Title of Project:
Exploring the Pedagogical Potential of Multimodal Input-based
Tasks: A Study of Captioning, Textual Enhancement, and Working
Memory Using Eye-tracking

Researcher:
Minjin Lee
University College London
m.lee.14@ucl.ac.uk

Research Supervisor:
Dr. Andrea Révész
University College London
a.revesz@ucl.ac.uk

Minjin Lee

Project Summary:
While the roles of output-based tasks, textual enhancement, and captioning have received considerable attention in second language acquisition field, only few studies have examined the role of input-based tasks in L2 learning. Also, few studies have looked into the combined impact of input enhancement and captioning to date. This study aims to fill these gaps by assessing the capacity of typographically enhanced captions to draw learners' attention to L2 constructions and to assist L2 development during an input-based task. The study will also explore whether these relationships are influenced by individual differences in working memory.

The study will employ a pretest-posttest-delayed posttest experimental design including 72 EFL university students. They will randomly be assigned into a normal captions group (n = 24), enhanced captions group (n = 24) and control group (n = 24). The treatment task will require participants to simultaneously listen to and/or read a text while watching news clips. The effectiveness of enhanced input in drawing learners' attention to the target construction will be examined using eye-movement data. A receptive and productive test will be used to assess participants' gains in the knowledge of the target grammatical construction. Five measures will be used to measure different aspects of participants' working memory capacity.

Results elicited from mixed effects models will provide insight into the pedagogical potential of textual enhancement in multimodal input-based tasks. It will also help to attain a better understanding of whether working memory mediates the influence of textual enhancement in multimodal input-based tasks on L2 grammar learning.