by giving 3.5 seconds exposure to a sentence to determine the grammaticality of the sentence. The sentences were presented to the participants using Microsoft PowerPoint slides that were preset to switch to the next slide after 3.5 seconds (Refer to Appendix 1 for the example of the slides). All coordinating conjunctions were included except for "so" and "for," as these did not appear in the movie clips. The syntactic parallel structures covered noun phrase, adjective, adverb, verb phrase, and clause.

The delayed GJT permits more time to complete the test, and therefore reflects the use of explicit knowledge of the language among the participants. Unlike the timed GJT, the sentences were presented on an A4 paper along with the answer choices. A total of 10 minutes was given for the participants to finish the test (Refer to Appendix 2). The homogeneity of the difficulty level of all tests (timed and delayed GJT for pre- and post-test) were confirmed by the one-way ANOVA results ($p = 0.783$).

2) Movie Clips

Scenes from the 2019 musical film "Aladdin" was utilized as the teaching material, where the input enhancements on the target grammar were applied either in the captions or the audio. Aladdin is one of the movies that contains a quantity of simple parallel structures in dialogues and song lyrics. The film was judged to be appropriate to trigger attention and interest among the students, as it gained high number of views globally (Williams, 2019). For the aural input enhancement group, 1 second pause was inserted before and after the parallel structure, and the speed of audio was reduced to 0.70 while not altering the pitch. The conjunction that were too short or reduced were further slowed down to 0.40 to be heard more clearly. The volume was also raised by 15 dB for the coordinating conjunctions in order to make the connector of the two syntactic structures salient. Captions were present throughout the scenes, which was one of the control factors in this study for all three groups. Such method of auditory enhancement was based on a study conducted by M. Cho and Reinders (2013) in examining the roles of aural enhancement in learning passive voice. They have used audio recordings that were altered by adding 1.5 seconds pause before and after the passive voice and reducing the speed to 7-10%.

The target grammar pattern was emphasized in the captions for the group that received textual input enhancement. Specifically, the words with parallel structure were underlined and color-coded in blue, while the coordinating conjunctions were emphasized in capital letters and color-coded in yellow, as illustrated in Figure 1. For the clausal parallelism, the subject and verb were underlined

and color-coded to highlight the beginning of a clause form. The control group also watched the same movie scenes with English captions, but no input enhancement of any kind was provided.

FIGURE 1 Example of a Scene With Textual Enhancement in the Captions

3) Post-Questionnaire

Post-questionnaire was implemented to observe the extent to which parallel structures accentuated by the input enhancements had been noticed by the participants, as well as the extent to which understanding of the target grammar rule has taken place. The questionnaire consisted of four multiple choice questions. The first two inquired on the participants' previous knowledge of the coordinating conjunctions and the parallel structure rule. The third question checked whether they noticed that the replayed scenes contained dialogues with parallel structures. Question one through two had three options to select from: "yes," "no," "have heard of it." Question three also had three options of "yes," "no," and "I can't recall exactly, but I think I have seen them." Lastly, question four asked the degree of knowledge of parallelism rule in using coordinating conjunctions after the sessions. The answers included six choices; "It's the same as before (or have already known the rule)," "I have forgotten the rule but have remembered it after watching the movie scenes," "I don't quite understand the rule," "I understand it a little," "I understand it mostly," "I understand it fully and can explain the rule to others."

3. Procedures

The experiment was held from December 9, 2019 to December 27, 2019, in total of five sessions per group over three weeks, in which one teacher led all groups throughout the sessions. The pre-test comprising of timed and delayed GJT was carried out in the first session. During the second to fourth session, different treatments were given to the three groups. To first guarantee that the participants comprehend the context and meaning of the movie scenes, the movie "Aladdin" was first played with Korean subtitles for 30 minutes each session for all groups. The teacher then played a clip containing a series of scenes selected from what the participants have just watched but with English captions and input enhancements on the target grammar. The clips ran for approximately 10 minutes, and the input enhancements were applied for the AIE and the TIE group, while the control group did not have any enhancements. The scenes were selected based on those that contained dialogues with the correct parallel structure in using coordinating conjunctions. Lastly, fifth session was dedicated in conducting the post-test and post-questionnaire. A summary of the sessions including the pre- and post-test is provided in Table 1.

4. Data Analysis

The scoring of the timed GJT was done by rewarding a score of 1 to a correct response, while an incorrect answer and "not sure" answer were given 0 points (Y. Han & Ellis, 1998). Hence, the total score was 30, in which the highest score that a participant could receive was 30 while the lowest would be 0. In analyzing the data, a paired *t*-test was utilized in examining the development of scores over time by comparing the pre- and post-test for the timed GJT. Afterwards, one-way ANOVA was employed on the post-test scores of the timed GJT to figure out whether significant differences were present in the scores of the three groups. Such procedure of analysis was applied to the delayed GJT as well, and the significance level set as 0.05 for all analysis. Lastly, the answers to question three and four of the post-questionnaire for each group were tallied up and calculated in percentages to carry out qualitative observations on the extent to which different input

TABLE 1
Procedure of the Experiment

Sessions	Time	Control Group	AIE Group	TIE Group
1			Pre-test:	
	5 min		1. Timed GJT	
	10 min		2. Delayed GJT	
2, 3, 4	30 min		1. Movie played with Korean subtitles.	
	10 min	2. Scenes with the target grammar re-played with English captions.	2. Scenes with aural IE on the target grammar re-played with English captions.	2. Scenes with textual IE on the target grammar re-played with English captions.
5			Post-test:	
	5 min		1. Timed GJT	
	10 min		2. Delayed GJT	
	10 min		Post-questionnaire	

enhancements have affected the participants' noticing of the grammar rule.

5. Limitations

There are three main limitations in the present study. First, the period of the experiment was too short to sufficiently observe and reflect the effects of the treatments. The treatment itself was carried out throughout three sessions only, which cannot guarantee reliable results or long term effects. Second, while the timed GJT could have brought more accurate results if it was operated through devices controlled individually by the participants, PowerPoint presentation was used as an alternate method to compensate for the technical restraints. Similarly, the movie scenes were shown through the screen, which may have possibly hindered the attention amongst the participants. Lastly, due to the reduced class time on the last session, the delayed GJT for both pre- and post-test had to be simplified as much as possible to be completed within 10 minutes. Y. Han and Ellis (1998) further performed the delayed GJT in the form of interview, where the participants discussed their process out loud. However, the limited procedure in the current study may have affected an accurate measurement of the extent to which the participants utilized their explicit knowledge when judging the grammaticality of the sentences.

IV. RESULTS AND DISCUSSION

1. The Effect of Aural and Textual Input Enhancements on the Implicit Knowledge of Parallelism Rules in Coordinate Conjunction

The pre- and post-test scores of the timed GJT were examined by the analysis of a paired sample *t*-test, which was intended to observe the extent to which aural and textual enhancements had any impacts on the implicit knowledge gains of parallel structure rule. The results for each group are presented in Table 2.

The results of the paired *t*-test specified that TIE group showed an increase in the mean scores of timed GJT scores (MD = 2.60, t = 2.18). In addition, the *p*-value (p = 0.042) implied a significant growth of the scores. Such outcomes suggested that the textual enhancement was effective in developing implicit knowledge of the target grammar rule. In contrast, the AIE group had a slight decrease in their timed GJT scores (MD = -1.71, t = -1.26), but the variance in the scores was not statistically significant (p = 0.225). Similarly, the control group had a decrease in the scores with the mean difference of -1.63 (MD = -1.63, t = -1.86) but the fluctuation was not significant (p = 0.083). This implied that the use of aural enhancement and no input enhancements similarly did not have any impact on acquiring implicit knowledge of parallelism rule. Thus, the TIE group was found to be the only group that benefited in gaining implicit knowledge of the grammar rule. A line graph illustrated in Figure 2 summarizes the results.

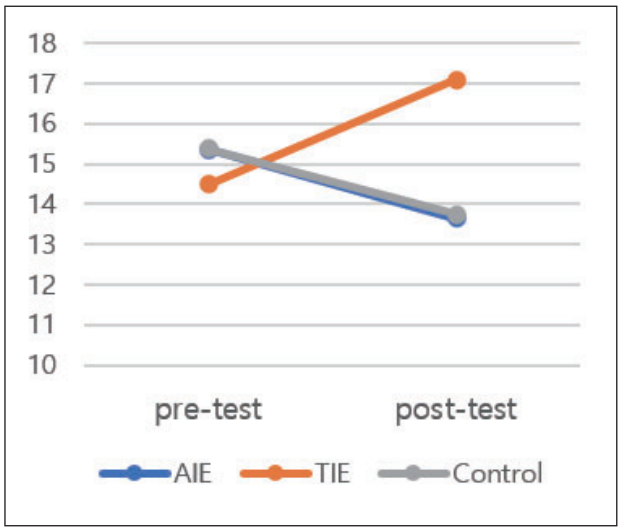

FIGURE 2 Graph of Timed GJT Scores of the Three Groups Over Time (Pre-Test and Post-Test)

The graph of the pre- and post-test scores of the timed GJT presented a noticeable increase in the timed GJT

TABLE 2
The Paired Sample *t*-Test Results on Pre- and Post-Test of Timed GJT

	Pre-Test		Post-Test		*MD*	*SD*	*t*	*p*
	M	*SD*	*M*	*SD*				
AIE	15.353	3.334	13.647	5.522	-1.705	5.576	-1.261	0.225
TIE	14.500	4.839	17.100	2.125	2.600	5.345	2.175	0.042
Control	15.375	3.202	13.750	3.022	-1.625	3.500	-1.857	0.083

TABLE 3
One-Way ANOVA Results on the Post-Test Scores of Timed GJT for AIE, TIE, and Control Group

Source	Sum of squares	*df*	Mean square	*F*	*p*	Eta squared
Between groups	144.30	2	72.15	5.076	0.010	0.169
Within groups	71.68	50	14.21			
Total	854.98	52				

scores was apparent in the TIE group. However, the timed GJT scores of AIE group and control group decreased slightly. In addition to the paired *t*-test, the three post-test scores of the timed GJT were examined by implementing one-way ANOVA to assess whether the different input enhancement had any effects. The results are illustrated in Table 3.

As indicated in Table 3, the post-test timed GJT results of the AIE, TIE, and control group are significantly different (p = 0.010). Nevertheless, the effect size is 16.9%, which is relatively low. To examine the specific differences among the groups in more detail, post-hoc Tukey HSD was conducted, as presented in Table 4.

TABLE 4
Post Hoc Tukey HSD Results on the Post-Test Scores of Timed GJT for AIE, TIE, and Control Group

Group	Group	*MD*	*SE*	*p*
AIE	TIE	3.45	1.24	0.021
	Control	0.10	1.31	0.997
TIE	AIE	-3.45	1.24	0.021
	Control	-3.35	1.26	0.029
Control	AIE	-0.10	1.31	0.997
	TIE	3.35	1.26	0.029

The results showed that there was a significant difference in the TIE group and the AIE group (p = 0.021), as well as with the control group (p = 0.029). Thus, the TIE group surpassed in their performance in comparison to the other two groups, signifying that the participants who received textual enhancement were able to effectively obtain implicit knowledge of the target grammar.

The findings of the analysis are in parallel with the results of Lee and Revesz's (2018) study in that they also observed a successful effect of captions and textual enhancement on recognizing and learning the grammatical rule. The results of the study demonstrated the efficacy of the textual enhancements on increasing the learners' attention to the grammar and understanding of the target forms. Another similar results could be found in White's (1998) study, further strengthening the implication that the textual enhancement is helpful in learning grammar. One experimental group was exposed to textual enhancement while the other received the same treatment but with additional extensive reading and listening tasks. The two experimental groups had more positive effects than the control group on the acquisition of grammar knowledge, despite one of them having more tasks. Hence, White proposed that textual enhancement is sufficient by itself in learning the grammar rule. The observed benefit of textual input enhancement further supports the implication made in the study of Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995) that the textual enhancement facilitates not only noticing the target grammar but also in the output. The participants of their study who read text with the imperfect verb forms highlighted were able to utilize the acquired grammar in their writing than the control group.

On the other hand, Fatemipour and Moharamzadeh's (2015) study observed the spoken enhancement to be more beneficial than the written enhancement. The 'listening group' that received spoken input enhancement achieved significantly higher in the Grammar Achievement Test than the 'reading group' that received written input enhancement. However, the study differed in that further output activities were performed by the participants, including repeating each sentence out loud and answering guiding comprehension questions. This provides a suggestion that aural enhancement might not be adequate for gaining a full understanding of the target grammar rule, in which further explicit instructions or output activities may be necessary when employing aural enhancements.

Moreover, Loewen and Inceoglu (2016) claimed that textual enhancement may require further explicit instruction to increase its effectiveness. They did identify positive effects on the visual enhancement on the learning of Spanish preterit and imperfect verb forms, but it was observed that the control group, which received repeated inputs only, equally benefited from the treatment. Such results raised questions on the efficacy of the textual enhancement in comparison to input flood. Loewen and Inceoglu thus posited that further explicit instructions may be necessary to induce more significant results.

2. The Effect of Aural and Textual Input Enhancements on the Explicit Knowledge of Parallelism Rules in Coordinate Conjunction

The progress in the pre- and post-test scores of the delayed GJT within groups were first investigated via the paired *t*-test, as defined in Table 5.

According to the outcomes, a significant decrease in the mean scores was identified, especially in the AIE group (*MD* = -3.00, t = -2.31) and the control group (*MD* = -3.063, t = -2.35). The p-value was calculated to be 0.034 for the AIE group (p = 0.034), demonstrating that the test scores have decreased significantly. The control group generated similar results (p = 0.033), indicating a significant decrease. On the other hand, the delayed GJT scores of TIE group also reduced but only by a slight amount (*MD*

TABLE 5
The Paired Sample *t*-Test Results on Pre- and Post-Test of Delayed GJT

	Pre-Test		Post-Test		*MD*	*SD*	*t*	*p*
	M	*SD*	*M*	*SD*				
AIE	17.235	4.452	14.235	6.350	-3.000	5.350	-2.312	0.034
TIE	16.450	3.426	16.250	2.918	-0.200	2.949	-0.303	0.765
Control	14.625	2.986	11.563	4.305	-3.063	5.221	-2.346	0.033

TABLE 6
The One-Way ANOVA Results on the Post-Test Scores of Delayed GJT for AIE, TIE, and Control Group

Source	Sum of squares	*df*	Mean square	*F*	*p*	Eta squared
Between groups	195.37	2	97.68	4.50	0.016	0.153
Within groups	1084.75	50	21.70			
Total	1280.11	52				

= -0.20, t = -0.30), implying that barely any changes in the scores occurred for the TIE group. Unlike the timed GJT, the textual input enhancement did not have any influence on the delayed GJT scores overall, and even had negative impacts on the scores of the AIE and the control group. For a visual representation of the data, Figure 3 provides a line graph of the progression of scores of delayed GJT for all three groups.

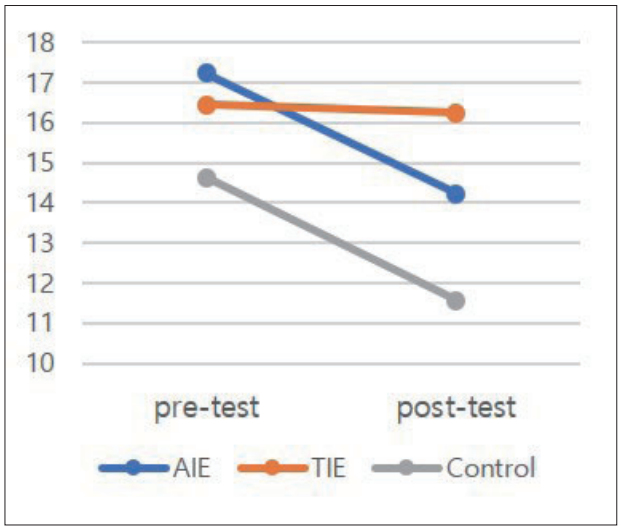

FIGURE 3 Delayed GJT Post-Test Scores Across Group and Time

Secondly, one-way ANOVA, as presented in Table 6, was also employed in the three post-test results of the delayed GJT to analyze whether there are differences in the scores between the groups.

The one-way ANOVA results of post-test scores of the three groups regarding the delayed GJT revealed a significant difference among the groups (p = 0.016). However, the effect of different input enhancements didn't appear to be very big, which can be observed from the relatively low effect size of 15.3%. In order to examine the differences between each group in more detail, a post-hoc Tukey HSD was conducted, as shown in Table 7.

The outcomes conveyed that a significant difference lies in the TIE and control group (p = 0.011). However, the difference occurred from the decrease in the control group's test scores, not from an increase in the TIE group's scores. The delayed GJT results for the TIE group did not correlate with the outcomes of those of the timed GJT, as deliberated in part A of this chapter. While the TIE group improved significantly in the timed GJT, its delayed GJT scores barely showed any changes over time. Such differing results could be explained by the claim that the implicit and explicit knowledge are distinct (Norris & Ortega, 2000). However, the delayed GJT had many restraints in its procedure which could have hindered accurate measurement of the implicit knowledge. Because the test didn't ask the participants to explain how they have determined the grammaticality of the sentences, we cannot be certain if they have actually utilized their explicit knowledge or just guessed the answers.

TABLE 7
Post Hoc Tukey HSD Results on the Post-Test Scores of Delayed GJT for AIE, TIE, and Control Group

Group	Group	*MD*	*SE*	*p*
AIE	TIE	2.01	1.54	0.396
	Control	-2.67	1.62	0.236
TIE	AIE	-2.01	1.54	0.396
	Control	-4.69	1.56	0.011
Control	AIE	2.67	1.62	0.236
	TIE	4.69	1.56	0.011

Meanwhile, the aural enhancement led to a significant decline in delayed GJT scores. Correspondingly, the control group showed similar outcomes for both timed and delayed GJT. Penny (1980) pointed out that aural and visual input have no relations with each other in the decoding process. Rost (1990) also further explained that processing aural form of language is more difficult than processing a written form, because the learners have less time restriction when handling a written input, as opposed to the aural form which is short-lived.

The findings contradict the results of J. H. Lee and H. Lee's (2015) study which compared the effectiveness of aural and textual input enhancements on learning future perfect tense. As opposed to the outcomes of the present study, the aural input enhancement group also displayed a significant rise in its test results. The aural group even performed higher in the delayed post-test, while the textual group whose scores dropped. The authors suggested that the textual enhancements have a stronger impact on the immediate intake of the grammar, specifically future perfect tense, but the aural enhancement is more effective in the retaining the grammar knowledge in the long term. A possible explanation for such different results may be attributed to the easier alteration of spoken voice than the movie audios. The spoken voice allows clear, deliberate emphasis on the target grammar, while the movie dialogues are less convenient in changing the pitch or tone, as they are pre-recorded materials that are mostly close to a natural speaking tone. Manipulating the audio of such

materials may not be adequate for emphasizing language forms and could possibly confuse the listeners rather than making the words salient.

It is suggested in Alanen's (1995) study that further explicit instructions of the grammar rules may be essential in preventing the learners from perceiving the forms incorrectly. The three groups in the study each received written enhancement through italics on locative suffixes, explicit presentation of the grammar, and both the enhancement and explicit instruction, respectively. As findings indicated that although the group that received input enhancement benefited from the treatment, participants showed the tendency to eliminate or over-generalize the rules of the target grammar. The decline of scores among the participants in the present study could be related to such results as well, where explicit presentation of the grammar rules is possibly required in fully adopting coordinating conjunction rules among the learners.

3. The Effect on the Affective Factors and Perceptions of the Participants

To further discuss the perceptions of the participants in terms of recognizing and understanding parallel structure rule through the input enhancements, the answers to question three of the post-questionnaire were examined. The question inquires on the extent to which the participants "noticed" the grammar rules appearing in the movie scenes. Table 8 represents the percentage of the responses of AIE group, TIE group, and control group.

TABLE 8
Participants' Responses to Question Number 3

Group	Answer 1	Answer 2	Answer 3
AIE	44%	30%	26%
TIE	45%	5%	50%
Control Group	37%	21%	42%

The most frequent answer for question 3 was "yes" (44%) for the AIE group. Majority of the TIE group selected "I can't recall exactly, but I think I have seen them" as their answer (50%). For the control group, number 3 was selected the most (42%). Although without the enhancements, a series of scenes with the target grammar may have been noticed by some. It can be noticed that the TIE group had the highest percentage in the answer "yes" (45%) and the least response to "no" (2%). This conveyed that students were able to notice the target grammar in one way or another.

The survey responses insinuate that a majority of the participants for all three groups were aware of the enhanced grammar patterns presented through the movie clips. The results corroborate the claims that input enhancements has a facilitating effect in directing attention to the target language when made salient to the learners (Izumi, 2002; Jourdenais et al, 1995; Loewen & Inceoglu, 2016; Winke, 2013). Although a further process may be vital for the participants to actually internalize the target grammar (Schmidt, 1990), the answers to the questionnaire make it clear that the learners are able to successfully attend to the emphasized forms. To sum up, although the participants recognized the grammar patterns presented consecutively through the movie scenes, the analysis of the timed GJT scores revealed that the AIE and control group were unable to acquire implicit and explicit knowledge of parallelism rules in coordinating conjunctions. Nevertheless, the textual input enhancement promoted development of implicit knowledge of the grammatical rule.

Furthermore, in order to observe the participants' perceptions on the understanding of parallelism rule after being exposed to the movie scenes, the answers to the survey question four were examined, as presented in Table 9. The question asked the extent to which the participants understood the rules of parallel structure in using coordinating conjunctions.

TABLE 9
Participants' Responses to Question Number 4

Group	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6
AIE	22%	13%	44%	13%	4%	4%
TIE	26%	11%	26%	26%	11%	0%
Control	21%	16%	16%	26%	16%	5%

The answers to question 4 were mixed for the TIE group, where number 1 "It's the same as before (or have already known the rule)," number 3 "I don't quite understand the rule," and number 4 "I understand it a little" was answered the most (26%). Most in the AIE group answered "I don't quite understand the rule," revealing that the grammar rules were not acquired by the participants through the aural enhancement. In the control group, most answered "I understand it a little," which indicates that understanding of the parallel structure rule has been achieved by some to a certain extent.

Although a majority of the AIE group answered "yes" for question 3 which asked whether they have noticed the enhanced grammar rule, most answered "I don't quite understand the rule" for question 4. Such results can be explained by the interpretation from the study by Leeman, Arteagoitia, Fridman, and Doughty (1995), where some participants were able to notice the language forms "perceptually," but did not understand them "linguistically." Sharwood Smith (1991) also clarified that not all of the noticed linguistic forms necessarily become an intake. In sum, although all three groups have mostly "noticed" the presence of the target grammar in the movie scenes, the understanding of the grammar through the treatments varied amongst the participants. As Sharwood Smith has explained, although noticing is a prerequisite to language intake, the extent to which the noticed forms become an intake depends on the learners or other factors.

V. CONCLUSION

The present research assessed the effects of aural and textual input enhancements using movie scenes on the implicit and explicit knowledge of parallelism rule. To assess the implicit knowledge of the grammar, timed GJT was utilized, while the delayed GJT was conducted to assess the participants' access of explicit knowledge while judging the grammaticality of sentences. The results of paired *t*-test manifested a significant increase of post-test scores of timed GJT for the TIE group. The one-way ANOVA results also corroborated that TIE group achieved higher gain of the grammar knowledge than the AIE and control group. On the other hand, the AIE and control group demonstrated a slight decrease in the scores, although not statistically significant. Such results thus made it clear that the textual input enhancement group benefited most from the treatment. In contrast to the timed GJT, there were barely any variations in the delayed GJT results for the TIE group. The scores of the AIE group and the control group, however, declined significantly. Therefore, the input enhancements didn't support the enhancement of scores for the delayed GJT, but rather had negative effects for the AIE group and no enhancement group (control group).

Moreover, the effect of the input enhancements on the perceptions of the participants in terms of noticing and understanding of the grammar rule was observed via the post-questionnaire responses. The answers for question three and four showed that although the noticing of the enhancement on the target grammar was achieved by most of the participants of AIE group (with 44% for "yes"), most responded "not sure" (44%) for the degree of the comprehension of target grammar.

The present study points out some pedagogical implications with regards to the effect of input enhancements in movie clips on learning grammar. First, the textual input enhancement used in the captions is helpful for the learning of grammar patterns like parallel structure rule in coordinating conjunction. The use of enhancement of the grammar rules in the captions can be a way to not only aid the learners to "notice" the parallel structures, but also to understand and learn the grammar pattern. Second, the aural input enhancement through the alteration of the audio may not be an effective way of acquiring grammar rules but may require further inputs like explicit presentation of grammar rules or additional output tasks. Although the learners were able to notice that the target grammar was enhanced in the audio of the movie clips, the understanding of the rule was not fully achieved. Lastly, the use of input enhancements may be more effective when combined with other factors. Although textual input enhancement showed some positive effects, it cannot ascertain the intake and internalization of the grammar rule, as the enhancement did not prove effective for the explicit knowledge gain. Therefore, more explicit instructions may be necessary to make the grammar rules absolutely clear to the L2 learners and prevent incorrect awareness of the rules.

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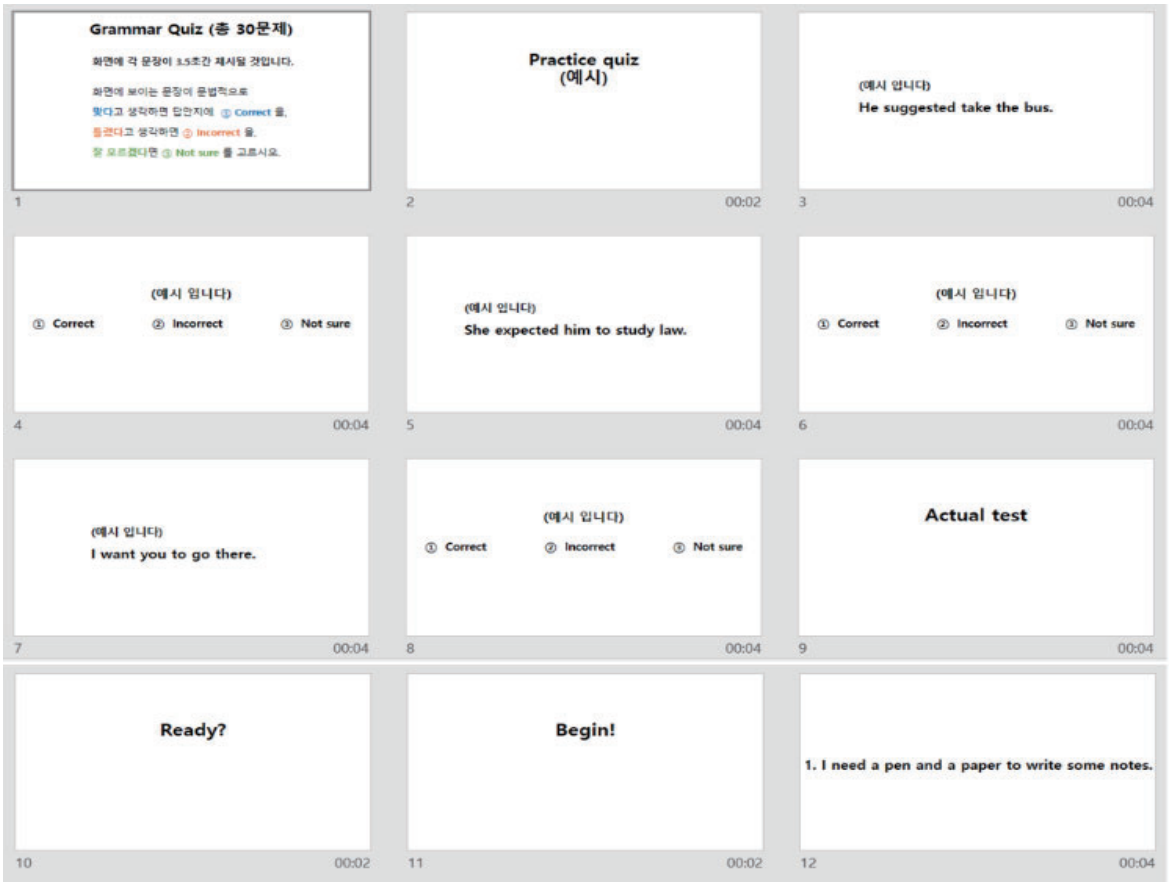
APPENDIX I

Sample of the Timed GJT PowerPoint Slides



APPENDIX II

Sample of the Delayed GJT

(2) Grammar Quiz (10분 – 총 30문제)

학생 번호: _____

문장이 문법적으로 맞다고 생각하면 ① Correct 을,
틀렸다고 생각하면 ② Incorrect 을,
잘 모르겠다면 ③ Not sure 를 고르시오.

1 The opening show can be exciting or stage performance.
① Correct ② Incorrect ③ Not sure

2 We can go out for dinner now or slowly.
① Correct ② Incorrect ③ Not sure

3 She cannot eat fish, yet she enjoys eating grilled salmon.
① Correct ② Incorrect ③ Not sure

4 We haven't been to the museum yet, but have seen the building from far away.
① Correct ② Incorrect ③ Not sure

5 He likes to swim and she likes to play the baseball.
① Correct ② Incorrect ③ Not sure

6 The hotel we stayed in Busan was small yet cleans very well.
① Correct ② Incorrect ③ Not sure

7 They rushed to the hospital, but they were too late.
① Correct ② Incorrect ③ Not sure

8 The fish can't live outside on the land nor cold.
① Correct ② Incorrect ③ Not sure

9 Do you want cold tea or hot for breakfast?
① Correct ② Incorrect ③ Not sure

10 Before the interview, he was nervous yet excited at the same time.
① Correct ② Incorrect ③ Not sure

11 I used to love their singing and dancers as a child.
① Correct ② Incorrect ③ Not sure

12 My cat likes warm and sitting on the sofa.
① Correct ② Incorrect ③ Not sure

13 We don't usually travel nor camping during vacations.
① Correct ② Incorrect ③ Not sure

14 After a long working day, he was very tired but plays game.
① Correct ② Incorrect ③ Not sure

15 The company agreed to change the rules, yet some people complained.
① Correct ② Incorrect ③ Not sure

16 I tried to run fast yet was late for class by 10 minutes.
① Correct ② Incorrect ③ Not sure