

Improving Learning Outcomes Through the Effective Use of Imagery, Audio, and Video in CALL

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Abstract: This is an initial study into improving the effectiveness of the integration of imagery and video elements into Computer Assisted Language Learning (CALL) platforms to improve students' learning outcomes. The hope is to determine what kinds of imagery and video might be best suited to provide additional context to text based content to maximize student learning outcomes as well as the best strategic use of such media within CALL platforms.

Background:

My first major at university was photography, and since that time I have had a sustained interest in visual imagery. In addition to my formal study and interest in still photography, I have also studied documentary filmmaking at the graduate level. I found that throughout my English teaching career, they've found a natural to incorporate these elements in my classroom instruction as a way to support the learning and increase the motivation of my students.

I have often considered how imagery, video, and audio might be most effectively used in Computer Assisted Language Learning (CALL) to improve the learning outcomes of my students. This is obviously tied closely together with the concept of multimodality and how it can be deliberately implemented into language instruction.

This question is more relevant now than ever considering how the Covid-19 pandemic has necessitated intensive online learning. Though it seems we may be in a place where the pandemic might be beginning to wane, I believe the prominence of CALL has been established firmly, and my prediction is that it's now here to stay now that teachers who may have been once reluctant to use it have discovered its utility.

What I Want to Learn:

- How to determine the appropriate degree and type of context provided to students in CALL platforms.
- How to determine the effects of pre-loaded vs. post-loaded imagery on student learning.
- How to select and tailor visual media elements used for specific purposes in CALL platforms.
- How to scaffold audio and visual media content effectively in CALL platforms.

- **Instructor-provided media**

- **Student-generated/sourced media**

- **Supporting language production and meaning making**

- **Prompting language production and meaning making**

- **Pre-loaded media**

- **Post-loading media**

Literature Review:

Al-Seghayer, K. (2001). The Effect of Multimedia Annotation Modes on L2 Vocabulary Acquisition: A Comparative Study. *Language Learning & Technology*, Vol. 5, 202-232.

Choi, J., & Yi, Y. (2015). Teachers' integration of multimodality in classroom practices for English language learners. *TESOL Journal*, Vol. 7, No. 2, 304-327.

Guichon, N., & McLornan, S. (2008). The effects of multimodality on L2 learners: Implications for CALL resource design. *System*, Vol. 36, No. 1.

Novia, F. (2015). Promoting picture word inductive model (PWIM) to develop students' writing skill. *Premise Journal* Vol. 4, No. 1.

Paivio, A. (1971) *Imagery and verbal processes*. New York: Holt, Rinehart and Winston.

Xin, J. F., & Rieth, H. (2001). Video-assisted vocabulary instruction for elementary school students with learning disabilities. *Information Technology in Childhood Education Annual*, 87-103.

Progress:

As this is an initial study, it is in its nascent stages. Next steps are being considered once a literature review is completed.

- Currently – Ongoing literature review
- Step 2 – Finalization of research questions
- Step 3 – Design of research instrument
- Step 4 – Data collection
- Step 5 – Data assessment and synthesis