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Investigating the Effect of Using Multiple Sensory Modes of Glossing Vocabulary Items in a Reading Text with Multimedia Annotations

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Abstract

In recent years, improvements in technology have enhanced the possibilities of teaching and learning various subjects. This is specially the case in foreign language instruction. The use of technology and multimedia brings new opportunities for learning different areas of language. In this regard, the present study attempts to find out if the use of multimedia, images and movies, helps learners in learning vocabulary items included in a reading comprehension text. For this purpose, 70 students studying English at pre-intermediate level have been selected. These participants are then divided into three groups, each of which receives a different kind of instruction. The members of the first group were required to read some texts in which certain vocabulary items were included as the target of teaching. Those in the second group received the same texts with some pictures added so that the grasp of the unknown words would become facilitated. The students in the third group were exposed to the same material along with some movie strips. The strips were selected in a way to include the specific vocabulary items. The course duration was about 45 days. At the end of the course, all the students in the three aforementioned groups were sat for taking a vocabulary test. The test format was multiple-choice. The results of the ANOVA indicated that annotating reading comprehension passages with movie clips contributes to better learning and recall of vocabulary through reading texts.

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