Using eye tracking as an online measure of attention, this study examined whether 1) textual enhancement (manipulate typographical features—bold, underline, highlight—of structures we want students to notice); and, 2) the provision of input in sentences or paragraphs (as a means of decreasing attentional demands during input processing) would have an impact on (1) the probability that a target item will be fixated and refixated and (2) L2 French learners’ early-stage acquisition of target grammatical forms (French prepositions with geographical locations).

**Facts**
- In order for input to be usable for L2 language acquisition, learners must pay attention to the input in some way.
- Textual enhancement has a positive effect on the number of target fixations.
- Learners do notice the enhancement of enhanced inputs.
- In enhanced situations, the learner fixates more frequently but whether these fixations lead to learning is still uncertain.