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# Incidental learning of a grammatical feature from reading by Japanese learners of English as a foreign language



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## ABSTRACT

This study investigated the effects of incidental learning of one specific grammatical feature through reading. A total of 157 Japanese high school learners of English as a foreign language (EFL) participated in this study. During the intervention, the experimental group ( $n = 74$ ) read five passages consisting of a total of 40 sentences that include to-infinitives used as nouns, whereas the participants in the control group ( $n = 83$ ) also read the same number of reading passages, but with only 10 sentences consisting of to-infinitives used as nouns. The participants took pre- and post-intervention grammar tests to measure the effectiveness of the treatment. The results showed that the experimental group incidentally noticed and learned about the use of to-infinitives as nouns through reading. The findings indicated that learners pay attention to language forms even though their focus is

