

Title of Project

Investigating the Effects of Multimodal Digital Feedback on
Second Language Development through Video-Conferencing Tasks

Researcher

Yeonwoo Jung
University College London
yeonwoo.jung.15@ucl.ac.uk



Yeonwoo Jung

Research Supervisor

Dr. Andrea Révész
University College London

TIRF Research Topic Investigated

Digital Technology in Language Education

Project Summary

A large body of second language (L2) acquisition research attests that recasts can benefit L2 development. Yet, little attention has been paid to their effectiveness in synchronous computer-mediated communication (SCMC) contexts. In particular, no study has examined the effects of multimodal recasts on L2 learning during video conferencing. The present study aims to fill this gap by comparing the extent to which unimodal and multimodal digital recasts promote L2 grammatical development in the context of video conferencing. This study will also explore whether individual differences in working-memory capacity may mediate the impact of various digital recasts on attentional allocation.

The study will employ a pretest–posttest–delayed posttest design. The participants will be 80 adult EFL learners, randomly assigned to four treatment conditions: (a) oral recasts only, (b) written recasts only, (c) oral and written recasts together (i.e., multimodal), and (d) no recasts. During the treatment, participants will work on video-conferencing tasks and their eye movements will be recorded. Fifteen participants will also participate in a stimulated recall session. Measures of both receptive and productive knowledge will be utilized to assess participants' gains in the knowledge of the target constructions. A battery of working memory tests will also be administered.

Results from a series of mixed-effects models and qualitative analyses will provide insights into the pedagogical potential of multimodal recasts provided during video conferencing. They will also help to attain a better understanding whether working memory mediate the influence of digital recasts on L2 grammar learning in video-conferencing tasks.