



Author	Journal	Year
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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the affordances and limitations of multimedia input for second/foreign language learning?

WHAT DOES IT FIND?

- Multimedia input can be generally effective for second language education.
- Vocabulary learning and listening comprehension can benefit more from the combination of audio with animation than audio alone. This is because the connection between auditory and visual representations of the target knowledge can be reinforced.
- Since images can highlight key information in the audio, integrating images and audio can help learners improve their listening comprehension and grammar learning.
- Watching videos with captions/subtitles can help learners with their vocabulary learning and listening comprehension.

KEY TERMS

Multimedia technology

Combination of media (e.g., text, picture, video, audio) in various ways in communication

WHAT EVIDENCE IS SUMMARISED?

41 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Integrating text with audio can help students develop their listening skills, especially for those who struggle with identifying target knowledge within audio streams.
- Teachers should avoid redundant input as it can be cognitively burdensome.

