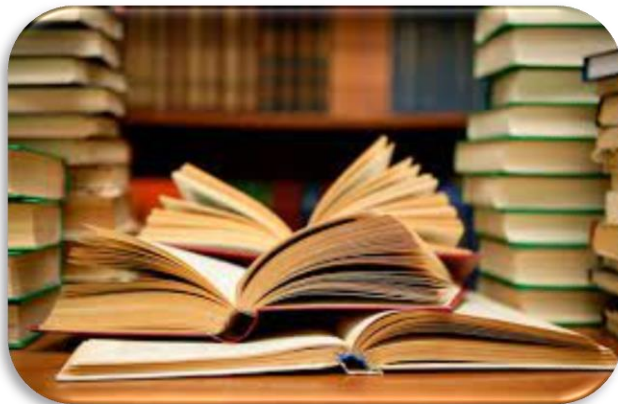


## Research Paper



### Multimodal and Audio-visual Vocabulary Input in a MALL Environment and its Effect on Iranian EFL Learners' Motivation and Reading Comprehension Ability

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#### ABSTRACT

Reading is one of the English skills that Iranian students need to be good for a variety of reasons. Also, no individual can underestimate the role of vocabulary in mastering English language. Integration multimodal technology in instructing vocabulary is a new era in ELT which has not been studied enough in Iran. Therefore, the present study investigated the effect of multimodal and audio-visual vocabulary input in a MALL environment on Iranian EFL learners' Motivation and reading comprehension ability. In order to carry out this study, the current paper used a quantitative design. The researcher in an experimental design, examined the effect of two types of input, namely, multimodal and audio visual on reading ability and motivation of intermediate EFL learners. The participants were 80 EFL students at intermediate level that had 10 sessions of treatment. They were divided into two experimental groups and pretest was assigned to them. After receiving the inputs (treatment), the participants took part in reading comprehension test again as their posttest, and MRP-R reading survey to measure any changes in their motivation. The results revealed that the treatments (audio-visual vocabulary input & multimodal vocabulary input) of the study were effective, and the second group (Multimodal input group) had better results. Another result of the study was the effectiveness of MALL environment in conducting such treatments. Findings can help the related literature to add the knowledge about the pedagogical methods of multimodality. In addition, teachers will be aware of the effects of multimodality on students' vocabulary knowledge and reading skill.

**Keywords:** Multimodal Vocabulary, Audio-visual Vocabulary, MALL Environment, Motivation, Reading Comprehension Ability

#### ورودی واژگان چندوجهی و سمعی و بصری در محیط MALL و تأثیر آن بر انگیزه زبان آموزان ایرانی و توانایی درک مطلب

خواندن یکی از مهارت های انگلیسی است که زبان آموزان ایرانی به دلایل مختلف به آن نیاز دارند. همچنین کسی نمی تواند نقش واژگان را در تسلط بر زبان انگلیسی دست کم بگیرد. فناوری چندوجهی ادغام در آموزش واژگان، عصر جدیدی در آموزش زبان انگلیسی است که در ایران به اندازه کافی مورد مطالعه قرار نگرفته است. بنابراین، پژوهش حاضر به بررسی تأثیر ورودی واژگان چندوجهی و سمعی و بصری در محیط MALL بر انگیزه و توانایی درک مطلب زبان آموزان ایرانی پرداخته است. به منظور انجام این تحقیق، مقاله حاضر از طرح کمی استفاده کرده است. محقق در یک طرح آزمایشی، تأثیر دو نوع ورودی یعنی چندوجهی و سمعی و بصری را بر توانایی خواندن و انگیزش زبان آموزان متوسطه مورد بررسی قرار داد. شرکت کنندگان 80 زبان آموز در سطح متوسطه بودند که 10 جلسه آموزش داشتند. آنها به دو گروه آزمایشی تقسیم شدند که در پیش آزمون شرکت کردند. پس از پایان ورودی ها، شرکت کنندگان مجدداً آزمون درک مطلب را به عنوان پس آزمون و همچنین نظرسنجی خواندن MRP-R برای سنجش هرگونه تغییر در انگیزه خود را داشتند. نتایج نشان داد که آموزش ها (ورودی واژگان سمعی و بصری و ورودی واژگان چندوجهی) در این پژوهش مؤثر بوده و گروه دوم (گروه ورودی چند وجهی) نتایج بهتری داشتند. یکی دیگر از نتایج تحقیق، اثربخشی محیط MALL در انجام چنین آموزش هایی بود. یافته های این پژوهش به ادبیات مرتبط کمک می کند تا دانش مربوط به روش های آموزشی چندوجهی را بیافزاید. علاوه بر این، معلمان از تأثیرات چندوجهی بر دانش واژگان و مهارت خواندن زبان آموزان آگاه خواهند بود.

واژگان کلیدی: واژگان چندوجهی، واژگان سمعی و بصری، محیط MALL، انگیزه، توانایی درک مطلب

## INTRODUCTION

Due to the benefits of reading, there is a long interest in promoting reading skill as an important means of language development for English learners in many countries, including Iran. Reading is one of the English skills that Iranian students, especially those studying at higher levels, need to be good for a variety of reasons. Bojovic (2010, as cited Pustika & Wiedarti, 2019) states that “reading is a multifaceted, purposeful, interactive, comprehending, flexible activity meaning that readers should maintain the flow of information at a sufficient rate to make connections and inferences of their reading” (p. 77). Thus, it is inevitable for EFL learners to improve their reading skill. Multimodality refers to the use of two or more modes of communication to construct meanings and comprises linguistic, visual, audio, gestural, and spatial modes (The New London Group, 1996, as cited in Varaporn, 2018). Implementing multimodality in language teaching and learning, is extensively utilized as a teaching material in foreign language (FL) classes, and research has proved its effectiveness on improving L2 students’ reading comprehension skills (Sarıçoban & Yürük, 2016, as cited in Valizadeh, 2021). Studies such as the current paper will lead to change in EFL instruction curriculum and better EFL material development. Students and teachers too, always look for methods of vocabulary leaning that help them retain the words and have a deep mental image of that specific term. Using multimodal and audio-visual input provides such notions of vocabulary.

The integration of multimodality into educational practices, or a multimodal-based educational approach, represents a paradigm shift in how meaning is expressed and constructed. In EFL classes students often get bored by traditional methods of teaching and they have issues in remembering words. Unlike traditional classrooms, multi-modal integration is student-centered and empowers students to take control of their learning and making choices. For learners who are not interested in language learning, multimodality allows them to learn most comfortably (Jewitt, 2008). Integration of multimodal input in EFL instruction has not yet studied extensively in Iran, thus the researcher tried to fill this gap in the literature. In doing so, the present paper intended to test the effectiveness of two types of word input on intermediate EFL learners’ reading comprehension and motivation. The present study tried to answer the following research questions:

1. Does audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' Motivation?
2. Does multimodal vocabulary input in a MALL environment affect Iranian EFL learners' Motivation?
3. Does audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' reading comprehension ability?
4. Does multimodal vocabulary input in a MALL environment affect Iranian EFL learners' reading comprehension ability?

## LITRATURE REVIEW

In Iran, EFL teachers have a tendency to follow traditional teaching approaches that focuses on grammar and translation strategies. In the context of EFL in Iran, teachers still employ traditional teaching methods and conduct teacher-centered lessons, neglecting to give students opportunities to engage in collaborative assignments (Kariminia & Salehi, 2007, as cited in Beiki et. Al, 2020). Moreover, the EFL classrooms in Iranian institutes provide limited aiding materials to students. In the classroom, there are few



opportunities for EFL students to practice vocabulary remembering and reading skills. In addition, texts in EFL classes are mostly colorless and soulless, tedious, and uninspiring. As a result, students are less motivated and interested in textbooks and may have poor reading comprehension. Recent studies have focused on how students can overcome reading difficulties by suggesting teachers to use multimodal texts in the EFL reading class (Yawiloeng, 2022). The studies on multimodal instruction in Iran have been carried out in a face-to-face environment and no mobile-based study related to multimodality and reading comprehension has been carried out so far. In this study the researcher proposes new multimodal designs for learning English vocabularies.

The results of numerous recent theoretical and practical studies have shown that multimodal texts have a positive effect on students' achievement of reading comprehension. In a recent study, Yawiloeng (2022) explored the perceptions and attitudes of English as a Foreign Language (EFL) students regarding using instructional scaffolding and visual texts to enhance reading comprehension. The theoretical framework of this study is underpinned by the notions of scaffolding and multiliteracies. To this aim, Thirty-four EFL undergraduate students studying an Informational Technology were chosen as the participants of the study. In treatment sessions three stages of reading activities (pre-reading, while reading, and post-reading) using instructional scaffolding techniques and multimodal texts were held. The results revealed that most EFL students perceived the teacher's instructions and multimodal texts such as visual texts, photos, images, and pictures to improve their reading comprehension. In other words, this study found that the EFL students believed their positive attitudes towards using multimodal texts and learning to read with peers could assist them in their reading comprehension. As can be seen from the results of this study, students feel positive towards multimodal aids, but no study has ever investigated learners' motivation in multimodal and audio-visual based instruction in MALL area.

Naderi Anari and Shariati (2019) in a mixed method study investigated the effect of multimodalities on reading comprehension and vocabulary retention of Iranian EFL learners. For this purpose, 30 male EFL learners were selected through intact group sampling. Then they divided into experimental and control groups randomly. In the first phase of the study, passages were used for experimental group accompanied by visual images, videos, and audio tracks, while passages used for control group were the same texts without any of these. As for the second phase of the study, in the control group the teacher presented the new vocabularies of each text only through their L2 definition but in the experimental group the teacher utilized L2 definition and image for presenting the new vocabularies. This study included an open-ended questionnaire and interview too. By analyzing the results of the pre-tests and post-tests, effectiveness of using multimodality in L2 reading classrooms and vocabulary retention of EFL learners was discovered. The results of the qualitative phase also revealed that learners preferred texts to be accompanied by visual images. Also, this study examined the effect of multimodal input on reading comprehension, but the whole procedure of this study has been carried out in face-to-face classes in contrast to the present study and this is assumed a gap in the literature of multimodal instruction.

Meneses, Escobar and Veliz (2018) emphasized the role of reading comprehension as a crucial skill in elementary schools. They stressed that, there is not yet enough research about the role that multimodal texts play in scaffolding student reading comprehension of complicated scientific texts. In this regard they explored the way verbal and visual resources (scaffolding level) and individual



differences (reading skills) lead to scientific reading comprehension. 160 students participated in this study. They had pretests on reading skills, vocabulary, and prior science knowledge. In experimental groups two types of treatments were used. Group one reads a text with low multimodal scaffolding and Group two reads a text with high multimodal scaffolding. Level of text scaffolding was determined by (1) image function, (2) visual-verbal relations, (3) presence of an explicit explanatory structure, and (4) lexico-grammatical resources. The analysis of results showed that the high-multimodal scaffolding text significantly boosted science reading comprehension for low-skilled readers.

In (2015), Baharani and Ghafournia designed a study to probe the impact of multimodal text on reading comprehension test performance intermediate learners of Iran. 80 Iranian female EFL learners were subjects. There were four groups, who had different instructional approaches through using linear texts, multimodal printed texts, non-printed multimodal texts, and both multimodal printed and non-printed texts. A pre-test and post-test were also utilized to find out the effects of experimental treatments. The results recommended that the printed and non-printed multimodal texts had notable impact on reading comprehension test performance. Moreover, Mehrabi Boshraadi and Biria (2014) examined the effect of multimodal texts on reading comprehension proficiency of Iranian high school third graders. For this purpose, a group of 60 homogenized high school students were divided into experimental and control groups. During treatment sessions which lasted for six weeks, multimodal texts were utilized. The results supported the effectiveness of using multimodal texts in L2 reading classrooms to improve student's comprehension. The review of the related papers demonstrated the effectiveness of using multimodal text in the EFL classrooms specially for reading comprehension. So far, all studies were carried out in face-to-face classes and the researcher did not come up with any study on the effectiveness of multimodal and audio-visual input in mobile setting, therefore the present study fills this gap.

## METHODOLOGY

The present paper used a quantitative design. An experimental method was used to answer the research questions of the study. The data on motivation was collected through Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS – IEA) Noels, Pelletier, Clément, and Vallerand (2000), which included 21 items. The reliability and validity of this scale was measured in the same study by Noel et. Al (2000). the Cronbach alpha index of internal consistency for all subscales, varied between .67 and .88 which is acceptable. Each item had a score and the sum of the scores revealed the overall outcome. The reading comprehension test consisted of two reading passages and taken from one IELTS preparation manual. The tests were all standard and printed by oxford university press. The passages included 10 multiple-choice questions, and each correct answer was assigned one point. The two reading passages were based on students' level. The pretest and posttest each had 22 items. In addition, the vocabulary items in the reading passages were the same as the vocabulary lists provided by teacher.

The participants of the study were 80 intermediate students. They were females and their age ranged from 16 to 40. They were studying English at Sokhan Gostar language institute in Sari, Iran. They were at intermediate levels, but the researcher carried out Oxford Placement test (OPT) to confirm their level. They were selected through convenience sampling. They were divided randomly into two experimental groups, each one containing 40 subjects. They had Noel et. Al (2000) motivation scale.



Then, they participated in reading comprehension test (IELTS Cambridge standards test) as their pretest. The participants had 10 sessions of treatment. The teacher during each session sent 5 inputs for each group. For the first experimental group she sent videos containing the word, definition, a video related to the word. For the second experimental group the teacher sent a PowerPoint page containing an audio file which explained the definition of the word and a picture related to the word. The inputs were sent in WhatsApp groups. After finishing the inputs, the participants had reading comprehension test again as their posttest and MRP-R reading survey in order to measure any changes in their perspective to reading. The collected data then were imported to SPSS and statistical analyses including one sample tests and paired samples t-test were carried out to get the results.

## RESULTS

After collecting data, the researcher transferred the data first from the tests and questionnaires into Excel data sheet and second from there to SPSS. The first stage in analyzing the data was comparing the scores of the pretest and posttest of each group. The results of the study are arranged based on the research questions.

### Group 1 (audio-visual input)

The first research question belonged to audio-visual group:

1. Does audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' Motivation?

Table 1 shows the one sample statistics of first group's motivation. The results shows that the posttest score has increased.

**Table 1**

*One Sample Statistics of Group One's Pretest and Posttest*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
G1-pretest	40	80.28	8.907	1.408
G1-posttest	40	89.28	8.290	1.311

Table 2 shows the results of one sample test of first group. The results of the mean difference are shown in the table. According to the results, the pretest mean was (80) and the posttest score was (89), which implies an increase in the scores.

**Table 2**

*The Results of One Sample Test of Group One's Pretest and Posttest*

One-Sample Test					
Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference



					Lower	Upper
G1-pretest	57.001	39	.000	80.275	77.43	83.12
G1-posttest	68.112	39	.000	89.275	86.62	91.93

Based on the results obtained, the audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' Motivation.

### Group 2 (Multimodal input)

The second group which participated in this study had multimodal input. Therefore, the research question regarding their results was as follows:

2. Does multimodal vocabulary input in a MALL environment affect Iranian EFL learners' Motivation?

Similar to the previous section, the statistical analyses were carried out on group two. Table 3 illustrates the one-sample statistics of the second group.

**Table 3**

*One Sample Statistics of Group Two's Pretest and Posttest*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
G2-pretest	40	83.53	9.703	1.534
G2-posttest	40	94.05	6.756	1.068

Contrary to the group 1, the results of group two are different as mentioned in Table 4 which demonstrates one sample test of the pretest and posttest. The mean difference in pretest is 83, whereas the students got 94 on their posttest, which shows a significant difference.

**Table 4**

*One Sample Test of Group Two's Pretest and Posttest*

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
G2-pretest	54.441	39	.000	83.525	80.42	86.63
G2-posttest	88.049	39	.000	94.050	91.89	96.21

The outcome of the analysis showed that multimodal vocabulary input in a MALL environment affects Iranian EFL learners' Motivation positively, and more than audio-visual group.

### Paired T-test



The second step in analyzing the data was conducting paired samples statistics in order to compare the mean scores of two different groups. In Table 5 the results of paired samples statistics of group one and two are presented. The mean score regarding each group is shown in the table. As it is clear from the table, the posttest results of group two are higher than group one ( $89 < 94$ ). In other words, students who received multimodal input had better performance in their posttests.

**Table 5**

*Paired Samples Statistics of Group one and Group Two (Pretest & Posttest)*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	G1-pretest	80.28	40	8.907	1.408
	G2-pretest	83.53	40	9.703	1.534
Pair 2	G1-posttest	89.28	40	8.290	1.311
	G2-posttest	94.05	40	6.756	1.068

Table 6 also shows the outcome of paired samples correlation of group one and group two. The table below shows the extent to which the difference between the results is significant. (Sig, Pair1=.782 & Pair 2=.092)

**Table 6**

*Paired Samples Correlations of Group One and Group Two (Pretest & Posttest)*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	G1-pretest & G2-pretest	40	.045	.782
Pair 2	G1-posttest & G2-posttest	40	-.270	.092

A paired samples test comparing the results of both groups was carried out which is demonstrated in Table 7.

**Table 7**

*Paired Samples Test of Group one and Group Two (Pretest & Posttest)*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	G1-pretest - G2-pretest	-3.25	12.87	2.035	-7.367	.867	-1.59	39	.118



Pair	G1-posttest - G2-posttest	-4.77	12.02	1.902	-8.621	-.929	- 2.511	39	.016
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The results of the analyses in the current section proved that multimodal vocabulary input is more effective than audio-visual input in EFL classroom.

### Reading Test

Another aim of this study was testing the effectiveness of audio-visual and multimodal vocabulary input on improving the reading comprehension ability of Iranian EFL learners.

#### G1 Reading T-test

- Does audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' reading comprehension ability?

Table 8 presents the one-sample statistics of group one. As the mean column shows there is a significant difference between the pretest 8.32 and post-test 15.30.

**Table 8**

*One sample statistics of group one's pretest and posttest (Reading)*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
G1-R-pre	40	8.32	3.996	.632
G1-R-post	40	15.30	3.646	.576

In Table 9 the mean difference is demonstrated which was part of one-sample test analysis.

**Table 9**

*One Sample Test of Group One's Pretest and Posttest (Reading)*

One-Sample Test							
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
					Test Value = 0	Lower	Upper
G1-R-pre	13.176	39	.000	8.325	7.05	9.60	
G1-R-post	26.541	39	.000	15.300	14.13	16.47	

The results proved that audio-visual vocabulary input in a MALL environment affects Iranian EFL learners' reading comprehension ability positively.

#### G2 reading T-test

- Does multimodal vocabulary input in a MALL environment affect Iranian EFL learners' reading comprehension ability?





Table 10 provides the analysis of reading pretest and posttest. The mean scores of the pretest and posttest of the second group are clear in the table (Pretest =8.98<Posttest=16.40).

**Table 10**

*One Sample Statistics of Group Two's Pretest and Posttest (Reading)*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
G2-R-pre	40	8.98	2.247	.355
G2-R-post	40	16.40	3.463	.547

One-sample tests results of group two is shown in Table 11. The mean difference is also indicated in the table.

**Table 11**

*One Sample Test of Group Two's Pretest and Posttest (Reading)*

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
G2-R-pre	25.258	39	.000	8.975	8.26	9.69
G2-R-post	29.955	39	.000	16.400	15.29	17.51

According to the results, multimodal vocabulary input in a MALL environment improves Iranian EFL learners' reading comprehension ability.

### Paired Samples T-test

As mentioned earlier in order to compare the results among two different groups, paired samples statistics was utilized. Table 12 demonstrates the results of paired samples statistics.

**Table 12**

*Paired Samples statistics of group one and group two (pretest & posttest-Reading)*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	G1-R-pre	8.32	40	3.996	.632
	G2-R-pre	8.98	40	2.247	.355
Pair 2	G1-R-post	15.30	40	3.646	.576
	G2-R-post	16.40	40	3.463	.547



Table 13 presents the correlations of paired samples results of group one and group two of this study. Although the post-test scores do not have significant difference, but the students in multimodal group had higher scores in reading posttest.

**Table 13**

*Paired Samples Correlations of group one and group two (pretest & posttest Reading)*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	G1-R-pre & G2-R-pre	40	.082	.614
Pair 2	G1-R-post & G2-r-post	40	-.063	.701

In table 14 the results of paired samples test of the groups of this study are presented along with other results.

**Table 14**

*Paired Samples Test of Group One and Group Two (Pretest & Posttest-Reading)*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pair 1 G1-R-pre - G2-R-pre	-.650	4.51	.713	-2.092	.792	-.912	39	.368
2	Pair 2 G1-R-post - G2-r-post	-1.100	5.18	.819	-2.758	.558	-1.34	39	.187

## DISCUSSION

The statistical analyses of the results had two major outcomes. First both treatments (audio-visual vocabulary input & multimodal vocabulary input) were effective in increasing motivation and reading comprehension ability. Thus, including audio and visual aids in teaching vocabulary is advised. In addition, the second group of the study which had visual input had better results. Another result of the study was the effectiveness of MALL environment in conducting such treatments. It appears that since the treatments of the study were media-based therefore the best environment for such treatments is Mobile or computer. Teng (2022) examined The impact of multimedia input on vocabulary learning and retention. Data analysis confirmed the significant effect of definitions + word information + video terms on vocabulary learning and memory. Overall, the results emphasized the importance of audiovisual input in learning and retaining vocabulary.

The results obtained in this study are in line with the findings of Naderi Anari and Shariati (2019) who investigated the effect of multimodalities on reading comprehension and vocabulary retention of Iranian EFL learners. Their results revealed that learners preferred texts to be accompanied by visual



images. Meneses, Escobar and Veliz (2018) who explored the way verbal and visual resources (scaffolding level) and individual differences (reading skills) lead to scientific reading comprehension also gain similar results. The analysis of their results showed that the high-multimodal scaffolding text significantly improved science reading comprehension for low-skilled readers.

In (2015) Baharani and Ghafournia designed a study to probe the impact of multimodal text on reading comprehension test performance intermediate learners of Iran. The results recommended that the printed and non-printed multimodal texts had notable impact on reading comprehension test performance. Mehrabi Boshrabadi and Biria (2014) results also supported the effectiveness of using multimodal texts in L2 reading classrooms to improve student's comprehension. The researcher in looking for similar papers did not come up with any study rejecting the positive effect of multimodal or audio-visual input in EFL instruction.

### CONCLUSION AND IMPLICATIONS

The present study investigated whether multimodal and audio-visual vocabulary input in a MALL environment affect Iranian EFL learners' Motivation and reading comprehension ability. Statistical analysis of the results yielded two main findings. Initially, both methods (audio-visual word input and multimodal word input) were effective in increasing motivation and reading comprehension ability. Also, a second finding was the superiority of multimodal input over audio-visual one. The findings of this study help the related literature to increase the knowledge about the pedagogical methods of multimodality. In addition, teachers will be aware of the effects of multimodality on students' reading skill. Furthermore, researchers may gain perspective on conducting future research. For EFL learners, this study is expected to provide an alternative means of learning that can improve their reading skill. Overall, this paper examined the effect of two combinations of multimodal input on reading comprehension and motivation. But the results suggested that combining a vocabulary input with a video has the best results. In other words students can recall words better if they have a visual image of the word. Thus, a video creates a deeper mental image of a vocabulary than a picture accompanied by audio.

The most prominent implication of the study was proving the advantage of multimodal input over audio-visual one. Therefore, teachers may use visual input in teaching vocabulary more than before. In addition, both treatments had affected motivation more than reading. In other words, moving from traditional way of teaching vocabulary be it audiovisual or multimodal increases students' motivation in EFL classes. Furthermore, the superiority of video over image was confirmed. Videos create context for words and increases the motivation of EFL learners to memorize a word. In classes with video treatments, students were interested in attaining the sessions as the teachers witnessed. The results of the current paper will guide teachers and even students in learning new vocabularies. Materials developers also can use the findings of this study as their new framework for their future development of course books. Finally, multimodal method creates a great solution for vocabulary instruction and even can make EFL learners independent.

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