Vocabulary:

A word was included if

* Was among 3000 most frequent words
* Met at least three of four characteristics on a decontextualized vocabulary test to beginner I students: (1) covered in class in Beginner 1 or 2; (2) Exact accuracy rate of 80% or higher; (3) recognition rate among all raters of at least 70% (always 3 or 4 on recognition); (4) cognate (e.g. no change (piano); suffix addition (apartamento); spelling change for phonotactics/spelling norms of Spanish (arquitecto); e- before consonant cluster (estudiar); letter swap (vinagre))
* Was included in a pre-test vocabulary training (total: 42 words, many of which meet 2 of the above criteria: (biblia; maratón; abrigo; monedas)
* Latin project – taught them the words, tested them; review included only the words they missed

Items changed from Jegerski:

* Después de que empezó el maratón/después de que corrió el maratón 🡪 “empezar” now “llegar”
* acabar la obra 🡪 terminar la obra
* 3 metros de altura 🡪 diez pies de altura

Blocks:

* Counterbalancing of Block A and B
* Both A and B have same number of items
* Critical item lists were divided into Jegerski and McCormick items
  + Jegerski items sorted by adverb
  + For each adverb (Después de que; antes de que), conflictive items were alternated between blocks A and B; nonconflictive counterpart put in other block
  + McCormick items sorted by type of preposition in the conflictive item (en/en or en/other); then by proper noun usage (1 null pronoun, 0 proper nouns, 1 proper noun, 2 proper nouns); same process applied 🡪for each like sentence, 1 conflictive, one nonconflictive put in each block until exhausted.
* Distractors divided into 2 blocks according to type of distractor:
  + [1 prepositional phrase @ end of sentence] divided (McCormick distractors)
  + [1 prepositional phrase with phrase following] divided (McCormick distractors)
  + [Fronted adverbial phrase with all nouns explicit] divided (Jegerski distractors)
  + [Similar vocabulary] divided (generic distractors)
  + [Non-resolved ambiguity] divided (ambiguity distractors)
  + [Fronted gustar indirect object phrase] divided (structure distractors)

Routine:

* Flanker
  + instructions
  + Flanker practice round (must get 80% to continue, otherwise repeat)
* SPR
  + Instructions
  + SPR practice round (must get 80% of comprehension questions right, otherwise repeat)
* Combined SPR/flanker
  + 3 consecutive wrong flankers = pause, regroup
  + Intermediate: if they get 5 comprehension questions incorrect = pause, regroup
  + All other groups: if they get 4 comprehension questions incorrect = pause, regroup
    - I SHOULD PROBABLY CHANGE THESE NUMBERS 🡪 4 INCORRECT IN A ROW? DOUBLE CHECK THAT THAT IS WHAT CODE SAYS

Where were you exposed to Spanish for the first time?

“My grandparents, my nanny”

Contact exchange pareja (Sergio, Iván) from last year

Instructions – vocab lesson – must take lesson over

After missing number “minimum number of wrong guesses” after which a screen will show that will prevent you from moving on. (3 for both)

NSF grant (dissertation “improvement”? grant)

Do I want all of the ambiguous sentences to count as the “critical” sentences, and then all of the unambiguous as distractors? Maybe I would have to slightly change the wording so they aren’t drawing attention even more strongly, but just flip words around “Después de que hablaron el pollo se enfrió en seguida 🡪 después de que hablaron el pollo se quedó en la mesa (algo así)”

* This increases my critical items by 100%, which will be important considering they are currently split into [n-1 +conflict] and [n-1 -conflict].

Spanish WordAndPhrase is based on the data from the two parts of the [Corpus del Español](https://www.corpusdelespanol.org/):

* 20 million words in texts from the 1900s, with a good balance between spoken, fiction, newspaper, and academic genres ([Genres / Historical corpus](https://www.corpusdelespanol.org/hist-gen/))
* Two billion words from the web (from 21 different Spanish-speaking countries), collected in 2014 ([Web / Dialects corpus](https://www.corpusdelespanol.org/web-dial/))

Spanish WordAndPhrase contains two different (but related) resources:

* A searchable [frequency list](https://www.wordandphrase.info/span/freq1_sp.asp) of the topic 40,000 words in Spanish. For each word, you can see:
  + the frequency by genre (spoken, fiction, newspaper, and academic)
  + the frequency in each of 21 Spanish-speaking countries
  + synonyms, grouped by meaning
  + collocates (nearby words), which are invaluable for finding word meaning and usage
  + topics: what other words tend to co-occur in more than two million web pages
  + 200 sample concordance lines, which give great insight into the patterns in which a word occurs
  + you can also save words to a "favorites" list, for later review
* The ability to [input texts](https://www.wordandphrase.info/span/x1.asp) (e.g. a news article from the web, a short story, or a composition that you've written) and then analyze the text
  + See the keywords in the text
  + See the frequency of each word in the text, grouped into words that are (overall) frequent, less frequent, or very infrequent words in Spanish
  + For each of these two lists, you can click on any word to see all of the information listed above (frequency, synonyms, collocates, etc)
  + You can also select phrases from the text and find related phrases in the two billion word corpus of web-based Spanish. This can be useful if you're wondering whether you've phrased something correctly, or to see how native speakers and writers might have expressed a similar concept.