

Autonomous Sensory Meridian Response (ASMR) Video Setting—A Potential Enhancement For English As A Foreign Language (EFL) Learning

Zhu Zhang

University of Derby, The United Kingdom

Abstract

Autonomous Sensory Meridian Response (ASMR) is a unique physiological and psychological response to particular multisensory triggers. ASMR-inducing videos on social media platforms like YouTube have gathered public and scholarly attention due to their positive physical and emotional effects on viewers. The authentic, engaging, contextual, empathetic multisensory stimulation, interactive discourse, and representation genre of ASMR videos corresponds with essential attributes of English as a foreign language (EFL) learning. This study seeks to explore the effectiveness of ASMR videos in facilitating both informal and formal EFL learning. Two synchronous intervention designs were conducted with 70 ASMR-sensitive EFL learners at a Chinese university. Findings revealed that immersion in informal English ASMR video-watching for four months leads to a significant overall improvement in pronunciation ability compared to the pre-test and the no-intervention group. ASMR video-facilitated in-class intervention showed a significant advantage over the traditional video-based instruction in vocabulary and pronunciation acquisition. This study implies that ASMR video setting provides an effective alternative approach for EFL learning in the digital age, with the potential to enrich EFL pedagogy across diverse contexts.

Keywords ASMR (autonomous sensory meridian response), EFL (English as foreign language learning), ASMR-video enhanced learning.