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**Textual Input Enhancement: Impact on L2 Beginner and Intermediate German Learners'  
Vocabulary Intake**

Whether textual input enhancements have a positive impact on acquisition and reading comprehension is an ongoing question in second language acquisition research.

I present evidence from a recent study that investigated the impact of textual input enhancement on German learners in the introductory course sequence at Purdue. The study utilized multiple types of enhancement across beginner and intermediate proficiency levels.

The present study included over 200 participants across two class levels with participants randomly assigned to: 1) a control group; 2) a Bold Enhancement (B); 3) Elaboration Enhancement (EE); and 4) Bold plus Enhancement (B+E). All participants were given two reading texts each with a pre-test with two post-test comprehension activities. A delayed post-test was also administered. Significant differences between pre-test and post-test were found. While all enhancement groups performed better than the control group, the B+E group outperformed the others.

The study concluded with pedagogical implications and suggestions.