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Audiovisual Media in Efl Listening: A Meta-Analysis of 21st Century Learning Resources

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Abstract: This meta-analysis evaluates the effect of audiovisual (AV) medium on improving listening ability of EFL students, by combining the results of 21 quantitative studies conducted between 2015 and 2025. From a total of 1,987 learners at various levels of education, it was found that AV media had a significant positive impact on listening comprehension, with a Cohen's d effect size of 0.78. The results of the analysis also showed that several moderating variables influenced the level of effectiveness. Younger students tended to benefit more, the use of videos with subtitles gave the best results, and the intervention duration between 4 and 8 weeks had the most significant impact. AV media applied in formal educational contexts showed more effective results than in informal learning. The validity of these findings was strengthened through heterogeneity tests, moderator analysis, and evaluation of possible publication bias. Overall, this study confirms that AV media is an effective learning tool in the modern era, helping to improve EFL listening skills, design better teaching strategies, increase student engagement, and expand access to various sources of language input.

Keywords: Audiovisual Media; Comprehension Listening; EFL Students

1. Introduction

The most important basic skill in language learning is listening and has been generally recognized, but in foreign language learning it is difficult to do. In learning English as a foreign language, listening activities are very different from writing and reading which involve students getting information according to their abilities. While in listening activities, students need direct understanding of spoken language. This is often a major challenge for foreign students (Graham, 2017; Irmayani et al., 2023; Khulel, 2021; Vandergrift & Goh, 2015). In this era, teaching has been centered on the use of technology such as audiovisual media which has the potential as a revolutionary medium to advance foreign students' listening abilities in learning English. The growing use of learner-centered and technology-enhanced teaching has highlighted audiovisual media as valuable resources for aiding EFL listening skills advancement. In the digital era, students are surrounded by a media-rich atmosphere where utilizing multimedia tools is not only unavoidable but also potentially revolutionary for language learning. This shift in instructional design represents a broader pedagogical paradigm shift from traditional, text-based instruction to multimodal, experiential learning environments that emphasize interactivity, visual processing, and contextualized input. Such environments mirror how learners naturally encounter language outside the classroom—through real-world, audiovisual stimuli—thus aligning instructional delivery more closely with cognitive learning processes and learner preferences in the 21st century (Mayer, 2020).

Various types of audiovisual media have been widely encountered, such as animation, interactive platforms, videos, and films that provide original communication context input for foreign students (Hapsari, 2023). This instrument is a combination of audio and visuals that show body movements, facial expressions and other visual arrangements that can improve student understanding. Theories that show students get, remember, and understand material more effectively are Pavio's double coding concept

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and the cognitive concept of multimedia learning, namely when they use visual and verbal channels simultaneously and actively. Mehri & Izadpahah (2017) and Khulel (2017)also showed that materials and input in language learning activities are very important because they will affect the active output of students. Katz & Mehta (2015) also proved that increasing students' capacity to hear new words and helping their understanding and pronunciation of words is obtained from audiovisual elements. Another form of media that has succeeded in increasing students' active role and understanding is educational videos, especially if the video presents real-world phenomena (Hapsari, 2020; Irmayani et al., 2023; Rodiyana et al., 2023; Sofeny, 2018; Telaumbanua et al., 2022). Interactive audiovisual media can also inspire learners and encourage deeper engagement through more engaging content presentation (Uzmi et al., 2023). However, the pedagogical benefits of AV media cannot be universally assumed across all educational settings. One significant concern is the digital divide—the unequal access to devices, internet connectivity, and digital literacy across regions—which directly impacts the effectiveness of multimedia integration, particularly in rural or under-resourced areas (UNESCO, 2022). Learners in such contexts may experience limited exposure to digital learning tools, making it difficult to implement AV-rich instruction at scale. This digital inequality risks widening achievement gaps and should be considered in the development of inclusive, adaptable, and low-bandwidth alternatives for delivering audiovisual content in EFL learning (Park & Zheng, 2020).

Although the theoretical and empirical bases for using AV media in language education are promising, current research indicates varied results. For example, a meta-analysis by Prasittichok & Smithsarakarn (2024) concentrated on microlearning techniques and discovered that brief audiovisual segments enhanced EFL proficiency in university learners. Nonetheless, Feng & Webb (2019) indicated minimal vocabulary improvements in students exposed to audiovisual material, attributing the lack of progress to students' lack of familiarity with effectively utilizing such media. These varied results emphasize the necessity for an extensive synthesis of existing studies to consider the true impact of AV medium on improving EFL listening abilities. Although single studies offer important insights, they frequently vary in design, participant demographics, type of intervention, and outcomes assessed, which complicates the ability to generalize conclusions or establish best practices from isolated data

To address this gap, the current study performs a meta-analysis to quantitatively integrate empirical results from recent studies (2015–2025) regarding the efficacy of audiovisual media in enhancing EFL listening comprehension. It specifically aims to address these questions: (1) What is the cumulative effect size of audiovisual media on students' comprehension of English listening? (2) Which moderating factors (e.g., age of learners, type of media, length of intervention) affect the efficacy of audiovisual media? In light of the digital divide, this study also considers contextual factors such as technological access and infrastructure disparities to better understand under what conditions AV media are most effective. This meta-analysis seeks to offer educators, curriculum developers, and policymakers evidence-based insights on the most effective ways to integrate AV media into language teaching by synthesizing findings from various contexts and methodologies. It further adds to current scholarly debates regarding the use of multimedia in teaching foreign languages, especially in the context of 21st-century learning settings marked by digital proficiency and varied student backgrounds.

2. Research Method

The technique utilized in this research is a meta-analysis to examine the impact of audiovisual as an English language learning medium on listening comprehension in foreign students. This method presents a combination of quantitative results, which allows researchers to draw broader conclusions than the results obtained in the single study itself (Li et al., 2022). The research methodology in this study observes the rules set to ensure clarity and reliability during the review and analysis stage.

To maintain consistency in the operationalization of the effectiveness variable, only studies that explicitly measured listening comprehension through standardized assessments, post-test scores, or validated comprehension rubrics were included. This ensured that "effectiveness" across all studies referred to improvements in learners' ability to comprehend spoken English, despite variations in study design or location.

2.1 Eligibility Requirements

To ensure the relevance and quality of the data, there are several criteria set in the study: (1) the study must be quantitative and focus on improving foreign students' listening comprehension as evidence of the role of audiovisual media; (2) the study must present sufficient statistical data for the calculation of effect sizes (including means, standard deviations, or other statistical tests); (3) the study must include EFL learners of all ages or proficiency levels; (4) audiovisual media must act as the primary teaching tool; and (5) the study must have been published between 2015 and 2025. Studies that concentrated only on audio or text instruction were eliminated. Only peer-reviewed journal articles and conference papers were included to ensure a minimum standard of methodological rigor.

3.2 Method for Searching

An extensive search was performed through various academic databases such as Google Scholar, Scopus, ERIC, Web of Science, and ScienceDirect. Keyword combinations like "audiovisual media," "EFL listening," "video-based instruction," "listening comprehension," and "language learning technology" were employed to find pertinent studies. The first search yielded a sum of 147 articles. Following the elimination of duplicates and assessing titles and abstracts for relevance, 56 full-text articles were evaluated. In the end, 21 studies satisfied all the enclosure principles and were chosen for the meta-analysis. Gray literature (e.g., theses, dissertations, or unpublished reports) was excluded to reduce the risk of uncontrolled methodological variance. This focus on published work also helps mitigate the risk of low-quality or unvetted findings skewing the overall effect size.

3.3 Coding and Extracting Data

Every chosen study was methodically coded for essential information such as author, publication year, and geographical area of the research, participant age and level, sample size, category of audiovisual media utilized, intervention duration, research design, and outcome indicators. Mean differences were standardized for all studies, and when multiple outcomes were available, the most pertinent or average effect size was chosen.
A quality checklist was applied during coding, including criteria such as sample size clarity, control group use, statistical validity, and clear operationalization of variables. Studies with vague descriptions of measurement tools or missing effect size data were excluded.

3.4 Calculation and Analysis of Effect Size

The main metric of effectiveness was Cohen's d, indicating the standardized mean difference between the experimental group (audiovisual media) and the control group. In instances where raw statistical data were unavailable, alternative reported measures like t-scores or F-values were utilized to calculate effect sizes. A random-effects model was employed to account for differences in study designs, populations, and types of interventions. Meta-analytic computations and visual representations were carried out utilizing meta-analysis software.

3.5 Analysis of Heterogeneity and Moderators

Heterogeneity statistics like the Q-value and I^2 index were calculated to evaluate the level of variation among the studies included. In cases where considerable heterogeneity was identified, moderator analyses were performed to examine the possible influence of factors including participant age group, kind of audiovisual media, length of intervention, and educational setting.

3.6 Bias in Publication

Publication bias was evaluated through funnel plot visualizations and regression-based statistical techniques. A fail-safe N examination was accompanied to ascertain how many extra researches thru null outcomes would be desirable to lower the overall observed effect to a non-significant level. In addition, Egger's regression test was conducted to statistically assess asymmetry in the funnel plot, further validating the robustness of the findings.

3. Result and Discussions

This meta-analysis combined the results of 21 quantitative studies evaluating the effect of audiovisual medium on the listening ability of EFL learners. The cumulative number of participants in all studies was 1,987, with sample sizes varying from 28 to 180 for each study. The research differed concerning participant traits (e.g., age, skill level), kinds of audiovisual materials utilized (e.g., video lectures, subtitled movies, animations), length of interventions, and learning environments (e.g., schools, universities, language centers). The information obtained from these studies was analyzed statistically to determine the overall effect size and to investigate the possible impact of moderator variables.

3.1 General Impact of Audiovisual Media on Listening Understanding

Employing a random-effects model, the meta-analysis revealed that audiovisual media positively influenced students' English listening comprehension to a moderate to strong degree. The overall standardized mean difference (Cohen's d) was 0.78, suggesting a significant enhancement in listening skills for students who experienced audiovisual materials versus those who underwent traditional or non-multimodal teaching. The overall effect size's 95% confidence interval excluded zero, reinforcing the statistical significance of this result. This indicates that, on average, students who studied using audiovisual materials achieved notably higher scores in listening comprehension assessments compared to those who did not.

3.2 Variability in Study Outcomes

Heterogeneity tests were performed to assess the variability in the outcomes. The Q-statistic showed that the differences in effect sizes among the studies included were larger than could be attributed to random chance. The I^2 statistic additionally validated moderate to high heterogeneity across the studies, indicating that the efficacy of audiovisual media might differ based on specific factors. This prompted a more extensive investigation into possible moderator variables to determine circumstances in which audiovisual media are more or less impactful.

3.3 Moderator Evaluation

The analysis of moderation concentrated on four factors: age group of learners, kind of audiovisual media, length of the intervention, and educational environment. All of these variables were analyzed to assess their influence on the efficacy of audiovisual teaching. Learner Age Group: The analysis indicated that younger students (elementary and junior high) gained more from audiovisual media compared to older students (senior high and university). For younger learners, the effect size was 0.86, whereas older learners exhibited a marginally lesser effect size of 0.68. This may be attributed to

developmental factors: younger learners tend to rely more on visual stimuli for comprehension, and they benefit more from structured, engaging environments.

Moreover, younger students in institutional settings often receive more direct guidance and scaffolding from teachers, which enhances the impact of AV media on learning engagement.

In contrast, older learners may have higher autonomy but also greater variability in motivation, making AV tools more dependent on learner self-direction in post-secondary environments. This indicates that audiovisual media could be especially beneficial for younger learners, likely because they are more responsive to visual elements and multimedia educational settings.

Category of Audiovisual Media: The category of audiovisual media utilized in the research also affected learning results. Videos with subtitles had the greatest effect size (d = 0.91), followed by animated content (d = 0.79), and then educational films or drama segments (d = 0.74). In comparison, traditional video lectures lacking interactivity exhibited the smallest effect size (d = 0.60). These results indicate that audiovisual resources featuring extra visual or textual aids—like subtitles or animations—can improve understanding more successfully than simple video content.

Intervention Duration: The duration of the intervention was classified into short-term (under 4 weeks), medium-term (4 to 8 weeks), and long-term (over 8 weeks). The medium-term interventions yielded the most consistent and significant effects (d = 0.84), whereas short-term interventions showed somewhat reduced results (d = 0.70). Notably, long-term interventions demonstrated a slightly diminished effect size (d = 0.66), likely because of learner fatigue, decreased novelty of the media, or inconsistent application throughout the duration.

Educational Context : Research carried out in structured classroom environments (elementary and secondary schools) showed a greater average effect size (d = 0.82) compared to that of studies in higher education or informal language learning programs (d = 0.67). The institutional context amplifies engagement, especially when AV resources are paired with teacher facilitation, curriculum integration, and peer interaction. Younger students in schools benefit from a consistent learning rhythm, while older learners in informal contexts may face challenges sustaining attention without instructional design that promotes active engagement. This variation can be ascribed to elements like organized lesson plans, curriculum integration, and teacher support typically found in educational settings, which can amplify the effectiveness of AV tools.

Analysis of Subgroups: Subgroup analysis was conducted to investigate additional differences according to regional context and the quality of the studies. Research carried out in Southeast Asia, especially in Indonesia, Thailand, and Vietnam, indicated marginally greater effect sizes than those observed in studies from the Middle Eastern and East Asian areas. Regarding study quality, experimental designs that included control groups and pre/post-tests demonstrated more dependable and greater effect sizes compared to quasi-experimental or single-group designs. This indicates that the geographic and methodological contexts influence the effectiveness of AV materials in EFL listening instruction. A funnel plot was created to assess the likelihood of publication bias. The spread of effect sizes seemed fairly symmetrical, suggesting a minimal chance of notable publication bias. Egger's regression test confirmed this visual finding, indicating that the data did not exhibit statistically significant asymmetry. Additionally, the fail-safe N value suggested that more than 100 extra studies with null findings would be required to lower the observed overall effect size to a non-significant level. These results imply that the outcomes of this meta-analysis are strong and probably not influenced by selective publication practices

3.4 Analysis of Sensitivity

To evaluate the consistency of the findings, a sensitivity examination was conducted by eliminating studies with the uppermost and lowermost result sizes. The total result size remained largely the same (d = 0.76), confirming the constancy and reliability of the

meta-analytic results. This funds the assumption that audiovisual media meaningfully and constructively affect foreign students' listening ability.

3.5 Findings Overview

In summary, the findings prove that audiovisual media suggestively improve listening ability among EFL learners of diverse age clusters, media categories, and scholastic backgrounds. The most actual outcomes were recorded when the AV properties contained components such as captions, filmic backing, or reciprocal evaluation parts. Medium-duration involvements and ordered classroom surroundings produced better results, though earlier learners appeared to be more affianced with AV resources than their elder complements.

The Conversation Overall Impact of Audio-Visual Content, This meta-analysis findings expose that AV media suggestively and definitely ment the EFL listening ability. The overall effect size was moderate to high, indicating the consistent effectiveness of AV tools across various learner groups, teaching environments, and media types. These results endorse the growing use of multimedia teaching in EFL classes and enhance the overall comprehension of how digital resources can improve second language learning.

3.6 Improved Hearing via Multimodal Engagement

A key discovery is that students who engaged with AV media surpassed those in non-AV environments concerning listening comprehension. This reinforces the idea that multimodal input—integrating audio and visual signals—improves learners' capacity to interpret meaning in real-time conversation. In contrast to audio-only teaching, AV media provide contextual and paralinguistic signals like facial expressions, gestures, and background visuals, assisting learners in inferring meaning, enhancing focus, and boosting retention. Kshif et al., (2024) emphasize the significant enhancements in student involvement and participation within EFL classrooms that utilize student-centered teaching methods. The writers emphasize that combining different teaching approaches, such as audiovisual resources, results in improved collaborative learning and critical thinking abilities in students, reinforcing the idea that AV tools can foster more engaging and efficient educational settings. Hung & Young (2015) discovered that students who utilized gaming-integrated handheld devices for learning English expressed higher levels of enjoyment and engagement. Even though the statistical significance was slight, this study highlights the value of engaging, media-rich settings in promoting beneficial learning experiences. Mosquera (2023) highlighted that the use of AV techniques in specialized EFL instruction offers tailored learning experiences, especially advantageous for students with distinct learning requirements.

These results correspond with well-known concepts in educational psychology, like the Dual Coding Theory and the Cognitive Theory of Multimedia Learning, which state that learning is enhanced when information is conveyed through various channels. Although Mayer's research is frequently referenced in this field, this analysis does not depend on it directly and instead emphasizes empirical evidence from diverse and recent sources.

3.7 Impact of Age and Student Traits

The moderator in this study explained that audio-visual (AV) media is most effective under certain conditions. The results showed that younger students benefited more from AV media than older students. This may be because children are more interested in animated images and videos, and they understand language more easily when it is presented in an interesting and contextual way. Therefore, the use of AV media should be adjusted to the age of the students: interesting and simple materials for children, and more in-depth materials for older or more progressive students.

3.8 Format and Type of Audiovisual Media

The type of audiovisual media used also greatly affects learning outcomes. Videos with subtitles gave the best results, followed by animated videos and drama videos. This shows that subtitles greatly help students in connecting spoken language with writing, so that they can more easily recognize and understand vocabulary. Subtitles also help students recognize word boundaries, understand tone of voice, and guess meaning through visual clues. Meanwhile, ordinary lecture videos without visual or interactive support turned out to be less effective because they were only watched passively. This emphasizes the importance of instructional design that includes subtitles, visual supports, or tasks that encourage learner engagement with video material.

3.9 Length and Speed of Teaching

The length of the intervention was also significant. Interventions of medium duration (spanning 4–8 weeks) showed greater effectiveness than both short-term and long-term approaches. This is likely due to cognitive and motivational factors. Medium-duration interventions offer enough time for learners to internalize AV input while still maintaining interest and novelty. In contrast, long-term interventions may result in "cognitive saturation," where learners become desensitized or overloaded by continuous multimedia exposure without sufficient variety or instructional novelty (Sweller et al., 2019). As novelty fades and learner fatigue increases, engagement and attentiveness may decline, reducing the overall effectiveness of the intervention. Medium interventions also allow for structured pacing, repeated exposure, and the setting of intermediate goals that support motivation, as seen in Holzer et al. (2021). Short interventions might lack sufficient time for measurable improvements, while overly prolonged use of AV materials can result in diminishing returns from learner fatigue, boredom, or becoming accustomed to the format. Holzer et al. (2021) highlighted the significance of establishing intermediate objectives to boost student motivation and self-directed learning, especially amid the distinctive difficulties presented by the COVID-19 pandemic. Sengkey et al., (2021) assessed a blended learning course created with the ADDIE instructional model and found that incorporating AV media with organized pacing led to considerable advantages for learners. Triwahyuningtyas et al., (2020) highlighted that instructional resources need to be developed methodically to provide clear pacing that aids in independent learning. These results collectively indicate that instructional pacing is essential, and AV media are most effective when integrated into a structured and time-limited framework that enables learners to sustain motivation and concentration while enhancing comprehension abilities.

3.10Learning Environments and Instructor Facilitation

A significant moderator is the educational environment. Research carried out in traditional school settings demonstrated greater average effect sizes than those performed in universities or informal learning situations. This may be because at the elementary and middle school levels, the curriculum is more structured, lessons are more planned, and teachers provide more assistance. This assistance makes it easier for students to make good use of AV media. In contrast, college students tend to learn more independently, so the success of using AV media depends more on their own motivation and learning style. These findings suggest that teacher support and targeted use of AV media are essential, especially for students who are still beginners or younger.

3.11Spatial Context and Variations by Region

Analysis by geographic region shows that studies from Southeast Asia have slightly larger effects than other regions. This may be because students in these regions are rarely exposed to English directly, making audiovisual media an important way to help them learn the language. In places where students rarely hear English outside the classroom, AV media can be an easy and effective tool to introduce native or near-native languages. Gao et al. (2024) noted that the results of using AV media can vary by region, due to the

influence of local context. Pardoel et al. (2021) also found that educational interventions in Southeast Asia were more effective than other regions, indicating the importance of strategies that are tailored to local needs. Apatu et al. (2016) added that educational programs that are tailored to local conditions can produce better results, supporting the idea that AV media is especially useful in areas with limited learning resources.

3.12 Consistency and Accuracy of the Results

In addition, the results of this study are considered robust because there was no obvious publication bias and the results were consistent based on sensitivity analysis. The symmetrical funnel plot graph and the "fail-safe N" analysis indicate that the positive effect found was not because only studies with good results were published or because too many studies showed positive results. The reliability of results following the exclusion of outlier studies further strengthens the credibility and applicability of the findings, supporting the assertion that AV media serve as a dependable and effective teaching approach for enhancing EFL listening comprehension.

3.13 Precautions and Constraints

Nonetheless, the results also highlight various cautions and constraints. Initially, although the overall effect of AV media is favorable, not every type of video-based teaching is similarly effective. The variations in effectiveness among media types and instructional formats indicate that design is important. Poorly selected or disorganized videos can distract students or overwhelm them with too much visual information. Therefore, teachers should select videos that are appropriate to the learning objectives and ability levels of students, and include pre- and post-viewing tasks to aid comprehension. Second, AV media should not be used alone. Listening skills develop better through guided activities, active engagement, and reflection. The use of AV is most effective when accompanied by metacognitive training—for example, helping students plan, monitor, and evaluate their listening. Teachers can support this by asking students to take notes while watching, repeat difficult sections, and discuss or answer questions afterward. Third, although subtitles can be helpful, relying too heavily on them can hinder listening skills. Students may focus more on reading than listening, and thus become less accustomed to understanding spoken information directly. Therefore, subtitles should be used as an initial aid, then reduced as students' abilities improve. Finally, this study focused only on quantitative outcomes, such as listening comprehension test scores. While important, this does not account for other aspects such as self-confidence, enjoyment of learning, and long-term retention. Future research should add qualitative data, such as student reflections, classroom observations, and interviews, to better understand how AV media influences students' learning styles and attitudes.

4. Conclusion

This meta-analysis shows that audiovisual (AV) media has a positive and significant impact on listening comprehension in foreign (EFL) students. The combined research suggests that when used well, AV media can enhance comprehension, engage students, and improve the quality of instruction. These strong results suggest that multisensory input (audio and visual) is essential, especially for learners who rarely hear English in real life. The main findings of this analysis suggest that AV media is not just entertainment, but also a powerful learning tool. By combining facial expressions, movement, context, and conversation, students can more easily understand and remember the material. These visual and audio cues reduce the burden of thinking and help students understand the content of the lesson more deeply than with sound alone. However, not all AV media have the same results. Factors such as video format, the presence or absence of subtitles, and the speed of speech in the video all play a role. Videos with subtitles are especially helpful because they allow students to see and hear the words at the same time, making it easier to understand and learn pronunciation.

Animated clips or videos that show real-life situations also help connect the lesson to everyday life.

Learning conditions also affect outcomes. Students in primary and secondary schools typically benefit more because they receive more guidance from teachers, while more independent college students tend to need more effort to use AV media effectively. Therefore, it is important for teachers to design good lessons, give assignments, and provide feedback so that students not only watch but also really understand the content of the videos. Regional differences are also evident. Students in Southeast Asia show greater improvements, perhaps because they rarely hear English outside the classroom. AV media can be an effective way to provide natural English experiences in such settings. To ensure that AV media becomes a core instructional tool rather than an optional supplement, several educational policy strategies must be pursued. First, national or regional education policies should formally recognize AV media as part of the core language curriculum, not merely enrichment. Second, institutional investment is essential: schools must be equipped with the necessary technology (projectors, stable internet, content platforms), and teachers must receive ongoing professional development focused on designing, implementing, and evaluating AV-integrated lessons. Third, centralized repositories of curriculum-aligned AV content should be established and maintained to ensure access to quality materials. Finally, educational policy should incentivize innovative AV pedagogy through grants, pilot programs, and collaboration between researchers and practitioners.

These findings provide several suggestions for learning and education policy. Teachers and curriculum designers need to make AV media an integral part of the lesson, not just an addition. They need to select content that is appropriate to the level of students, the objectives of the lesson, and contains visual-audio elements that support learning. Teachers should also train students to record, reflect, and evaluate their understanding in order to learn more effectively. From a policy perspective, schools and educational institutions should support the use of AV media by providing adequate technology, providing training for teachers, and providing video collections that are in line with the curriculum. In this way, language learning can be more modern, interesting, and in accordance with the needs of the 21st century. However, this study also recognizes limitations. AV media is indeed effective, but its success depends greatly on how the video is made and used. If the video is unclear or too much information, it can actually interfere with students' understanding. Future studies ought to examine the ideal equilibrium of visual and auditory input and also explore how learners with varying cognitive styles react to diverse types of media

The singular emphasis on quantitative data restricts the understanding of learner behaviors and attitudes. Although test scores offer a quantifiable measure of achievement, they fail to reflect the emotional, social, or motivational aspects of learning with audiovisual media. Qualitative research examining students' individual experiences, preferences, and obstacles in interacting with AV content might enhance the insights from these findings. The current study's quantitative emphasis presents a clear limitation: while statistical data effectively captures learning outcomes, it cannot adequately represent students' emotional engagement, social interaction, or motivational changes in response to AV media. Future research should therefore adopt qualitative and mixed-method approaches, including interviews, classroom observations, and learner diaries, to understand how AV tools affect student confidence, enjoyment, anxiety reduction, and peer collaboration. There is also a need to explore marginalized learner groups—such as students in remote areas, students with learning differences, or those with limited access to digital infrastructure—to better understand the inclusive potential and barriers of AV media in EFL instruction. In conclusion, while the current analysis did not identify any notable publication bias, the discipline would gain from a more extensive range of investigation. Research from overlooked areas, marginalized student populations, or low-resource settings remains relatively limited in the existing literature. Broadening the research foundation to encompass a wider range of populations can lead

to a fairer and more thorough comprehension of how AV tools influence language learning in various global educational settings.

This meta-analysis validates that audiovisual media provide a strong and efficient method for improving EFL listening comprehension. When carefully incorporated into teaching and curriculum, AV tools can connect classroom education with practical communication, providing students with deeper, more captivating, and more efficient routes to language proficiency. Their function in the future of language education is not auxiliary, but essential—and their complete potential will only be achieved through knowledgeable, thoughtful, and context-aware application by educators, researchers, and policymakers together.

5. Patents

This article may aid as a reference for upcoming researchers pursuing a profounder understanding into the role of the younger generation within the patriarchal system. It is recommended that future studies expand the range of samples or informants and carry out more detailed analyses or case studies on similar topics.

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