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## Use and effectiveness of input enhancement for foreign language listening comprehension and vocabulary learning

This PhD project focuses on enhancing the input in foreign language (FL) listening comprehension activities, based on authentic audiovisual material. Until now, research has almost exclusively focused on the use of full captioning (adding on-screen text in the same language as the audio) as a means of enhancement. However, both theory and empirical research findings indicate that it is crucial to explore the effectiveness of other enhancement techniques in optimizing FL listening comprehension and stimulating vocabulary learning.

I will explore the potential of different input enhancement techniques for listening comprehension and language learning. The following techniques are included in my project:



(1) no captioning

(2) full captioning

(3) keyword captioning

(4) full captioning, marked keywords

(5) dynamic glosses

In order to gain insight into the way in which the enhancement techniques function, two experimental studies will be conducted:

### Study 1: effectiveness

The effectiveness of the enhancement techniques will be measured with respect to three different learning goals: FL listening comprehension, incidental vocabulary learning (acquiring vocabulary as a *by-product* while listening) & intentional vocabulary learning (presence of a deliberate effort to learn vocabulary)

#### Research questions:

- (1) Which captioning method is the most effective in stimulating listening comprehension and vocabulary learning?
- (2) Is there a difference in effectiveness between the enhancement techniques when learners watch a video for meaning (learners do not know a vocabulary test will follow) vs. for form (learners know a vocabulary test will follow)?

#### Methodology:

- pre-/post-test experimental design
- questionnaires & interviews
- university level students of French (law, economics, political & social sciences, etc.)
- N>350

### Study 2: use and processing

The central aim of this experiment is to find out to which elements learners pay attention when watching enhanced FL video and how they use the input enhancement (cf. support).

#### Research questions:

- (1) What do learners pay attention to when watching enhanced video (in terms of attention allocation) and is there a relationship between increased attention on particular language items in the captioning line and acquisition?
- (2) How do learners use input enhancements in FL listening when disposing of the freedom to choose enhancements and which ones do they prefer?

#### Methodology:

- qualitative data based on interviews and questionnaires
- eye-tracking technology to measure participants' eye movements

