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KEY TERMS

Audio-based listening assessment

It is a type of L2 listening test that uses only audio input, such as a recording of a conversation or a lecture, without any visual support.

WHAT EVIDENCE IS SUMMARISED?

28 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Use video input as a supplement or alternative to audio input in your listening activities, as video input can enhance the input, make it more comprehensible, and facilitate its saliency.
- Adapt the types and features of video input, such as subtitles, video genre, and audio-visual relationship, to suit the needs and preferences of your learners, as these factors can influence the difficulty and effectiveness of video input.
- Assess learners' listening comprehension using both audio-based and video-based tests, as video input can have a positive effect on test performance, especially for lower-proficiency learners.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What is the impact of video input on L2 listening test performance?

WHAT DOES IT FIND?

- The study reveals a small but statistically significant positive overall effect of video input on L2 listening comprehension.
- The analysis identifies several moderating variables that influence the strength of the effect. These include participants' characteristics (such as education level and L2 proficiency), research methods (particularly between-subjects design), video input features (such as content vs. context videos, face-only vs. face with gestures, and video length), and outcome measures (question accessibility and note-taking availability).
- The study highlights that the positive effect of video input is more pronounced for learners with beginning to low intermediate and intermediate proficiency levels.
- The impact varies across educational levels, with benefits observed for undergraduate students but a less significant effect for graduate students.

