

Power of Audio-Visual Learning: A Meta-analysis of English Proficiency Achievement among Social Media Modalities

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Abstract

This meta-analysis examines the efficacy of social media modalities in English proficiency and the potential moderating effect of learning motivation. To these research goals, two databases were constructed with twenty seven and thirteen studies respectively in each, meeting the inclusion criteria. The audio-visual modality was shown to have more significant effects on English proficiency. Moreover, the learning motivation does not significantly moderate the correlation between modality and proficiency. Based on these findings, we highlight the need to adopt audio-visual content (e.g., videos) for EFL learning under multiple theoretical frameworks, and the need to conduct social media based experiments within the informal learning contexts within theory's guidance.

Keywords: Social Media Modality, Cognitive Theory of Multimedia learning, Self-Determination Theory, Communicative Competencies, Holistic Learning Ecology