

1 Introduction and background

- Varying the delay of feedback to trivia questions increases the retention of the answer, especially when participants are curious to know the answer (Mullaney et al., 2014).
- Curiosity is closely linked to motivation, specifically intrinsic motivation, which has been studied extensively as a potential influencer of foreign language learning (for example Dörnyei, 1998).
- Despite all this research, no current study has looked at the effects of both the delay of feedback and curiosity on language learning.

Hypotheses:

Based on Mullaney et al. (2014)

- More "high curiosity" items will be remembered than "low curiosity" items.
- There will be no significant main effect of feedback delay.
- Varying delayed feedback will have a bigger effect on the quantity of "high curiosity" items being recalled than less "low curiosity".

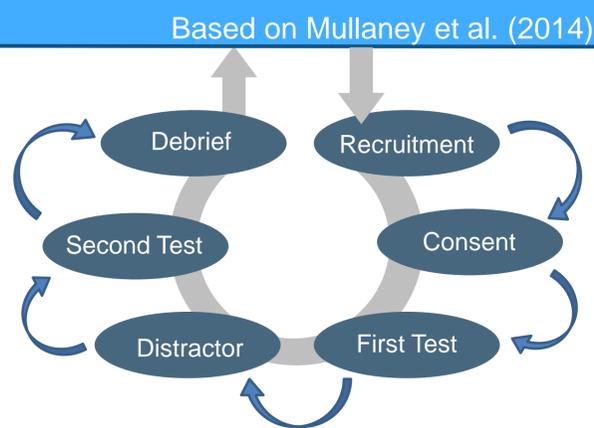
Why is this important?

Ushioda (2012) questioned whether L2 learning motivation represents a special case in psychology, necessitating distinct theories and paradigms.

Most online language sites only use immediate feedback. The results of this study could improve the speed and ease of learning a language online.

2 Method and ethics

- Pre-experiment:** Participants will be asked how fluent they are in the three languages.
- First test:** Translate foreign words, give curiosity rating, receive feedback.
- Distractor:** Mental rotation task.
- Second test:** Same words, no curiosity rating or feedback.



Participants will be recruited online, all stored data will be anonymised and no adverse effects are anticipated.

+ Stimuli

Stimuli taken from studies based on Snodgrass and Vanderwart (1980):

-  Nishimoto et al. (2005). (examples: ringo, fôku, wani).
-  Pind et al. (2000). (examples: bill, kaka, svín).
-  Schröder et al. (2012). (examples: bett, kuh, frosch).

Items were selected from a range of 1.0 to 3.5, based on age of acquisition.

3 Analysis and limitations

A 2x2 mixed design will be used:

- The first I.V. will be the between-subjects factor: feedback delay (varied delay vs. immediate).
- The second I.V. will be the within-subjects factor: curiosity (high vs. low), rated by the participants.
- The D.V. will be scores of the second test.
- A 2 x 2 ANOVA will be carried out, followed up by t-tests if there is a significant interaction.

Baseline knowledge will vary greatly between participants. While the effects of this will be reduced by discounting the responses of any items in a language that a participant is fluent in, those participants will have less items to remember.

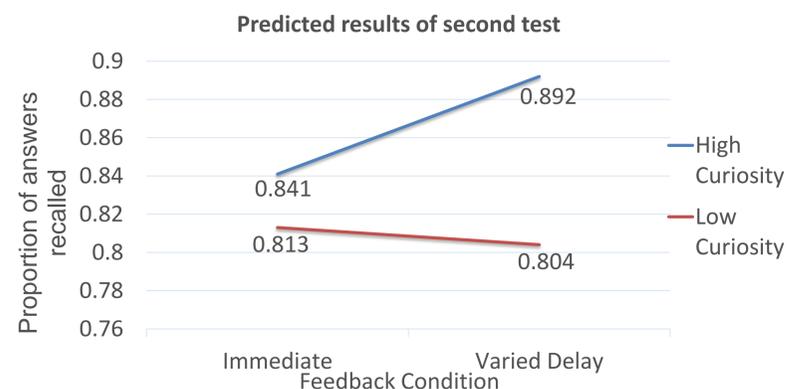


Figure showing predicted results, based on the results of Mullaney et al. (2014)

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