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(M.A.) in Teaching English as a Foreign Language (TEFL)

**Multimodal Vocabulary Learning:
Incidental Vocabulary Learning of Young EFL Learners through
Drama**

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Dedication

To my beloved family!

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An Outline of M.A. Thesis

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Abstract

This study explores the impact of multimodal vocabulary learning through drama on incidental vocabulary acquisition among young EFL learners. Employing a mixed-method approach with an experimental design, the research investigates how different drama-based instructional methods influence vocabulary retention compared to traditional learning. The study was conducted with 90 primary school students (ages 7-9) from two institutes in Mashhad, Iran. Participants were divided into three groups: (1) Watching Drama, (2) Acting Drama, and (3) Traditional Learning (Control Group). To ensure validity, students with prior English knowledge were excluded from the main groups. The findings reveal that drama-based instruction significantly enhances vocabulary learning and retention. The Acting Drama group demonstrated the highest level of engagement and retention, followed by the Watching Drama group, while the Control Group showed the lowest performance. Immediate and delayed tests confirmed that students in the drama-based groups retained vocabulary more effectively than those in traditional instruction. Additionally, One-Way ANOVA analysis indicated statistically significant differences between the groups, highlighting the effectiveness of immersive and participatory learning strategies. The qualitative observations further supported these results, revealing higher levels of emotional expression, peer collaboration, and motivation among drama-based learners. This study contributes to EFL vocabulary pedagogy by demonstrating the superiority of interactive, multimodal learning over traditional methods. The results suggest that drama-based approaches not only enhance vocabulary retention but also increase student motivation and engagement, making them an effective strategy for young language learners.

Keywords: Multimodal Learning, Drama-Based Instruction, Incidental Vocabulary Learning, Young EFL Learners, Experimental Design, Vocabulary Retention

Table of Contents

Chapter one: Introduction and Overview of the Study	3
1.1. Introduction	4
1.2. Problem Statement	7
1.3. Significance of the Study	10
1.4. Purpose of the Study	12
1.5. Research Questions	13
1.6. Research Hypothesis	13
1.7. Definition of Key Terms	14
1.8. Limitations	16
Chapter Two: Literature Review	18
2.1. Introduction	19
2.2. Vocabulary Learning and strategies	20
2.3. Vocabulary Learning of Young EFL Learners	23
2.4. Total Physical Response for Language Learning	26
2.5. Multimodal Learning	29
2.6. Multimodal Vocabulary Learning	33
2.7. Incidental Vocabulary Learning	37
2.8. Frequency in Incidental Vocabulary Learning	42
2.9. Vocabulary Learning by Drama	48
2.10. Summary	55
Chapter Three: Method	57
3.1. Introduction	58
3.2. Participants	58
3.3. Design of the study	59
3.3.1. Procedures	60
3.3.2. Instrument	61
3.3.3. Data collection	62
3.3.4. Data analysis	63
Chapter Four: Data Analysis and Results	64
4.1. Overview	65
4.2. Descriptive Analysis	66
4.2.1. Participant Demographics	66
4.2.2. Baseline Proficiency Levels	67
4.3. Quantitative Data Analysis	68
4.3.1. One-Way ANOVA Results	68
4.3.2. Immediate Test Performance	69
4.3.3. Delayed Test Performance	69
4.3.4. Post-Hoc Comparisons	70
4.3.5. Effect Size	71
4.4. Qualitative Data Analysis	72
4.4.1. Thematic Analysis of Observational Data	73
4.4.2. Participant Engagement and Interaction	75

4.5. Comparative Analysis of Instructional Methods	78
4.5.1. Watching Drama vs. Acting Drama	78
4.5.2. Drama-Based Learning vs. Traditional Learning	79
4.6. Summary of findings	80
Chapter Five: Discussion and Conclusions	82
5.1. Introduction	83
5.2. Summary of Findings	83
5.3. Discussion	84
5.4. Pedagogical and practical implications	87
5.5. Suggestions for further research	89
References	91

List of tables

Table 4.1: Participant Demographics by Group	66
Table 4.2: Baseline Proficiency Levels by Group	67
Table 4.3: One-Way ANOVA Summary for Immediate and Delayed Test Scores	68
Table 4.4: Immediate Test Performance by Group	69
Table 4.5: Delayed Test Performance by Group	69
Table 4.6: Post-Hoc Comparison Results (Scheffe's Test)	70
Table 4.7: Effect Size Table	71
Table 4.8: Key Themes from Observational Data	73
Table 4.9: Engagement and Interaction Levels	76
Table 4.10: Comparison of Watching Drama and Acting Drama Groups	78
Table 4.11: Comparison of Drama-Based and Traditional Learning	79
Table 4.12: Summary of Key Findings	80

Chapter one

Introduction and Overview of the Study

1.1. Introduction

As the value of new literacies and multimodality in 21st-century education is widely recognized, multimodal vocabulary acquisition has gained prominence in English language schools. Linguistic meaning, audio meaning, visual meaning, spatial meaning, gestural meaning, and multimodal meaning—which incorporates the five main modes—are the six elements that make up meaning-making in language acquisition, according to the New London Group. The authors therefore consider each of these elements to be a "mode." A paradigm change in literacy instruction is required due to the emergence of new media and the changing requirements of EFL students, especially in light of the opportunities and difficulties presented by technology. The process of creating meaning by purposefully combining different semiotic resources, such as voice, writing, pictures, gestures, music, and drawing, is part of this trend towards "multimodality." 'Medium' and 'mode' are sometimes confused, thus it's critical to distinguish between them. The term "medium" describes the technology used to convey information, such as a printed book or CD-ROM, but "mode" refers to the several ways meaning is created, such as through print, sound, gesture, color, and other means (Mashhad & Jamalifar, 2015).

This method is further enhanced by the incorporation of Total Physical Response (TPR) theory into multimodal vocabulary learning, which highlights the significance of physical activity in language acquisition. By encouraging students to physically react to instructions, TPR establishes a clear connection between linguistic knowledge and physical behavior. Teachers may design dynamic and captivating language learning experiences that accommodate various learning preferences and styles by integrating TPR principles into multimodal learning activities. Through practical learning, this all-encompassing method not only improves vocabulary retention but also fosters a better

comprehension of language topics. The incorporation of TPR into multimodal learning is an inventive and successful pedagogical approach for developing language competency in a variety of learner demographics, as technology continues to influence the field of language instruction.

In contrast to the widely held belief that acquiring vocabulary just involves knowing the meaning of words in a foreign language, researchers such as Coady and Huckin (1997) argue that comprehension of a term goes beyond its definition. Comprehensive vocabulary learning requires knowledge of a word's relationships, collocations, and grammatical patterns in addition to its meaning. Even though acquiring vocabulary is frequently seen as the learner's duty, instruction plays an important part in this process. Teaching language well is essential to promoting learning. When it comes to the initial presentation of new terminology, instructors are crucial. Repetition is a crucial technique for vocabulary retention, as highlighted by Mashhad & Jamalifar (2015), who found that regular, spaced repeats outperform intense study sessions. Therefore, every practice session offers a chance for reinforcement.

In recent years, a large number of research and publications have added to the conversation around teaching vocabulary. These include analyzing the viewpoints of different approaches on vocabulary, dispelling myths about vocabulary training, investigating recent studies on vocabulary education, and evaluating the effects of thorough vocabulary instruction. Planning is essential while teaching vocabulary. When teaching new vocabulary, educators use a variety of materials, utilizing the connections between them to improve understanding and memory. Through the utilization of many sensory modalities, including visual, aural, and kinesthetic, these materials stimulate multiple cognitive processes, hence facilitating vocabulary acquisition for learners with varying learning styles. As a result, students are better able to assimilate new words and retain them for later usage.

A rich and dynamic approach to learning is provided by integrating the idea of multimodality into language training, especially when it comes to vocabulary acquisition. According to Lwin (2016), multimodality includes a number of elements, such as mode, inter-semiotic interactions, modal affordance, and semiotic resource. Modal affordance, or the potential and limitations of various communication modalities, will be the main topic of this study. Furthermore, research on multimodality covers a wide range of topics, including grammar, literacy, and media-based learning, in addition to vocabulary instruction. For instance, multimodality in grammar and literacy has been studied by scholars such as Cárcamo et al. (2016) and Alahverdzhieva et al. (2012).

Teachers can use a variety of sensory modalities to improve learning results by including multimodal techniques into vocabulary training. This supports the study's main objective, which is to investigate how drama, a multimodal medium, might help young EFL learners acquire incidental vocabulary. This study intends to enhance vocabulary acquisition and promote deeper comprehension and retention among students by utilizing the affordances provided by various communication modalities within the framework of drama. Drama is a dynamic and immersive method that engages pupils on several levels, making it a very effective tool for enhancing vocabulary learning among young learners. Drama fosters understanding and retention by offering real-world contexts for language usage through exercises like role-playing and storytelling. Students improve their comprehension and fluency by actively engaging in dramatic settings that allow them to practice utilizing new terminology in meaningful ways. Drama also promotes emotional involvement and a sense of personal connection to the subject matter, which enhances the enjoyment and memorability of vocabulary acquisition. Drama also uses a variety of sensory modalities, which appeals to different learning styles and reinforces vocabulary acquisition in a

number of ways. All things considered, drama is a potent tool for teachers looking to improve vocabulary learning results and provide young students a more engaging language learning experience.

1.2. Problem Statement

Dramatic integration into language instruction has become a viable substitute for conventional approaches, providing special advantages for young students' vocabulary development. Drama offers an immersive and participatory learning experience that promotes greater engagement with language, in contrast to traditional methods that frequently place a higher priority on rote memorizing and translation (NaderiAnari et al, 2019). Students actively use and contextualize new vocabulary within relevant communicative situations by engaging in dramatic activities like role-playing, improvisation, and storytelling. Through actual learning as opposed to passive memorizing, this practical method helps students integrate language, which improves retention and application in authentic communication situations. Drama also encourages critical thinking, creativity, and emotional involvement, all of which improve learning and cultivate a good attitude toward language acquisition. All things considered, integrating drama into language education presents a viable way to enhance vocabulary acquisition results for young students, overcoming the drawbacks of conventional approaches and offering a more interesting and successful educational experience (Angelianawati, 2019).

In the past, vocabulary learning in particular has come under fire for prioritizing instruction above comprehension of the word acquisition process. Early vocabulary research was criticized for emphasizing teaching strategies rather than clarifying the mechanics underlying vocabulary

learning, as Zimmerman (2008) notes. Scholars like Paivio et al. (1968) have repeated this viewpoint, which emphasizes the need for a more thorough comprehension of word learning.

Although students are ultimately responsible for learning language, the importance of instructors and educational resources cannot be emphasized. Early vocabulary interactions are shaped by textbooks and classroom teaching, which are the first points of contact for students. Therefore, a key factor in helping students grasp and retain language is how teachers deliver and contextualize it. Teachers can better equip students to handle the challenges of vocabulary acquisition by implementing efficient teaching techniques and creating a supportive learning atmosphere.

This brings up the question of which method benefits students the most effective approach to teaching vocabulary. Mode "is a socially and culturally shaped resource for making meaning," as Walsh (2010, p. 79) has explained. Examples of several modalities include speaking, text, layout, graphics, and moving images. As linguists explain, instructors can introduce new items with the support of several teaching modalities. We refer to this as multimodality. According to Aghaei & Gouglani (2016): A multidisciplinary approach known as multimodality views representation and communication as including more than just words. It was created in the last ten years to methodically handle hotly contested issues regarding societal shifts, such as those involving new media and technology. Concepts, techniques, and a framework for gathering and analyzing visual, auditory, embodied, and spatial elements of interaction and environments—as well as the connections among them—have been made available by multimodal approaches.

The issue is that previous research has selected certain modes and determined that multimodality has been beneficial based on their use both before and after the testing. The truth is that they failed to consider which mode has outperformed the others in the research. A sophisticated strategy that

prioritizes multimodal vocabulary learning is necessary to close the gap between conventional language teaching approaches and the changing demands of learners. This strategy acknowledges the shortcomings of conventional approaches, such as the Vocabulary Translation Strategy (VTM), which frequently prioritize other language components above vocabulary learning. Adopting multimodality allows teachers to use a variety of modes, including kinesthetic, visual, auditory, and Total Physical Response (TPR), to create dynamic and captivating learning experiences that meet the various requirements and preferences of students. However, to fully exploit the potential of multimodal vocabulary instruction, comparative studies that look at the effectiveness of different modalities are required. Researchers can determine the best methods for vocabulary learning by methodically analyzing the results of different modes. Furthermore, cooperation between researchers and practitioners is necessary to incorporate multimodal techniques into classroom instruction. Teachers are essential in putting multimodal techniques into practice in actual classroom environments, offering insightful opinions on their usefulness and practicality. In order to improve learners' language learning results, academics and practitioners can collaborate to provide best practices and evidence-based recommendations for multimodal vocabulary education. Because they directly address the issues raised by traditional language teaching methods, these variables are extremely important in language education. These approaches have historically tended to emphasize certain linguistic features while sometimes ignoring vocabulary development. The importance of teachers and instructional materials in influencing students' first experiences with new words cannot be emphasized, despite criticism that vocabulary learning places too much emphasis on teaching rather than understanding the word acquisition process. Therefore, bridging the gap between traditional approaches and the changing demands of learners requires examining

how well various modes, such as drama and TPR, facilitate vocabulary acquisition, maintain long-term retention, and enhance learner enjoyment. In the end, these kinds of research initiatives help to get better language learning results. Technological advancements have made it possible for pupils to increase their vocabulary in English by using a variety of learning materials. Games, publications, music, and video snippets can all be utilized as educational resources, or students can make their own media based on their interests. One of educational drama's most promising features is this kind of experiential learning (Moghaddas, 2022 Masduqi & Khairunnisa, 2024).

1.3. Significance of the Study

The study put out here offers a novel solution to the problem of vocabulary acquisition in language learning. In particular, the study looks into how well various teaching methods—like drama and Total Physical Response (TPR)—work for teaching vocabulary to young students. This is a change from the conventional approaches of teaching vocabulary, which frequently just use translation and rote memorization. The goal of the project is to improve vocabulary learning results and retention among students by investigating creative and captivating teaching methods. The study's focus on practicality and real-world applicability, including the use of easily accessible modalities like videos, translations, and images, also guarantees that the results may directly influence and enhance classroom instruction. All in all, the study presents a unique viewpoint on vocabulary teaching that takes into account the changing requirements of language learners.

This study offers valuable insights and practical implications for various stakeholders in language education, including teachers, learners, and teacher educators.

For teachers, the findings highlight the effectiveness of drama-based instruction as a dynamic and engaging approach to vocabulary teaching. By incorporating watching and acting out drama,

teachers can enhance student engagement, improve retention, and make vocabulary learning more contextualized and meaningful. The study also provides evidence that active participation in drama-based activities leads to better vocabulary acquisition compared to traditional methods, encouraging educators to integrate creative and multimodal techniques in their teaching practices. For learners, particularly young EFL students, this research demonstrates the benefits of learning vocabulary incidentally through immersive and interactive experiences. Drama-based learning fosters a deeper emotional and cognitive connection with language, enhancing motivation and encouraging active participation in the learning process. The study also underscores the importance of engagement and involvement in language retention, empowering learners to take a more interactive role in their education.

For teacher educators and curriculum designers, this study provides empirical support for integrating drama techniques into EFL training programs. It suggests the need for professional development programs that equip teachers with the skills to effectively implement drama-based methods in their classrooms. Additionally, it informs curriculum developers about the advantages of multimodal learning strategies, advocating for lesson plans that incorporate visual, auditory, and kinesthetic elements to support vocabulary acquisition.

Overall, this study contributes to innovative vocabulary teaching strategies by demonstrating that drama-based learning enhances both immediate and long-term vocabulary retention. The findings encourage a shift from traditional, rote-based learning to interactive, experiential approaches, ultimately fostering a more engaging and effective language learning environment.

1.4. Purpose of the Study

Teaching vocabulary involves a variety of methods and tactics, including word mapping, spaced repetition, and word cards, much like teaching any other ability or subskill (Dubois & Vial, 2000). Nevertheless, these techniques are usually used to help with recall once a term is introduced, without explicitly stating which teaching method works best. It is crucial to remember that throughout education, teachers frequently use a variety of modalities to communicate meaning. Therefore, the researcher tried to look into the many modalities that may be used in vocabulary education in order to identify the most advantageous or successful one. The purpose of this study is to clarify the relative efficacy of several learning modalities, such as drama and Total Physical Response (TPR), in supporting young learners' vocabulary acquisition.

In order to identify the most beneficial mode or combination of modes for learners, this study aims to examine the efficacy of various modes in vocabulary instruction. Although current methods and tactics like word mapping, spaced repetition, and word cards are frequently used to help people learn new words, they don't say which kind of communication is best for delivering meaning and improving memory. The researcher intends to methodically investigate the numerous modes that may be used in vocabulary training, acknowledging that teachers naturally employ a variety of modes to communicate information during instruction. By carrying out this inquiry, the research hopes to offer empirical proof of the effectiveness of various vocabulary teaching modalities, eventually guiding teachers in improving their methods to improve students' vocabulary acquisition and retention.

Educational institutions, language schools, and language teachers who work with young students learning English as a foreign language are among the benefactors of this study if it serves a useful

purpose. These beneficiaries include elementary schools, language schools, and language-learning-focused educational institutions. Furthermore, as the study's goal is to improve vocabulary teaching strategies to improve students' language learning experiences, students themselves stand to gain from its conclusions.

1.5. Research Questions

The study is guided by the following qualitative and quantitative research questions:

Quantitative Research Questions

How does multimodal vocabulary instruction through drama and video clips affect incidental vocabulary learning of Iranian young learners?

How does multimodal vocabulary instruction through drama and video clips affect long-term retention in Iranian young learners?

Qualitative Research Question

How does multimodal vocabulary instruction through drama and video affect Iranian young learners' engagement and enjoyment?

1.6. Research Hypothesis

1. There is no significant difference between drama, video clip and control group in terms of vocabulary learning.
2. There is no significant difference between drama, video clip and control group in term of long-term vocabulary retention.

1.7. Definition of Key Terms

Mode

The term "mode" describes the many mediums or channels that are employed to convey meaning in a culture. Typeface selection, color, pictures, video, posture, gaze, gesture, writing, and their interactions are a few examples of modes. Information is encoded, transferred, and processed differently depending on the affordances and limitations of each medium. In multimodal communication, knowing the mode is essential because it influences the way that various semiotic resources are applied to create meaning. For example, teachers can improve students' understanding and retention of language by using a variety of teaching methods, including tactile experiences, visual aids, and aural signals. Understanding the many ways that people communicate allows teachers to design inclusive and stimulating learning environments that meet the various needs and preferences of students (Richards & Rodgers, 2006).

Multimodality

The integration of several modes into communication processes is known as multimodality, and it goes beyond conventional verbal forms to incorporate tactile, visual, aural, and other sensory modalities. By using a multimodal approach to vocabulary instruction, teachers may use the advantages of many modalities to improve student learning results (Richards & Rodgers, 2006). For instance, learners might gain a deeper comprehension of new vocabulary terms by combining written explanations with visual aids like diagrams or films. Furthermore, including auditory components like listening exercises or pronunciation drills can increase vocabulary learning by engaging several senses. Adopting multimodality allows teachers to design engaging and dynamic

lessons that meet the many learning styles and requirements of their students, which will eventually improve vocabulary retention and understanding.

Total Physical Response

In TPR, students use gestures and other bodily motions to react to instructions from the teacher. This approach promotes a natural and intuitive knowledge of the language by highlighting the significance of comprehension and encouraging students to immediately link meaning to actions. TPR is frequently used to teach vocabulary and fundamental grammatical structures, and it is especially successful in the early phases of language acquisition (Dubois & Vial, 2000). In order to improve retention and confidence in language usage, it seeks to establish a relaxed, immersive learning atmosphere where students may actively interact with the language in an enjoyable and engaging manner.

Teaching Vocabulary

Teaching vocabulary is more than just translating words; it also entails explaining their subtleties and meanings in relation to language and communication in general. Knowledge of vocabulary is dynamic and ever-changing; it includes not just meanings but also an awareness of the numerous contexts and ways in which words fit into the environment. More than rote memorization is required for effective vocabulary training; learners must be engaged through meaningful activities, experiences rich in context, and exposure to a variety of representational styles (Coady & Huckin, 1997).

Video-clips

Students can collaborate with their peers on how a person or group could act in a certain circumstance by watching video clips in class, at home, or anywhere else. With this kind of instruction, role-playing via technology can make learning easier and more effective for pupils (Dinh, 2023).

1.8. Limitations

The delimitations of this study include the focus on young Iranian EFL learners aged 7-9, the selection of specific instructional methods (drama and video-based multimodal vocabulary instruction), and the exclusion of students with prior English learning experience. Additionally, the study was conducted in two institutes in the western part of Mashhad, which may limit its applicability to other educational contexts or age groups. The research also primarily measured vocabulary retention and engagement rather than broader language skills such as grammar or pronunciation.

Despite these delimitations, the study has certain limitations that should be acknowledged. The sampling strategy, though designed to ensure homogeneity, may not have been entirely random, as students with prior English learning experience were separated from those without, which could affect the generalizability of the findings. Another limitation is the inability to precisely measure students' motivation and attitudes toward second language acquisition. While they actively participated in the study, the researcher lacked a detailed understanding of their underlying motives, which might have influenced their engagement and performance. Additionally, conducting the study within a school environment introduced external variables such as peer interactions, teacher-

student relationships, and classroom dynamics, which may have inadvertently influenced the results.

Chapter Two
Literature Review

2.1. Introduction

This chapter examines the empirical research and theoretical foundations that support our knowledge of multimodal vocabulary learning, with an emphasis on young EFL learners' accidental vocabulary acquisition through drama. A key component of language learning is expanding one's vocabulary, and knowing how students pick up new words may have a big influence on instructional strategies. This chapter aims to give a comprehensive picture of how language might be accidentally learnt in an interesting and significant way by looking at how several learning styles, including visual, auditory, and kinesthetic, interact in the setting of drama. Dramatic language instruction is becoming more popular as a dynamic and engaging teaching strategy. Drama offers a contextualized learning setting where vocabulary is organically woven into meaningful conversation, in addition to encouraging creativity and emotional engagement. This chapter explores how incidental learning—in which students pick up terminology without direct instruction—is made possible by drama exercises. The potential for incidental learning to improve retention and recall by making language acquisition less cognitively taxing and more pleasurable makes it significant. This chapter is crucial because it synthesizes a number of study areas, such as the efficacy of drama-based education, multimodal learning theories, and the part incidental learning plays in language acquisition. By looking at these topics, we hope to show off each one's special contributions and how they work together to improve vocabulary acquisition. This chapter also highlights the practical difficulties and theoretical gaps in existing research, laying the groundwork for our study's contribution to the subject.

We also hope to demonstrate the applicability of our study topic through this review: how might drama, as a multimodal strategy, support young EFL learners' incidental vocabulary learning? By

answering this query, we intend to offer information that will help teachers and curriculum developers create the best possible language learning settings. In the end, this chapter provides a basis for comprehending the possibilities of drama in language instruction and the ways it may help young students acquire vocabulary more successfully.

2.2. Vocabulary Learning and strategies

The people who understand the importance of vocabulary the best are those learning a second or foreign language. Vocabulary challenges may be relatable to non-native language users, who often find themselves looking for words to describe themselves in writing and conversation. Their limited vocabulary also makes them feel unmotivated when reading and listening. The value of vocabulary and its close relationship to reading proficiency are acknowledged by both researchers and language experts (Gardner, 2013). Both language scholars and non-native speakers are aware of the challenges that different learners have while learning new words. The most frequently mentioned factor is the necessity of learning and using a large number of words, word families, and multiple-word units. But when it comes to language learning, every place has its own unique set of conditions. According to Tseng and Schmitt (2008), employing efficient and inspiring learning techniques seems to be crucial for vocabulary acquisition because there aren't many possibilities for target-language input, output, and interaction while learning a foreign language. It has been demonstrated that a lack of vocabulary may play a major role in learners' resistance to reading and listening exercises in both foreign and second language learning contexts. The problem of learning (and teaching) vocabulary also usually encompasses a number of significant features, such as word frequency, saliency, learning burden, and learners' particular vocabulary demands

and aspirations (Grabe & Stoller, 2018). Although some educators might think that learning new words is easy, kids have always had trouble picking them up. Limited vocabulary has important instructional implications for EFL students. Throughout their academic careers, students who lack adequate vocabulary or word-learning techniques suffer, which creates a vicious cycle of dissatisfaction and ongoing failure (Khany & Khosravian, 2014). Additionally, a person's vocabulary is seen as a way to open or close access to knowledge and frequently indicates whether or not they are regarded as educated (Beck & McKeown, 2007). How to memorize a large number of foreign words is one of the first challenges faced by a learner of a foreign language. The development of autonomous vocabulary abilities is a dynamic process that requires practice of many skills and a high degree of enthusiasm from the learner. Although the type of methods employed by students frequently varies depending on the individual learner, teachers may encourage students' autonomous vocabulary-building abilities in the classroom by clearly modeling their tactics, reminding students of them, and practicing them. Students get the opportunity to take learning into their own hands with this classroom exercise. Learning techniques aimed at improving students' vocabulary growth and acquisition have garnered a lot of attention in recent years (Wege, 2018). Giving students the opportunity to be introduced to new words and their definitions before putting them in scenarios where they must retrieve, recall, and utilize the target vocabulary items in a variety of settings and circumstances will help them grow their vocabulary. It is crucial to keep in mind that expanding one's vocabulary is a complex process that includes knowing words' pronunciation, spelling, grammatical properties, connotations, morphological options, and semantic relationships in addition to their meanings. If given scaffolding and assistance, English language learners can successfully increase their vocabulary (Kayi-Aydar, 2018). To put it another

way, students require direction and guidance from their professors in order to maximize their learning both within and outside of the classroom during the vocabulary development process. Researchers have been interested in language learning strategies (LLS) since the 1970s, when they attempted to identify the kinds of learning methods that effective second language (L2) learners employed (Rubin, 1975). Between the 1980s and 1990s, there was a significant movement in the history of LLS research toward their classification. For example, O'Malley (1990) distinguished between three categories of strategies: social/affective, metacognitive, and cognitive strategies. The traditional taxonomy, which divides LLS into six categories—cognitive, metacognitive, mnemonic, compensatory, emotional, and social strategies—was proposed by some study around the same period (Ghalebi et al, 2020).

The primary advantage of all learning techniques, including vocabulary acquisition strategies, is that they empower students to take charge of their education by giving them greater control over their education (Scharle & Szabó, 2000). Thus, "learner autonomy, independence, and self-direction" are fostered. With a variety of vocabulary acquisition techniques at their disposal, students may choose how best to approach unfamiliar terms. Students may find it much easier to learn new vocabulary if they have a solid understanding of the strategies and know how to use them in the right contexts. For example, students who choose their own words to study are more likely to remember them than those who choose them for them. According to Nation & Nation (2001), students of various language proficiency levels may acquire a significant quantity of vocabulary with the use of vocabulary acquisition tools. Teachers' time spent teaching pupil's various vocabulary acquisition and practice methods cannot be deemed a loss since learning tactics are "readily teachable." According to Cameron (2001), children should be instructed to apply

vocabulary acquisition procedures because they might not be able to do so on their own. Many linguists have long acknowledged the significance of student autonomy in vocabulary development. Other academics believe that students ought to take more ownership of their education and focus more on their own needs. The reason is that instructors find it more and more difficult to choose language that is equally beneficial to every student after elementary school, which might result in a waste of teaching time. According to Schmitt (2000), students must be assisted in developing the skills they require to learn words independently. Scholars support the delivery of methodical vocabulary training so that students can learn particular word acquisition techniques even when they are not in class (Hamzah et al, 2009).

2.3. Vocabulary Learning of Young EFL Learners

Young learners (YLS) were described as any person under the age of eighteen, with a variety of distinguishing characteristics (Ellis, 2014). More specifically, Kimsesiz et al. (2017) define YLS as youngsters aged 5 to 12. Preschoolers are classified as "young learners" under both categories. Many people think that children are more adept than adults at acquiring a foreign language. According to Morrison (2004), the preschool years were thought to be the foundation for subsequent education. During kindergarten, children's linguistic and intellectual development accelerates, and they have a remarkable ability to pick up new vocabulary. However, because of social, personal, and environmental aspects, learning a language in a school setting is a fundamentally different experience. Sociocultural class and English's place in society are examples of social influences. Learners' willingness to study and attitudes toward the target language are examples of individual influences. The learner's family history and their parents' perspectives on

language acquisition are considered environmental variables. Therefore, young students still need specific pedagogical attention when learning a foreign language in a formal setting, even though they would have an age advantage. Learning EFL vocabulary at a young age is crucial, in addition to improving blended four language proficiency. Kimsesiz et al. (2017) define "word learning" as a type of mini-linguistic lesson in which youngsters are guided to items in order to learn a word. The young learner must connect the word to what they see and hear. Children can also learn words by mapping them onto tangible objects. The characteristics of the new linguistic input of the second language (L2) as well as first language (L1) experience are significant (Cook, 2016). Although word frequency is a useful metric for vocabulary selection, appropriateness and the ease with which a word may convey its meaning are equally crucial factors for the first vocabulary learning process. Conceptual development is closely linked to the vocabulary that children acquire in their first language. Children may associate new words with their L1's existing equivalents in order to establish a linkage between L1 and L2. They should be given opportunity to participate in language-related activities including storytelling, song-singing, acting, and poetry recitation in order to support and promote their verbal behaviors during this phase. PBL education can help children who have short attention spans by encouraging them to participate in physical activities, work on projects, and experiment both independently and collectively (Kimsesiz et al, 2017).

Increasing one's vocabulary is a necessary part of learning a language. Without a vocabulary, learning would be impossible. Learning vocabulary includes more than just memorizing individual words; it also entails comprehending words in context, which is both practical and significant. According to Kasper and Wagner (2018), user and context interactions lead to the dynamic and situational development of word knowledge. However, in lessons that solely employ traditional

methods, young pupils could struggle to understand the meaning of new vocabulary terms. Few academics have determined the most effective ways to teach vocabulary, despite the fact that several studies have been done on the subject. There are several challenges with teaching vocabulary to young pupils, most of which stem from the disparity between the traits of young kids and the instructional strategies employed by educators. As a result of a major shift in the technology paradigm, learning media—particularly animated ones—are now commonly employed to teach vocabulary. This shift affects how students learn as well as how professors conduct their lessons. Videos with animation are a great way to pique the curiosity and creativity of young students. According to Bishop and Cates (2001), animated videos are favored over static images as teaching tools because they have music and noises that complement their vibrant personalities and striking visual displays. Additionally, learners are better able to comprehend and evaluate meanings when language is presented in context. Children may use contextual signals such as gestures, body language, movements, intonation, mimicry, and messaging to grasp and interpret language since they are excellent observers. The majority of EFL learners, especially young learners, steer clear of everyday interaction situations, according to the researcher's observations and data gathered over 20 years of teaching English in EFL contexts. One of the primary causes of their avoidance is their inadequate language. EFL teachers' use of inefficient teaching methods and practices is one of the most frequent reasons why EFL students struggle to acquire vocabulary. Finding an efficient method for teaching vocabulary in the classroom to increase student engagement was the goal of several research. Therefore, it makes an effort to investigate how well animated films work as learning resources when combined with context-based learning. In light of this goal, the research aims to respond to the following query: Is using animated videos in conjunction with context-based

learning a suitable method for teaching young students new vocabulary? Motivated and involved students frequently put up a lot of effort to perform at their highest level in class. Students, especially young EFL learners, may find animated educational films to be quite engaging. Using animated movies in the classroom can enhance learning experiences and results, claim Rahayu and Kristiyantoro (2011). Students are able to take in the knowledge because animated movies capture their interest and engage a variety of senses, most notably the eyes and ears. Since children struggle to focus, there should be a range of activities to keep them engaged. Because animated films are bright and colorful, younger pupils are more likely to focus on viewing them than older students. Additionally, EFL teachers must contextualize language by relating it to learners' real-world circumstances (Minalla, 2024).

2.4. Total Physical Response for Language Learning

A teaching method called Total Physical Response (TPR) interprets words through gestures. It is envisaged that this approach would allow students to enjoy learning English without being constrained by time or location (Ekawati, 2022). Dr. James Asher's TPR teaching approach aims to impart certain language skills through actions. The instructor assumes three responsibilities in these activities: action monitor, model supplier, and order taker. Asher's approach, which stresses the importance of listening for a long time and obeying instructions before speaking, is another of the increasing variety of audio-lingual options, including Counseling-Learning and the Silent Way. Because it involves bodily motions that children find engaging and can make the class more engaging and fun, it can be argued that the TPR teaching technique can help students learn the terminology featured in their textbook (Liu et al, 2024).

After seeing how parents and kids interacted, Asher saw that the pattern frequently involved the parent speaking first, followed by the youngster reacting physically. This builds trust and produces a positive parent-child feedback loop (Ross et al., 2017). Based on his observations, Asher developed three theories: first, language acquisition should be stress-free; second, language learning should include the right hemisphere of the brain; and third, language acquisition is mostly learnt by listening. Asher's second hypothesis is that the right hemisphere of the brain has to be activated in order for vocabulary learning to be effective. According to Asher, the most crucial element in language learning is the combination of movement and language understanding, which are controlled by the right hemisphere of the brain (Nair et al., 2017). TPR has been applied to increase vocabulary performance and learning. Nuraeni (2019) investigated the effects of standard teaching methods and the TPR teaching approach on the vocabulary acquisition of young EFL learners. According to research by Nuraeni (2019), children enjoyed and participated in their English learning when the TPR teaching technique was used. Furthermore, Qiu (2016) found that the experimental group outperformed the control group in vocabulary spelling, suggesting that physical activities might successfully pique students' interest in learning. The application of the TPR teaching approach creates a more laid-back classroom atmosphere, enabling students to acquire the language with less stress, according to research by Nuraeni (2019) and Qiu (2016). As a result, verbs make up the majority of the vocabulary taught in this method of training, and it is displayed via visual aids that combine words with the appropriate body language. Bahtiar (2017) employed the TPR teaching approach to enhance Indonesian primary school pupils' verb acquisition. Collaborative action research, which comprises the stages of action planning, action execution, action observation, and reflection, is the research design used in this study. This

procedure represents a cyclic model of spirals and cycles. In order to address the students' difficulties in acquiring English vocabulary throughout the teaching process, the researchers collaborated with the English instructor. According to Safitri et al. (2017), pupils are more likely to acquire nouns than verbs after processing vocabulary using the TPR teaching technique. According to the researchers, if the command mode consists of verbs and nouns, teachers can categorize the tactile sensation of the verbs and the nouns of these phrases differently, making it easier for pupils to comprehend and retain the information. To make it easier for language learners to execute and watch activities, teaching TPR should begin with verbs that incorporate imperative verbs and particular nouns.

When utilizing classic TPR, teachers play a variety of roles, including controllers and models. The instructor is in charge of overseeing all instructional activities from start to finish. Teachers become role models for their students through practice in the classroom. They utilize the TPR teaching approach to find out what the students' role learning activities are, which include members, listeners, and performers. Members are required to actively engage in class activities and pay attention to the teacher's directions. As the audience, the pupils are paying attention to all the teacher has to say and comprehending what they are learning. In addition to training via physical activity, the teacher helps the pupils who are performing (Liu et al, 2024). Students are unable to use this method to creatively convey their ideas as they act as TPR listeners and mimic the teacher's behavior. Every young learner is born with the ability to be creative (Ritter et al., 2020). Bloom's updated taxonomy states that pupils grow their creativity when they are able to evaluate their alternatives, create new ideas, link previously taught material, and analyze it. According to Liu et

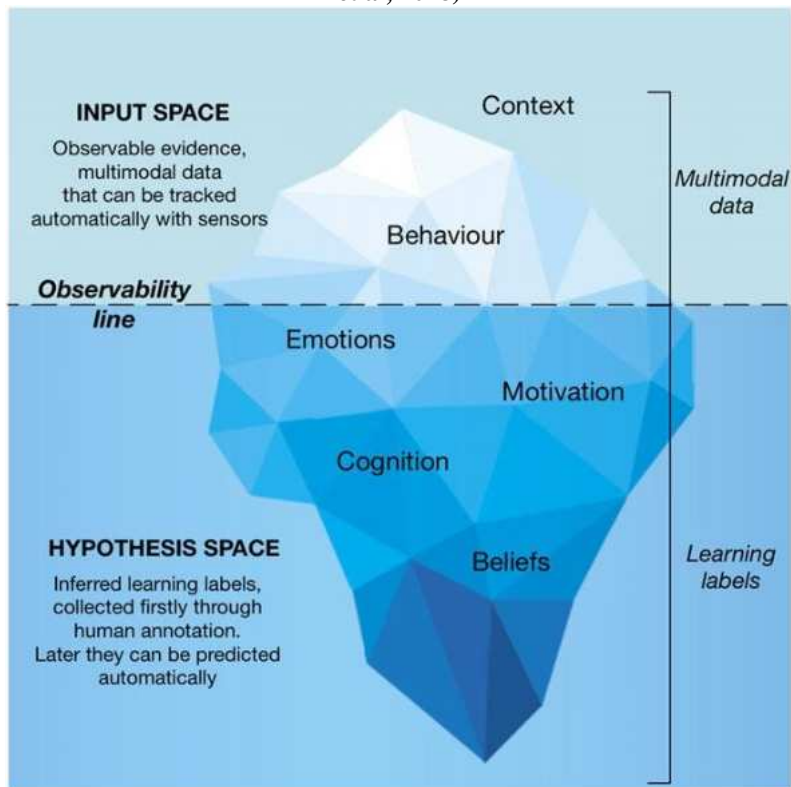
al. (2024), the highest degree of thinking in the updated Bloom taxonomy is the production of unique or significantly innovative content.

2.5. Multimodal Learning

To begin with, multimodality is a universal theory. It has previously been studied for 20 years in a variety of disciplines, such as social semiotics, conversational analysis, and functional linguistics (Jewitt et al, 2016). Multimodal interaction research examined the ways in which several modalities work together and enhance one another to transmit and solidify meaning. The early 1990s also saw a number of trials utilizing multimodal data in learning settings. In 1993, Ambady and Rosenthal discovered that by watching "thin slices" of interactions—that is, examining students' nonverbal and physical behavior using brief video clips—college instructors could forecast their end-of-semester performance. These early discoveries opened the door to a new line of inquiry, the potential to use social signal processing and diverse data sources to infer cognitive and social processes (Poggi & Errico, 2012). Second, it is now easier to do multimodal tracking. Recent technical advancements like wearable sensors, cloud data storage, the Internet of Things, and more processing capacity for large data volumes are to blame for this. As of right now, sensors can collect fine-grained and high-frequency data of micro-level behavioral events like voice, movement, body language, or physiological reactions. By attaching sensors to real-world items or human bodies, the Internet of Things strategy enables computers to detect the environment and physiological events and encode them into data that can be interpreted by machines. Third, there is an increasing demand for modeling in both the digital and real worlds. Computer-supported collaborative learning and learning with interactive surface communities have promoted a broad "call for multimodality"

(Schneider & Blikstein, 2015). According to Pijera-Díaz et al. (2016), multimodal data systems are necessary to connect digital and physical interactions and provide insight into group sense-making and collaborative learning. Wearable trackers and sensors can be used in learning environments to record speech, body language, and gestures from face-to-face interactions between students. Digital interactions captured with tabletops and saved in log files can be merged with these physiological micro-actions. To get a more comprehensive view of the learning process, Learning Analytics & Knowledge has a comparable requirement. Traditional data sources, such as logs, clickstreams, and content exchanges occurring within the learning management system, only reflect a tiny percentage of the learning activities and not the entire learning process, which is the basis of this need. In conclusion, multimodal data can reduce the streetlight impact in one way: by increasing the number of street lights, increasing the viewable area, and finishing the learner's computerized digital profile (Di Mitri et al, 2018). One potential implementation of this idea is shown in Figure 1.

Figure 2.1: The observability line: The multimodal data can capture only the observable attributes (Di Mitri et al, 2018)



Multimedia and hypermedia have been successfully incorporated into many e-learning settings in recent years to enhance them and better suit a wider variety of student learning styles. According to neuroscience research, the appropriate use of verbal and visual multimodal learning can also result in notable learning gains. In other words, students may feel more comfortable and perform better when they are studying in environments that suit their chosen learning style. This is known as the "meshing hypothesis" (Pashler et al. 2008, p. 109). Multiple intelligences and mental capacities are continuum in which the mind incorporates into how it responds to and learns from the outside world and educational inputs, rather than being yes-or-no entities, according to modern cognitive science research. This implies that providing content in a range of formats might also

assist students in adopting a more adaptable educational philosophy. This provides a theoretical foundation for a multimodal instructional design that utilizes a variety of media, teaching strategies, and delivery techniques. Instructional materials can be given in many sensory modes (visual, auditory, and textual) in multimodal learning environments. Materials that are given in a variety of ways can therefore make students feel that learning is simpler and help them pay attention, which can increase their learning performance, especially for students who do worse. Mayer (2003) argues that the "multimedia effect"—which combines words and images—allows pupils to learn more profoundly than they would if they only heard words. Shah and Freedman (2003) go on to list several advantages of employing visual aids in educational settings, such as: (1) encouraging learning by giving the material an external representation; (2) facilitating deeper information processing; and (3) sustaining student interest by making the material more appealing and inspiring, which makes difficult material simpler to understand. According to Fadel's (2008) research, pupils who learn using multimodal designs often perform better than those who learn with standard techniques with single modes (p. 13). "Information (is) presented in multiple modes such as visual and auditory," according to the principles of multimodal design, are crucial to the development of these learning environments. Its primary advantage, according to Picciano (2009), is that it challenges students to experience and learn in different ways while allowing them to do so in ways that are most comfortable for them. By interacting with the many elements found in these settings, students may develop greater self-direction. Therefore, depending on their dominant learning style, students may select the learning object, or representation, that best suits their chosen modal. To put it another way, different presenting styles take use of each person's unique cognitive and perceptual abilities, therefore different teaching styles may be best for different learners (Sankey et al, 2010).

2.6. Multimodal Vocabulary Learning

In order to perform in a second language (L2), vocabulary knowledge is essential (Polakova & Klimova, 2022). I. S. P. Nation (2013) asserts that acquiring a word involves understanding its form, meaning, and application. Memorizing word meanings is one of the most challenging components of word knowledge for many language learners. In the context of teaching English as a foreign language (EFL), many modalities have been used into vocabulary instruction in recent years. Among these, images are seen to be helpful for acquiring vocabulary, particularly when it comes to word meaning (Andrä, 2020). Additionally, learners frequently use first language (L1) translations to understand word meanings, and L1 translations have a significant influence on L2 vocabulary acquisition. Furthermore, verbal information, or spoken words, is frequently employed and has been proven to be beneficial in EFL vocabulary development. In order to aid learners in acquiring word meaning, it is therefore conceivable to integrate these modalities—pictures, L1 translations, and audio—into the EFL vocabulary acquisition process through a procedure sometimes referred to as multimedia learning. Investigating the best way to arrange the modalities in the multimodal EFL vocabulary study resources is still useful, though. The primary goal of this earlier research was to evaluate the effects of different multimodal presentation sequences on EFL learners' learning and retention of English word meaning. These researches employed pictures, L1 translations, audio, and written L2 words as modalities. These modalities were arranged and presented in two different sequences: (a) text-first input, where L2 words and L1 translations were shown first, followed by audio-accompanied pictures; and (b) picture-first input, where L2 words and pictures were shown first, followed by audio-accompanied L1 translations. The participants' perspectives on the different inputs were also examined. Thus, the current study offers a useful

framework for structuring multimodal resources in the context of EFL vocabulary acquisition (Yu & Liu, 2022). Although multimedia-based learning and multimodal learning are frequently used interchangeably, a distinction is beginning to emerge in academic circles. Kress and van Leeuwen (2001) described modality as the ways in which individuals engage with language, including writing in books, speaking with others, watching video clips, or seeing the word performed out on screens. Both terms contain the Latin origin "many," although media often refers to publishing or public dissemination strategies. In this research, we expressly use the phrase "multimodal vocabulary learning" to mean learning vocabulary in several ways, as opposed to necessarily employing multiple modes at the same time in a single task.

Multimodal vocabulary acquisition has been proposed as having advantages over single-mode vocabulary learning (e.g., reading only). For instance, Laufer (2017) contends that a learner is more likely to retain the target item if they pay attention to more details. Additionally, studies like Swain (1985) indicate that integrating productive actions like speaking and writing to vocabulary acquisition can double the chance of retaining a term in addition to receptive tasks. Additionally, to boost student uptake, Nation (2019) suggests employing linked skills activities, which involve allowing learners to engage with target objects across several skills to promote recall, repetition, and variety interactions and application (Spring & Takeda, 2023).

The term "multimodal input" describes input that combines many semiotic modalities, including sound, pictures, and language. The dual coding theory (DCT), developed by Paivio in 1986, states that information is processed in two different ways: verbally and nonverbally. The verbal channel deals with information like spoken and written words, whereas the non-verbal channel handles information like visuals. Mayer (2002) defines multimedia learning as providing pupils with

knowledge in a variety of modalities, such as words and images. He also introduced the multimedia effect, which holds that materials with both text and visuals help pupils learn more efficiently than those with just text. In his wake, other research has investigated the possible advantages of mixing L1 translations and images with multimodal input on L2 vocabulary learning. The results of earlier studies show that visuals and L1 translations both aid in the acquisition of L2 words, albeit they may have distinct effects. For instance, Park (2015) examined how L1 translations and images affected Korean EFL learners' ability to understand and remember new English vocabulary. According to the comprehension test findings, the group that was given L1 translations of new terms did better than the group that was given visuals. When it comes to understanding new terms, participants likewise indicated that they preferred L1 translations. The retention test findings, however, indicated the opposite circumstance. Participants stated that they preferred L1 translations over pictures when it came to word memorization, and the group that was shown pictures outperformed the group that was shown L1 translations. Students can gain more from a simultaneous display of related words and visuals than from a sequential presentation, according to Mayer's (2002) Temporal Contiguity Principle of multimedia learning. The majority of earlier research has shown the benefits of using pictures in L2 vocabulary learning while simultaneously presenting L1 translations and images. However, acquiring L2 vocabulary does not necessarily improve when images and L1 translations are presented at the same time. For example, Boers et al. (2017) investigated whether or whether L2 learners' vocabulary intake from reading was improved by using images in L1 translation glosses. According to the study, learners did not retain the target words any better when both visuals and L1 translations were presented at the same time than when L1 glosses were used alone. Thus, it is worthwhile to investigate how to employ images and L1

translations in L2 vocabulary learning. Studies have shown the benefits of showing visuals before texts in the context of L1 reading (Schüler & Mayer, 2020). The Sequencing Effects of ITPC Model may be the reason for the advantages of displaying images before text. The Sequencing Effects of ITPC Model states that when students are initially shown visual pictures, they can create mental models that serve as a scaffold for text comprehension. The Scaffolding Assumption, which holds that even a quick processing of images prior to texts might provide a mental framework that aids pupils in digesting texts more effectively, makes similar assumptions. For example, the study by Eitel et al. (2013) shown, using eye-tracking, that a brief (no more than two seconds) visual display served as a scaffolding role in the creation of mental models. In order to show the benefit of picture-to-text conversion, they developed the fictitious Scaffolding Assumption. The premise is that an image may be used to rapidly extract a global spatial structure through early processing. This global spatial structure improves text comprehension by being engaged in working memory and then being reactivated during subsequent textual processing.

Nonetheless, the Scaffolding Assumption and the Sequencing Effects of ITPC Model were proposed in relation to L1 reading. It's unclear if they apply to acquiring L2 vocabulary. The purpose of this study is to confirm that the presumptions are applicable in the context of L2 vocabulary development. This study specifically investigates whether providing picture-first input—that is, visuals before L1 translations—has a positive impact on learning and remembering the meaning of L2 words. Additionally, the majority of earlier research has examined the impact of multimodal input on accidental L2 vocabulary acquisition through reading or hearing, with a primary focus on vocabulary form (Wang & Lee, 2021). The effects of picture-first multimodal input (pictures before L1 translations) and text-first multimodal input (L1 translations before

images) on explicit L2 vocabulary meaning learning and retention have not been extensively studied. Furthermore, verbal auditory information has been widely used to convey educational content and may clearly link a word's form (via pronunciation) to its meaning. It is common practice to include verbal auditory information while teaching multimodal vocabulary (Yu & Liu, 2022).

2.7. Incidental Vocabulary Learning

According to research, second language (L2) learners must be able to understand between 3,000 and 9,000 words in order to reasonably comprehend various speech types (Dang et al, 2022). It could be too difficult to teach all of these terms explicitly in the classroom. Finding L2 input sources from which words might be inadvertently learnt is therefore crucial. Previous research has examined how watching television shows, listening to music, and reading graded readers can all lead to incidental vocabulary development (Peters, 2019). For L2 learners enrolled in English for Academic Purposes (EAP) programs and in universities where English is the primary language of instruction, academic input can also serve as a source of incidental vocabulary learning. Commonly used topic-related language that is essential to studying a subject may be found in academic material. Because academic material and topic-relevant vocabulary are closely associated, students are more likely to pay attentive attention to academic input like lectures (Coxhead, 2017). For L2 learners enrolled in EAP programs and at universities where English is the primary language of instruction, academic lectures are probably a significant source of incidental vocabulary learning because learners' focus on input and repetition of words related to the topic are crucial for incidental vocabulary learning to take place. Numerous studies have connected vocabulary acquisition to reading scholarly texts. Research on vocabulary learning by watching academic lectures is somewhat limited. The fact that English is the predominant language of instruction in many

university programs in both English-speaking and non-English-speaking countries makes this surprising. Seeing academic lectures may aid students in learning certain terminology, according to two studies. Nevertheless, neither research looked at incidental vocabulary learning from watching a single lecture without assistance, and it was challenging to assess how much of the learning increases might be ascribed to watching academic lectures. Examining the possibility of learning collocations by watching academic lectures is crucial for a number of reasons. First, language development requires an understanding of formulaic sequences (Siyannova-Chanturia & Pellicer-Sánchez, 2019). However, many L2 learners find it difficult to master collocations, and with the limited amount of classroom time, it might not be possible to explicitly teach every collocation. Second, academic speech contains a fair amount of regularly recurring word sequences, according to corpus-based study (Simpson-Vlach & Ellis, 2010). Collocations may therefore be incidentally learned through academic lectures. The current study intends to fill this gap by examining how watching a video of an unaltered academic lecture might aid in the acquisition of single words and collocations. A secondary objective of this study is to investigate how learning gains are impacted by the frequency of occurrences in the experimental lecture and previous general vocabulary knowledge. The study provides valuable information on the potential of academic lectures for incidental vocabulary acquisition, as well as useful implications for EAP teachers and students when selecting incidental vocabulary learning materials.

Incidental vocabulary acquisition is a result of other activities like watching television, reading books, or listening to music. This idea holds that vocabulary growth occurs when students focus on language comprehension rather than deliberately learning a list of terms. A big part of acquiring L2 vocabulary is incidental learning. L2 learners need to know a lot of vocabulary, yet there isn't

enough time in the classroom to teach them all. Learners' vocabulary grows in both breadth and depth when they come across terms in context on a regular basis. Because of these factors, researchers have actively sought for possible sources of accidental L2 vocabulary learning, and incidental vocabulary learning has been suggested as a crucial component of principled vocabulary programs (Dang et al, 2022).

L2 research that examine the unintentional acquisition of single words have mostly focused on written input. According to these studies, kids can learn a single word by reading academic books, graded readers, genuine nonacademic materials, and short sentence sets (Pellicer-Sánchez & Schmitt, 2010; Elgort & Warren, 2014). Only a small number of studies have examined unintentional auditory vocabulary acquisition. According to these studies, learning can be facilitated by listening to short, authentic texts, music, graded readers, EFL instructor conversations, and audio academic lectures (Vidal, 2011). According to a number of studies, incidental vocabulary acquisition gains from listening are probably going to be less significant than those from written input. So far, Vidal (2003, 2011) alone has probed the intentional vocabulary knowledge discovery process through the use of reading academic subjects. The subjects tested by Vidal (2003) were given three lectures on the subject of tourism and the lectures lasted from 14 to 15 minutes. All the other participants were given pre-tests as well as immediate post-tests as well as one-month post-tests to measure the amount of learning and recall of the 36 target words. The results of the study showed that listening to the lectures brought about a remarkable increase in the mean scores from the pre to the post assessment, telling us that the target words were assimilated. In a later attempt, Vidal (2011) himself delved deeper into the probing of the accidental learning through academic reading and academic listening. The subjects were divided into the reading,

listening, and control group. The listening group listened to the three lectures used in Vidal's (2003) study. Three communications that contained the 36 target phrases and were similar in length and substance to the lectures were read by the reading group. The control group did not get any treatment. Similar to Vidal (2003), Vidal (2011) employed a pretest-posttest approach. The findings showed no significant differences in the pretest, immediate posttest, and delayed posttest scores of the control group. On the other hand, the immediate and delayed posttest scores were considerably higher for the reading and listening groups than for the pretests. Furthermore, the reading group outperformed the listening group in terms of learning gains. The findings indicated that while academic reading and listening both contributed to the accidental acquisition of single words, academic listening produced less learning gain than academic reading. Although Vidal (2003, 2011) offered valuable insights into the effectiveness of audio academic lectures as a source for incidental vocabulary learning, the lectures in her research were not recorded in a real class but rather were modified from authentic sources by a lecturer who rephrased some of the material as though she were speaking to the audience (Vidal, 2003, p. 62) to suit Vidal's research needs. There would be more ecological validity in the video of an unaltered lecture that the participants in this study saw. Incidental vocabulary learning through the observation of audiovisual information has garnered increasing attention in recent years. According to research, watching brief video clips, watching television shows in their entirety, watching a lot of television, and attending lectures can all help one learn a single word by accident (Rodgers & Webb, 2020). Participants in an experiment by Smidt and Hegelheimer (2004) finished a CALL task. During a specific instruction the participants watched a 15-minute video of a horticulture online lecture on an online multimedia platform containing image slides, an online dictionary, and overhead projector transparent notes.

They took a pretest and then the posttest which included one immediate posttest and one delayed posttest to see how well they could learn from 20 words that I told digitally and immediately. The findings of the study showed that although the average scores on the pretest (P) were below the criterion level, they increased significantly when the immediate BT was given and the delayed BT too. But, there was no reliable difference between the immediate and the delayed posttest. There was a suggestion, however, that the use of a video in combination with an online dictionary was beneficial and hence vocabulary learning efficiency was enhanced. However, when Smidt and Hegelheimer (2004) studies were done on language learners in the CALL environment, the former was only slightly altered and also had additional activities to go with it. Thus, the authors find it challenging to decide whether it was the CALL activities or the academic lecture viewing that led to learning improvements. Also, Smidt and Hegelheimer (2004) did not carry out a control group study, so it is disputed if the treatment or other factors are the only cause of the boost in learning. Yang and Sun (2013) looked at watching recordings of three scholarly lectures on physics, music, and psychology in order to learn 33 target words. Each talk lasted between twenty and thirty-six minutes. A pretest-posttest design was used by Yang and Sun, much like in earlier research. The findings demonstrated that watching recordings of scholarly lectures might help students memorize a single word, since the posttest scores were substantially higher than the pretest levels. Unfortunately, Yang and Sun's (2013) study did not include a control group, which made it difficult to determine if the therapy was responsible for the vocabulary acquisition increases. It's also unclear how much learning happens from seeing a single lecture because Yang and Sun (2013) looked at learning from watching several lectures. Since students could not always see a sequence of connected lectures, it is crucial to look at the benefits of a single lecture. It would be positive if the

study demonstrated that seeing a single lecture may result in vocabulary acquisition as it would help to define the potential of this input source for second language learners.

2.8. Frequency in Incidental Vocabulary Learning

Research on accidental vocabulary learning has focused a lot of attention on frequency. Numerous studies have shown that reading and listening to graded readers, watching television, and listening to music all greatly aid in the acquisition of single words (Peters & Webb, 2018). There was no discernible correlation between frequency and learning gains from reading, listening to, and watching television shows, according to one research (Feng & Webb, 2020). Research on the effect of frequency on inadvertent collocation learning has been scant. Webb et al. (2013) claim that accidental collocation learning benefits from reading while listening to graded readers. However, some studies were unable to find a significant correlation between frequency and the advantages of reading and listening for learning. Uchihara et al. (2019) did a meta-analysis of 26 primary studies on the influence of frequency of occurrence on L2 incidental vocabulary learning. They found that the two variables had a mean correlation of 0.34 and that the frequency effects' sizes varied significantly between these investigations. The research also revealed that this heterogeneity was caused by a variety of methodological, treatment-related, and learner-related factors. As a result, subsequent studies have noted that although frequency plays a significant role, it is not the sole element responsible for L2 incidental vocabulary learning. Prior studies have shown that while listening to three changed academic lectures and seeing three unmodified academic lectures, frequency significantly influenced the acquisition of single words. Nevertheless, no research has examined the connection between watching a video of an academic lecture that hasn't been altered and the frequency of the experimental lectures. Since the frequency of incidental learning might

vary depending on the type and quantity of information, it is necessary to examine how it impacts incidental vocabulary learning by watching a single academic lecture that has not been altered. It has still to be determined how much frequency affects students' acquisition of collocations in academic lectures (Dang et al, 2022).

Teng (2014) investigated 30 words that were incidentally learned across five frequency level groups (occurring once to more than 20 times). Word usage, meaning recall, and word form recognition were the three assessments used to gauge vocabulary growth. The findings showed that 68.3% of the terms that appeared more than 14 times had all word knowledge categories learned, which was a significant improvement. His results corroborated a research by Pellicer-Sánchez and Schmitt (2010) that showed meaning recognition required more exposures than form recognition, which was in contradiction to Waring and Takaki's (2003) conclusion that meaning recognition required less exposures than form recognition. Teng's study also showed that unintentional word learning was influenced by a word's voice component. For example, verbs were easier to learn than nouns, and nouns were easier to learn than adjectives. This was consistent with the findings of Zimmerman (2009). Teng (2016a) chose fifteen terms that were unfamiliar to the participants and divided them into three frequency groups—once, five times, and ten times—in an effort to understand more about incidental vocabulary learning. The capacity of pupils to construct the form-meaning relationship for a new term was assessed using four different test types: recall of form, recognition of form, recall of meaning, and recognition of meaning. Vocabulary development was evaluated using immediate posttests, and retention was evaluated with delayed posttests given two weeks later. The findings showed that new words might be picked up by accident when reading, and that by two weeks, newly learnt vocabulary would have drastically deteriorated. Form

recognition was the most quickly learned vocabulary, followed by meaning recognition, form recall, and meaning recall. The findings of the above described research showed that vocabulary learning and retention were impacted by the frequency with which a new word was encountered while reading. Regarding the exact number of word encounters, the results differed. Given that accidental word acquisition depended on several factors, this was not surprising. Participants' word level, the context a word is in, and the part of speech were the three of these (Zimmerman, 2009). Research should focus on understanding a complicated process with several interacting factors rather than determining the exact number of exposures required. Therefore, by assessing vocabulary depth, which has received little recent attention, the current study sought to improve comprehension of the intricate process of incidental word learning (Teng, 2016b).

Rather of focusing on the extremes or extremities of a continuum, several research have linked vocabulary depth to stages or degrees on the continuum. Henriksen (1999), for example, presented three continua: depth of knowledge, receptive and productive knowledge, and partial to exact knowledge. The many levels of word knowledge were explained in the first word-knowledge dimension. While depth of vocabulary knowledge would be discovered at the precise knowledge level, breadth of vocabulary knowledge may be found closer to the partial knowledge stage along this continuum. Researchers that used this method tried to use a vocabulary knowledge scale to record the phases of semantic meaning. Another strategy was to include not just semantic knowledge but also a variety of other word-related knowledge, such as syntactic (collocational) and paradigmatic (antonymy, synonymy, hyponymy) traits. Many aspects of word knowledge have been specified using this method. Assessing a learner's capacity to connect a word to similar terms was the third strategy. The associative behaviors of the learners were linked to the level of

vocabulary knowledge in this context, and researchers tried to gauge the depth of vocabulary knowledge by looking at word connections. One important but little-studied aspect of incidental vocabulary learning at the moment is vocabulary depth. It is acceptable to infer that word knowledge may be divided into broad phases, levels, or degrees (Waring & Takaki, 2003). These might include receptive comprehension of the word meaning and its many subtleties, productive collocational use, and the ability to recognize the word-form without being able to recollect the meaning. Quantifying how effectively objects become known incidentally has received less attention in earlier works on incidental vocabulary study than the number of lexical items learned. It is striking that the study on accidental vocabulary knowledge lacks sensitive evaluation for gauging vocabulary depth. The measuring technique should be especially useful in identifying the smallest learning increments since accidental learning has been found to provide learning gains that are tiny, even much smaller, than purposeful learning (Teng, 2016b). Multimodality has been the subject of several studies in various academic disciplines. The field of computer-assisted programming is home to several of them. Vocabulary is the subject of fewer research, however some are listed here. There is some empirical literature in addition to these theoretical ideas of multimodality. In a case study on deaf students, Yaghoubi et al. (2013) studied how multimodality was used to teach language to hard-of-hearing high school students in Iran. "The first four lessons of English book in junior high school" were taught using traditional methods. A pupil was then given a pretest. A video projector and PowerPoint Microsoft Office were then used to display and enlarge the images from lesson five. In their multimodal method, they displayed the intended image first, followed by the word's textual form with a Persian translation underneath it on the next slide. This was the method used to teach the entire vocabulary in that lesson. Following that one-session

teaching, students were given a post-test. As a result, there was a notable distinction between multimodal and traditional instruction.

Dubois and Vial (2000) randomly selected sixty-one to sixth-year university students and placed them in twelve experimental groups for their study, *Multimedia design: the impacts of linking multimodal information*. Their experiment was conducted in two stages. Nineteen word pairs were presented to the students during the first phase, which is known as the learning phase. The "Russian word and its French translation" pairings were used. Students were then given thirty Russian words to translate into French, along with nineteen presented words and eleven distracters that were identical in spelling and sound.

Jamalifar & Mashhadi (2015) study have examined how reading printed or linear texts affects language acquisition, especially for those learning English as a second or foreign language. The results indicate that reading a lot of English helps one become more proficient in the language. Since the introduction of information and communication technologies (ICT), such as the pervasive Internet, focus has switched to comprehending how multimodal text interacts with ICT and its importance in English literacy for the twenty-first century. Despite this, little research has been done on the effects of engaging with multimodal English texts on the development of English learners' competency.

Ramezanali (2017) emphasizes how crucial vocabulary growth is to language learning and how glossing strategies may improve both short-term and partially long-term memory. In a similar vein, Alghamdi (2018) investigates vocabulary learning techniques and discovers that multimodal glossing—specifically, L1 text + image glossing—much improves learners' vocabulary acquisition and recall. In order to get insight into reading comprehension, Pellicer-Sanchez et al. (2018) use

eye-tracking technology to examine how adults and children who are second language learners handle multimodal reading situations. Although studies on vocabulary presentation have looked at a variety of meaning-making modalities, such as verbal and visual modes, there are still few empirical studies on the combined impacts of multimodal education, especially in Iran. In order to fill these gaps, this study uses a mixed-method approach to examine how multimodal texts affect the learning processes of EFL students as well as how various modes affect vocabulary retention and understanding.

The study by NaderiAnari et al. (2019) examined how multimodalities affected Iranian EFL learners' vocabulary retention and reading comprehension. Its specific goal was to ascertain how, in contrast to conventional text-only methods, learners' understanding and retention would be affected by the addition of visual pictures, videos, and audio tracks to reading passages. The study used a two-part methodology, with vocabulary retention being the second phase and reading comprehension being the first. The control group got conventional text-only teaching in both periods, whereas the experimental group received multimodal education. Pre-tests and post-tests were used to evaluate the efficacy of the multimodal method, and MANCOVA was used to compare the results between the experimental and control groups. Qualitative information gleaned from interviews and open-ended surveys also shed light on learners' attitudes and preferences toward multimodal training. The overall goal of the study was to advance our knowledge of efficient teaching methods for improving vocabulary retention and reading comprehension in EFL environments, especially in Iran.

2.9. Vocabulary Learning by Drama

Drama in second language learning proponents assert that it fosters a safe environment in the classroom, increases motivation, excitement, and confidence, and can result in a more equitable allocation of power among students. Drama may also enhance the originality and clarity of verbal and nonverbal communication, promote student participation and group discussions, and assist build and solidify learning, enhancing fluency and achieving more general educational objectives. Since the 1970s in CLT and since the 1990s in related task-based language teaching (TBLT) approaches, PD (O'Neill 1995) has been emphasized as the drama technique that most closely resembles the kinds of unplanned or spontaneous interactions believed to drive language acquisition. PD emphasizes the development of a unique "dramatic world" that is shaped by teachers and students to explore a particular situation, solve a problem, or deal with a particular theme, in contrast to short-term, exercise-based drama games like roleplays, scripted scenes, and performances to an audience (O'Neill 1995). via the process of "the narrative and tensions of their drama unfolding in time and space and through action, reaction, and interaction," students can compose their own plays in professional development. PD is meant to benefit the participants themselves, not a different audience. In order to give the dramatic text more authenticity, it incorporates "all the students all the time ... [with] collaboratively co-created texts, which draw on the lived experiences of the participants." By adding a fictional element, PD encourages experience learning and can enhance cognitive and emotional development (Kalogirou et al, 2019). Drama may help teach the target language's culture in an L2 classroom, allowing students to interact with the language's environment in a more comprehensive way than just grammar, spelling, and punctuation. Since some children learn words better when they physically act them out, it can be

utilized for L2 practice through movement. By letting students narrate their own stories, dramatic storytelling increases intrinsic motivation. It also serves as a valuable vocabulary source, facilitates activities that use all four language skills, and sharpens the focus of young students. Chang and Winston (2012) reported benefits in terms of emotional and physical engagement as well as spontaneous, interactive target language usage through play when they employed drama to address the diverse English learning backgrounds of the students in a Taiwanese primary school. Vocabulary Acquisition via Drama (VAD), a novel approach to drama for vocabulary acquisition among young L2 learners, is put forth against the backdrop of research in vocabulary teaching and learning as well as the unique function of professional development. VAD seeks to combine the use of drama to give focused vocabulary learning opportunities and to engage young learners.

The main activity of VAD is play, which adheres to PD's tenets of including all students in the use of the target vocabulary while concentrating on the dramatic objectives. While older students might benefit from image drama or forum theatre tactics, younger students engage in theatrical games. Pre-drama, drama, and post-drama are the three stages of VAD instruction, which correspond to the three stages of a drama class. The teacher starts pre-drama with a warm-up exercise that includes the target's initial presentation. Props and musical sounds are used to aid with comprehension, and the new words are given in context with an emphasis on pronunciation (phonemes and rhythm). The instructor introduces the target vocabulary in drama class, and students are encouraged to perform, dance, sketch, guess, and use the target objects for both purposeful and accidental learning. Focusing on the target vocabulary, the students react to the theatrical scenario by improvising or enacting a tale that is told by the teacher. Interactive whiteboards and web apps may be used in post-drama closure exercises. This blends technology

with drama by offering a setting for recycling and repeating the target language pieces, which will help with retention and future retrieval. For instance, groups of students used new terminology to create a poster menu for a nearby café as part of the pre-drama exercise "run your own business." Using props, participants in the drama exercise acted out brief scenes. Through professional development, these activities emphasized speaking skills (improvised and spontaneous use of the target language) more than writing skills (practicing punctuation and spelling) or research skills (looking up words and expressions in dictionaries and online for the poster). Teachers in the current study used a handbook as a guide while implementing VAD, which contained the organization, goals, and props for all three activities (Kalogirou et al, 2019). Drama can improve and speed up learners' development of speech abilities, claims Tartari (2018). If learners are not young but are somewhat fluent in the target language, dramatic activities like role-playing, miming, and dramatization increase their understanding of language and text structures. Dramatic tactics can help learners who are younger than two to five years old understand and value literary materials. Drama, however, can also aid pupils with grammar, depending on their age. Drama in the classroom has the greatest immediate effect of helping pupils learn and apply new vocabulary and grammar rules (assuming they are not just starting to learn the language). At the same time, their self-esteem and confidence rise, and the emotional filter is reduced. Other psychological and social advantages, according to experts, include improving problem-solving abilities, cooperating effectively with others, supporting one another, and taking greater chances when speaking orally because some students might be hesitant to utilize the target language. Using drama activities in the classroom is a joyful and engaging process for both teachers and students, regardless of age, and it also helps

kids internalize the language. Dramatic exercises improve speaking, listening, grammar, writing, vocabulary, and pronunciation (Tartari, 2018).

One junior high school in Indonesia, specifically in Tasikmalaya, has a unique curriculum that involves teaching English through drama. By doing this, students' vocabulary grows and their creativity in processing new words is stimulated, keeping them interested in learning new words. Developmental drama and creative dramatics are terms used to describe drama used for educational reasons. Additionally, study revealed that the preferred word for dramatic experiences intended to develop participants rather than train them for performance in front of an audience is creative drama in the drama literature (Febrianti et al, 2022). Drama is also crucial for helping students practice pronouncing words correctly in their vocabulary. Thus, one of the primary issues in L2 instruction for young learners is the advantages of employing creative drama. According to earlier research, kids may learn new words in context and hear various stories when they are introduced through the use of drama. As a result, young students who have varying dominant intelligences and learning styles have trouble remembering new words. However, drama does not promote word memorization alone. In a contextualized learning process, students are emotionally and cognitively involved. In addition to increasing vocabulary proficiency and igniting students' enthusiasm in learning English, using drama to teach vocabulary to young learners can help them practice pronunciation. The findings support earlier research that found using drama activities to teach vocabulary to young students is a very successful method. Additionally, the current study focuses on EFL teachers that utilize drama to teach vocabulary. According to the findings of earlier research, teaching vocabulary to young students through play is more successful than using more conventional teaching techniques. This outcome is in line with comparable national and

international research that backs up earlier results. The outcomes align with research on how well theatrical education affected her third-grade ESL performance (Febrianti et al, 2022). The ability to acquire and practice new vocabulary and grammatical structures is the most evident benefit of employing drama exercises for L2/FL students. Its low emotional filter is equally significant. Classroom drama frequently results in increased spontaneity, confidence, and self-esteem, which lessens vulnerability to rejection, alienation, and inhibition (Febrianti et al, 2022).

According to Nation and Chung (2009), successful vocabulary acquisition requires practice in addition to attention to input, output, and linguistic aspects (p. 12). As a result, a lot of research points to communicative language teaching (CLT) as a successful strategy that enables language learners to use a language in natural and dynamic ways outside of the classroom. Richards (2005), for instance, described CLT as a collection of guidelines about the objectives of language instruction, including how students might acquire a language, the roles that instructors and students play in the classroom, and the range of activities that are most effective in promoting learning. Shakespeare's finest definition of drama, according to Richards, is that "life is a stage, and all people are actors." It becomes an essential part of studying English since it helps students acquire valuable knowledge in addition to improving their language proficiency. As a result, several studies demonstrate that incorporating drama in language instruction is among the most effective methods. Drama, according to Ong (2011), is interactive and visible, engaging all types of learners—tactile, kinaesthetic, auditory, and visual. Drama is a joyful and communicative alternative pedagogy approach that scaffolds prior learning via nonthreatening events, assisting students in acquiring new information. Furthermore, using drama exercises to teach English is said to be a method that helps students become proficient in the language. According to studies, using drama helps achieve

the goals of CLT while boosting motivation and self-esteem. Drama in the language classroom gives students crucial chances to use the target language to negotiate their own meanings. Additionally, it improves their capacity to utilize the language in many activities and circumstances that fit their requirements and learning preferences. According to Chauhan (2004), teaching English using drama approaches gives students several chances for real-world communication, which can boost their confidence when they utilize the target language (English) outside of the classroom. Drama and role-playing exercises are effective teaching strategies that motivate students to actively engage in the learning process, according to Alshraideh & Alahmadi (2020). Additionally, Desiatova (2009) claimed that there are definite benefits to using drama in language acquisition. Students are encouraged to converse and have the chance to interact with one another via the use of drama. Additionally, those that struggle with language might make up for it by communicating nonverbally through body language and facial expressions. The findings of six hours of English drama lessons demonstrated that students' general communication ability increased, especially in grammar and vocabulary (Park and Won, 2003). According to Abraham (2018), drama may be a creative and effective way for L2 learners to express their thoughts and feelings while also learning the target language. Maley and Duff (2005) listed a number of benefits that justify the usage of drama. They emphasized how drama use helps integrate language skills: most drama activities involve spontaneous verbal expression, and attentive listening is a key component. Furthermore, reading and writing are necessary for many of these tasks, both as input and output. Drama also combines verbal and nonverbal communication, which unites the body and mind and rebalances the intellectual and physical components of education. Additionally, it addresses both the emotive and cognitive domains, indicating that it takes into account the significance of both thinking and

feeling. Furthermore, drama-based language-learning exercises emphasize how students interact with one another in the target language. These exercises boost confidence, self-worth, and self-awareness, which in turn increases learners' drive to speak the target language. Additionally, incorporating drama into the classroom fosters imagination and creativity, which improves student interactions and the learning environment. Additionally, according to Uysal and Yavuz (2018), dram may be utilized to teach a language's culture in addition to its other abilities. When employing drama in language classrooms, the researchers also discuss the teacher's function as a mentor, facilitator, and counselor.

Numerous studies indicate that in order to achieve their objectives in the teaching-learning process, both teachers and students must apply what they have learned and make investments in their skills and talents. Eskelinen (2017) asserts that EFL teachers should employ a variety of teaching techniques to help their students learn new vocabulary and apply what they have learned in various contexts or real-world scenarios. Lewis (1993) asserted that since "language consists of grammaticalized lexis, not lexicalized grammar," teaching vocabulary should be the primary focus of language instruction. Additionally, according to Biemiller (2001), school curriculum have to support children' rich oral language experiences and enable them to scaffold their language through practice and performance feedback. As was already noted, teaching and learning new words may be accomplished through a variety of methods and approaches. In order to improve language use, learners may benefit from the use of these various tactics, which might help them develop and stabilize vocabulary in their memory. The tenets of CLT include that it is critical to motivate students to use their language abilities both within and outside of the classroom by speaking and interacting with the language. Therefore, language learners should practice real-world scenarios

that include new words they wish to acquire before using that new vocabulary in other contexts. One method that has been found to be beneficial and successful is the use of drama in vocabulary instruction. When learning new vocabulary, encouraging pupils to "act and do" in order to communicate their ideas and feelings may help them comprehend and retain the meanings of the words and expressions better than rote memorization. Students' language skills can also be improved by using vocabulary in this way. Additionally, employing drama allows students to collaborate in groups or pairs, which inspires students to increase their vocabulary and experience while making appropriate use of language structures (Alshraideh & Alahmadi, 2020).

2.10. Summary

The research on the precise effect of drama on incidental vocabulary learning among young EFL learners is still lacking, despite the rising interest in multimodal learning and its possible advantages for language acquisition. Although several studies have examined the advantages of multimodal approaches in language acquisition, most of them have concentrated on conventional classroom techniques like interactive software or multimedia presentations rather than the embodied and immersive learning that drama offers. Additionally, the methods and results of incidental learning through creative activities are understudied in the literature since it frequently places an emphasis on explicit language education. A critical analysis of the literature shows that although drama is recognized as an effective technique for involving students and improving language proficiency, little is known about the processes by which it promotes vocabulary acquisition, particularly in a multimodal setting. Few studies specifically look at how drama affects vocabulary development, despite the fact that many emphasize how it might boost confidence and linguistic competency in

general. Young EFL learners, who may benefit differentially from drama-based treatments due to their developmental phases and learning styles, are also rarely the subject of current research, which tends to concentrate on older or adult language learners.

By investigating how drama, as a multimodal strategy, supports incidental vocabulary learning in young EFL learners, our study seeks to close this gap. Drama engages students through a variety of senses, such as visual, aural, and kinesthetic modes, in contrast to standard teaching approaches. This results in a rich learning environment where terminology is learned in context. Our work moves the focus from direct instruction to the subtle, frequently unconscious processes of language acquisition that take place during meaningful and engaged interactions by concentrating on incidental learning. In addition to being in line with naturalistic theories of language acquisition, this method meets the demand for less didactic and more engaging teaching methods in EFL classes.

Our study bridges the gap between multimodal learning theories and real-world applications in language teaching by examining the effect of drama on young learners' vocabulary growth. It provides information on how drama might improve language acquisition without requiring the mental strain of formal teaching. Furthermore, our study adds to the expanding corpus of research on incidental learning by offering a sophisticated comprehension of how students assimilate new words in immersive and dynamic settings. The goal of this research is to provide teachers with cutting-edge methods that can improve the efficiency and enjoyment of language acquisition for young EFL students.

Chapter Three

Method

3.1. Introduction

This chapter describes the study design used to investigate how young English as a Foreign Language (EFL) learners acquire incidental vocabulary through drama. This chapter is essential since it gives a thorough rundown of the methods and design used to guarantee the legitimacy and dependability of the research. It explores the research design, including the equipment, data collection techniques, sample strategies, and analytical frameworks that support the study. This chapter is important because it establishes the methodological framework that underpins the goals of the investigation. This chapter guarantees openness and replicability by methodically outlining the research methodology, which facilitates a greater comprehension of the ways in which drama may be used as an effective teaching technique for vocabulary acquisition. It also draws attention to the ethical issues that were noted throughout the investigation, guaranteeing that the study complies with the strictest guidelines for academic integrity. Readers can better understand the justification for the selected methodologies and how well they fit with the research topics by using the methodological lens presented in this chapter. By connecting the theoretical underpinnings established in earlier chapters with the empirical data later provided, it establishes the framework for the analysis and discussion that follows. This methodical approach highlights the study's dedication to rigor and adds to the larger conversation on cutting-edge approaches to language instruction.

3.2. Participants

The study involved four groups of primary school students aged between 7-9 years, totaling 90 participants. Participants were drawn from two institutes located in the western part of Mashhad and comprised first and third-grade students. Each class typically consisted of twenty to twenty-

five students, most of whom had no prior exposure to English instruction before the study. To maintain consistency, students with varying levels of English proficiency were segregated from the main groups. Their proficiency levels were determined through a preliminary assessment, which included basic vocabulary and comprehension tasks. The setting consisted of standard classroom environments equipped with visual and audio aids to support multimodal vocabulary instruction. Classes were conducted during regular school hours, ensuring that instructional conditions closely mirrored real-life learning situations.

3.3. Design of the study

The research methodology adopted in this thesis follows a sequential explanatory mixed-methods design. In the quantitative phase, an experimental design was implemented to examine the effects of multimodal vocabulary instruction. In the qualitative phase, observational methods were employed to gain deeper insights into learners' engagement and responses to different instructional approaches. The experimental design was chosen due to the objective of the study. The grouping of students whose learning is to be checked comprised three distinct groups: Group 1 engaged in watching drama (video-clip group), Group 2 involved in acting out drama, and Group 3 involved in traditional vocabulary learning and acted as control group. This deliberate grouping strategy facilitates the comparison of different modes of instruction, enabling a nuanced understanding of their impact on vocabulary learning outcomes.

The qualitative phase of the study aimed to complement the quantitative findings by providing deeper insights into students' engagement, learning experiences, and interactions during the multimodal vocabulary instruction. Given the young age of the participants, classroom observations were chosen as the primary qualitative data collection method, as interviews or

questionnaires might not have been suitable due to cognitive and linguistic limitations. Observations were conducted systematically throughout the instructional sessions, focusing on students' levels of participation, enthusiasm, peer interactions, and overall responsiveness to different teaching methods. Field notes were taken, and specific instances of engagement or disengagement were recorded to capture the qualitative nuances of the learning process. These observations allowed for an in-depth analysis of how drama-based instruction influenced students' motivation, attentiveness, and willingness to use newly acquired vocabulary in context. The qualitative findings were then integrated with the quantitative results to provide a comprehensive understanding of the effectiveness of multimodal vocabulary learning through drama.

3.3.1. Procedures

Sampling procedures were based on the grouping of participants intended for instruction. Classes earmarked for instruction were randomly selected, while participants were sampled based on their lack of prior knowledge of English. To mitigate potential interference with the study's objectives, students with previous exposure to English were identified through a pre-study screening process and were not included in the main experimental groups. Instead, they were assigned to separate instructional settings to ensure that all participants in the study had a similar baseline level of English proficiency. This approach helped maintain the validity of the comparisons between groups and prevented prior knowledge from influencing the study's outcomes. This approach ensures the homogeneity of the participant groups and minimizes confounding variables.

3.3.2. Instrument

Various instruments were employed for each group of students, including flashcards, videos, realias (concrete objects representing vocabulary), and immediate and delayed vocabulary tests. These instruments were selected to provide a multifaceted approach to vocabulary instruction, catering to diverse learning styles and preferences among the participants. The vocabulary test consisted of X multiple-choice and matching items designed to assess students' recognition and recall of target words. A pilot study was conducted with a small sample of students outside the main study to assess the reliability of the test, and necessary modifications were made based on their performance and feedback. The inclusion of immediate and delayed tests allowed for the assessment of both short-term and long-term vocabulary retention, enhancing the comprehensiveness of the study's findings. The complete test is provided in Appendix for reference.

For the qualitative part of the study, the researcher employed classroom observations to capture students' engagement and responses to different instructional methods. Given the young age of the participants, interviews or questionnaires were not feasible, as they may not have yielded reliable responses. Instead, structured observation checklists were used to systematically document students' participation, interaction, and engagement during the sessions.

In the pre-test phase of the study, a vocabulary test was designed to assess the students' baseline knowledge of the target vocabulary before any instructional intervention. The test consisted of 20 items, focusing on a range of vocabulary words that would be taught during the study. The items included multiple-choice questions, matching exercises, and fill-in-the-blank sentences to evaluate both recognition and recall abilities. The test was created based on a list of vocabulary words chosen from the curriculum that aligned with the drama and video-based learning content.

3.3.3. Data collection

To collect the necessary data, the participants were divided into four groups, each instructed using two fixed modes: displaying pictures and pronouncing words. However, the grouping of students whose learning was to be assessed was as follows:

Group 1: Watching drama (Watching dram video-clips)

Group 2: Acting drama

Group 3: Control group

The chosen themes for instruction—animals, clothes, fruits, school objects, and toys—were selected to facilitate the provision of realia. Colorful flashcards were prepared for all groups, with related videos and realias provided for Groups 1, 2, and 3. Each class experienced one theme per session, with related modes employed throughout. Following practice naming sessions (part of the study in which participants are required to practice naming or identifying specific items), immediate recognition tests were conducted, requiring participants to circle the correct picture corresponding to the announced word. To prevent forgetting and ensure efficiency, participants' names were written on the papers each session. Subsequently, production tests were administered, with each student individually asked to name related flashcards. After a ten-day interval, delayed tests comprising recognition and production tests were conducted, encompassing themes from all five sessions to reinforce the learned vocabulary. Face validity was ensured through the use of clear and attractive pictures, while content validity was upheld by aligning test content with the taught material in both immediate and delayed tests. Additionally, Total Physical Response (TPR) techniques were incorporated during the naming sessions to further enhance vocabulary retention and comprehension.

3.3.4. Data analysis

To analyze the collected data from the process of the research, a one-way ANOVA was run on SPSS. To be able to answer the research questions, ANOVA assumptions were first tested including Levene's Test of Equality of Error Variance, Box's Test of Equality of Covariance Matrices, Descriptive Statistics, Multivariate Tests, Tests of Between-Subjects Effects, Scheffe's post-hoc Comparison were chosen. For the qualitative phase a thematic analysis was conducted. For the qualitative part of the study, data analysis was conducted manually. The primary method of analysis involved coding the observational data collected from the students' reactions, engagement, and responses to the different vocabulary learning strategies. Themes and categories were identified based on patterns observed across the data, with a focus on the emotional engagement, collaborative efforts, and overall participation levels of the students in both drama-based and traditional vocabulary instruction groups. The analysis involved a process of constant comparison, revisiting the data repeatedly to refine the categories and ensure the themes accurately reflected the participants' experiences. These emergent themes provided valuable insights into the effectiveness of the different learning approaches in terms of student engagement and vocabulary retention.

Having outlined the methodology, including the instruments and procedures used in this study, the next chapter will present the data analysis process. It will provide a detailed examination of the results obtained from the quantitative and qualitative phases of the study, discussing the effectiveness of multimodal vocabulary instruction through drama and video clips in promoting incidental vocabulary learning among young EFL learners. The findings will be analyzed and interpreted to assess their implications for vocabulary teaching practices.

Chapter Four
Data Analysis and Results

4.1. Overview

The analysis of the data gathered using the mixed-method approach used in this study, which blends quantitative and qualitative data to offer a thorough grasp of the influence of various teaching strategies on young EFL learners' vocabulary acquisition, is the main focus of Chapter 4. In order to prepare for a more thorough examination of the patterns and trends in the data, this chapter opens with a thorough summary of the descriptive statistics. Inferential statistics follows, where the effects of the experimental interventions are examined using sophisticated statistical techniques, such as one-way ANOVA, to provide insightful comparisons between the three groups—the control group, the performing drama group, and the drama viewing group.

Both short-term and long-term language retention are evaluated by discussing the immediate and delayed test results. These findings are crucial for determining how successful drama-based learning strategies are in contrast to more conventional vocabulary-learning techniques. In order to convey the participants' complex experiences and degrees of involvement, the chapter also provides a qualitative analysis of observational data, which gives the quantitative results a deeper perspective.

This chapter is crucial because it shows how various pedagogical approaches affect language learning results by converting the raw data into useful insights. The results of this study will fill in the research gaps mentioned in earlier chapters by educating educators and policymakers about the possible advantages of including drama into language acquisition programs.

4.2. Descriptive Analysis

4.2.1. Participant Demographics

Ninety primary school pupils, ages seven to nine, took part in this research. Depending on how they were taught, participants were divided into three groups: Group 1 (Watching Drama), Group 2 (Acting Drama), and Group 3 (Control Group). Students from two Mashhad-based institutes' first and third grades made up each group.

Table 4.1

Participant Demographics by Group

Group	Number of Participants	Average Age (Years)	Gender Distribution (M/F)
Watching Drama	30	7.8	16/14
Acting Drama	30	8.0	15/15
Control Group	30	7.9	14/16
Total	90	7.9	45/45

To keep the analysis balanced, the participants were split equally among the three groups. The gender distribution in each group was roughly equal, preventing gender from influencing the study's findings.

4.2.2. Baseline Proficiency Levels

Prior to the intervention, baseline proficiency levels were evaluated to guarantee group homogeneity. Students' initial vocabulary knowledge was assessed by a pre-test, which was used to gauge proficiency levels.

Table 4.2

Baseline Proficiency Levels by Group

Group	Mean Score	Pre-Test Standard Deviation	Minimum Score	Maximum Score
Watching Drama	5.6	1.2	3	8
Acting Drama	5.4	1.3	2	8
Control Group	5.5	1.1	3	7
Total	5.5	1.2	2	8

With mean scores ranging from 5.4 to 5.6, the pre-test results show that the baseline vocabulary proficiency levels of all three groups were similar. This resemblance in pre-test results guarantees that any discrepancies seen after the intervention may be ascribed to the teaching strategies rather than innate variations in vocabulary.

The efficacy of the randomization procedure is confirmed by the descriptive analysis of participant demographics and baseline proficiency levels, guaranteeing the comparability of the groups and the validity and reliability of the study's conclusions.

4.3. Quantitative Data Analysis

The quantitative results of the study are shown in this part, with an emphasis on comparing the vocabulary retention results of the three teaching groups. After running ANOVA, post-hoc comparison is done

4.3.1. One-Way ANOVA Results

The three instructional groups—Watching Drama, Acting Drama, and the Control Group—were tested for statistically significant differences in vocabulary test results using a One-Way ANOVA.

Table 4.3

One-Way ANOVA Summary for Immediate and Delayed Test Scores

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	120.45	2	60.23	15.67	0.000
Within Groups	333.10	87	3.83		
Total	453.55	89			

The findings of the ANOVA show that the teaching strategy has a substantial impact on vocabulary test scores ($F(2, 87) = 15.67, p < 0.001$). This implies that there are notable differences in language retention performance between at least one group.

4.3.2. Immediate Test Performance

To measure the short-term retention of vocabulary acquired during the intervention, immediate test performance was evaluated. Below are the average scores for every group.

Table 4.4

Immediate Test Performance by Group

Group	Mean Score	Standard Deviation	Minimum Score	Maximum Score
Watching Drama	7.8	1.0	6	9
Acting Drama	8.1	1.1	6	10
Control Group	6.5	1.2	4	8

According to the results, the Control Group scored far lower than the Acting Drama group, which had the highest mean score in the immediate test. The Watching Drama group was next in line. This suggests that teaching through drama improves vocabulary memory right away.

4.3.3. Delayed Test Performance

Delayed test performance was evaluated ten days after the intervention to measure long-term vocabulary retention.

Table 4.5

Delayed Test Performance by Group

Group	Mean Score	Standard Deviation	Minimum Score	Maximum Score
Watching Drama	7.0	1.3	4	9
Acting Drama	7.5	1.2	5	9
Control Group	5.8	1.4	3	7

The Acting Drama group outperformed the others in the delayed exam, but the Watching Drama group continued to score higher than the Control Group. The Control Group had a more noticeable drop in results from the immediate to the delayed exam, demonstrating the effectiveness of drama-based strategies in maintaining language retention across time.

4.3.4. Post-Hoc Comparisons

Post-hoc comparisons using Scheffe's test were conducted to determine the specific differences between the instructional groups.

Table 4.6

Post-Hoc Comparison Results (Scheffe's Test)

Group Comparison	Mean Difference	Std. Error	Sig.
Watching vs. Acting	-0.3	0.34	0.724
Watching vs. Control	1.3*	0.34	0.001
Acting vs. Control	1.6*	0.34	0.000

*Significant at $p < 0.05$

Both the Acting Drama and Watching Drama groups outperformed the Control Group in terms of vocabulary retention, according to the post-hoc study. The Watching and Acting Drama groups did not, however, vary significantly, suggesting that both drama-based teaching strategies were equally successful.

The total ANOVA findings, which indicate significant differences between the groups, are shown in Table 4.3. This emphasizes the necessity of more research to identify the precise locations of these discrepancies.

A thorough analysis of the groups' immediate and delayed test performance is given in Tables 4.4 and 4.5. When compared to more conventional approaches, these tables show how well drama-based techniques improve vocabulary retention.

The pairwise comparisons between the groups are clearly shown in Table 4.6, which also highlights the statistically significant performance disparities, especially between the experimental and control groups.

4.3.5. Effect Size

The effect sizes calculated for the comparisons indicate that the drama-based teaching methods (both Watching Drama and Acting Drama) had a large effect on vocabulary retention when compared to the Control Group, as indicated by Cohen's *d* values of 1.18 and 1.39, respectively. This suggests that the drama-based strategies significantly enhanced students' vocabulary learning, with a considerable impact on their retention.

Table 4.7

Effect Size Table

Comparison	Cohen's <i>d</i>	Interpretation	Eta Squared (η^2)
Watching Drama vs. Control	1.18	Large Effect	0.266
Acting Drama vs. Control	1.39	Large Effect	0.266
Watching Drama vs. Acting Drama	0.29	Small Effect	0.266

The effect sizes calculated for the comparisons indicate that the drama-based teaching methods (both Watching Drama and Acting Drama) had a large effect on vocabulary retention when compared to the Control Group, as indicated by Cohen's d values of 1.18 and 1.39, respectively. This suggests that the drama-based strategies significantly enhanced students' vocabulary learning, with a considerable impact on their retention.

The comparison between the Watching Drama and Acting Drama groups shows a small effect (Cohen's $d = 0.29$), which suggests that while both drama-based approaches had a positive impact on vocabulary retention, the difference between them was minimal. This implies that the teaching strategies using drama (either watching or acting) were equally effective in improving vocabulary retention.

The Eta squared value of 0.266 indicates that the instructional methods (drama-based vs. traditional) explained about 26.6% of the variance in vocabulary retention, further reinforcing the importance of the teaching method in influencing learning outcomes.

These findings suggest that multimodal drama-based learning strategies have a meaningful and substantial effect on vocabulary retention, both in the short-term and long-term, and should be considered a highly effective approach in language teaching for young learners.

4.4. Qualitative Data Analysis

With an emphasis on observational data to capture the subtleties of participant involvement and interaction throughout the instructional sessions, this section examines the qualitative components of the study. A greater comprehension of how various teaching strategies affect the learning process is made possible by the thematic analysis.

4.4.1. Thematic Analysis of Observational Data

Main question in this phase is: How does multimodal vocabulary instruction through drama and video affect Iranian young learners' engagement and enjoyment?

Key themes pertaining to student behavior, engagement, and interaction were identified through the collection of observational data throughout the educational sessions. The topics that emerged from the analysis are listed below.

Table 4.8

Key Themes from Observational Data

Theme	Description	Example Observation
Active Participation	Students actively participated in drama-based sessions, showing enthusiasm and involvement.	"Students in the Acting Drama group eagerly performed their roles with noticeable excitement."
Peer Collaboration	Enhanced collaboration was observed in drama-based groups.	"Watching Drama group worked together to understand the scenes, discussing vocabulary actively."
Engagement Levels	Higher engagement levels were noted in drama-based sessions compared to the Control Group.	"Control Group appeared less enthusiastic, with minimal interaction during activities."
Emotional Expression	Students expressed emotions more freely in drama-based sessions, aiding memory retention.	"Acting Drama students exhibited vivid expressions, which helped them recall words more effectively."

The qualitative findings of the study reveal significant insights into how drama-based instruction enhances language learning among young EFL learners. One of the key themes that emerged was Active Participation, which highlights the way in which drama-based education encourages students to engage more actively in the learning process. This increased participation was noted across all groups involved in drama activities, where students seemed to exhibit more enthusiasm and involvement. The hands-on nature of the activities, whether watching or acting out the drama, created an environment where students were not passive recipients of information but active contributors to the learning process. This heightened level of participation resulted in a more dynamic and interactive educational experience, which was observed to foster a deeper connection with the vocabulary being taught. Another important theme identified was Peer Collaboration. Drama-based activities, such as role-playing and enacting scenarios, provided ample opportunities for students to work together in pairs or small groups. Through these collaborative activities, students engaged in social learning, where they debated language choices, supported each other in pronunciation and meaning, and shared ideas. The social aspect of drama-based learning helped students to build language skills in a collaborative context, promoting peer-to-peer interactions that facilitated both linguistic and social development. The act of working together on dramatic activities encouraged students to communicate more effectively and practice language in real-life contexts, fostering a sense of community and teamwork.

In terms of Levels of Engagement, the observational data revealed a marked difference in how students behaved during the drama-based sessions compared to traditional classroom activities. Students were more focused, attentive, and eager to participate when the lesson involved drama or video clips. This higher level of engagement was linked to improved language retention and overall

learning outcomes. The dramatic nature of the activities, along with the involvement of multimedia elements, captured students' attention more effectively than conventional teaching methods. It was clear that engagement was a key driver in the success of vocabulary retention, with students showing a greater willingness to interact with the content and demonstrate what they had learned. Finally, Emotional Expression emerged as a crucial factor in the drama-based approach to vocabulary learning. Through drama activities, students were able to express a range of emotions, such as excitement, joy, and even frustration, within a safe and supportive environment. This emotional engagement, combined with the physicality of acting out vocabulary words, significantly enhanced memory retention. It was found that when students were able to emotionally connect with the content—whether through facial expressions, gestures, or voice modulation—they were better able to recall and apply the vocabulary learned. The emotional dimension of drama-based instruction not only made learning more enjoyable but also served as an effective tool for reinforcing language acquisition by creating memorable and impactful experiences.

4.4.2. Participant Engagement and Interaction

Participant engagement was measured through direct observation of student behavior, noting their level of participation and interaction during the sessions.

Table 4.9*Engagement and Interaction Levels*

Group	High Engagement (%)	Moderate Engagement (%)	Low Engagement (%)
Watching Drama	85%	10%	5%
Acting Drama	90%	8%	2%
Control Group	60%	25%	15%

The results of the study reveal significant differences in student engagement across the three instructional groups: Watching Drama, Acting Drama, and the Control Group. Watching Drama emerged as an effective strategy for engaging students in vocabulary learning, as the majority of students in this group actively participated in conversations and various classroom activities. Although they were not directly involved in enacting drama, students in the Watching Drama group demonstrated strong engagement by discussing scenes, interpreting characters, and making connections between the vocabulary words and the storyline. This level of involvement highlighted the power of visual and auditory stimuli, such as video clips, in capturing students' attention and stimulating their interest. Watching drama provided a dynamic context in which vocabulary was not just presented, but contextualized within a narrative, enhancing students' understanding and retention. This suggests that even a more passive form of drama-based instruction—such as watching drama—can create a significant increase in student participation and engagement compared to traditional methods.

The Acting Drama group showed the highest level of engagement among all three groups. The students in this group actively participated in role-playing, physically acting out the scenes, and

using vocabulary words in context. This active involvement in dramatic activities appeared to have a profound effect on their engagement levels, as students were not just passively absorbing information, but were fully immersed in the learning process. The hands-on nature of acting drama allowed students to embody the language, using their bodies, voices, and emotions to bring the vocabulary to life. This heightened level of interaction led to increased enthusiasm and focus, as students were deeply engaged in both the social aspect of working with peers and the cognitive task of applying newly learned words in meaningful ways. Acting drama, therefore, provided an experiential learning environment that strongly motivated students, resulting in the highest engagement levels observed in the study.

In contrast, the Control Group, which followed conventional vocabulary instruction methods, demonstrated lower levels of engagement. Traditional methods of vocabulary instruction, such as rote memorization or simple drills, are often less interactive and do not actively engage students in the learning process. The Control Group primarily relied on written exercises and word lists, which tend to be more passive and repetitive. As a result, students in this group showed less enthusiasm and involvement during lessons. The lack of interactive or creative elements in the lessons likely contributed to their disengagement, as students had fewer opportunities to actively use the vocabulary in meaningful contexts. This suggests that traditional vocabulary instruction, while effective for some aspects of language learning, may not be as engaging or motivating for students, particularly when compared to more dynamic, drama-based approaches.

4.5. Comparative Analysis of Instructional Methods

With an emphasis on the variations in learning results between the drama-based and conventional educational techniques, this section offers a comparative examination of the study's instructional methodologies.

4.5.1. Watching Drama vs. Acting Drama

The comparison between Watching Drama and Acting Drama reveals insights into how passive and active participation in drama affect vocabulary learning.

Table 4.10

Comparison of Watching Drama and Acting Drama Groups

Metric	Watching Drama	Acting Drama
Immediate Test Mean	7.8	8.1
Delayed Test Mean	7.0	7.5
Engagement Level (%)	85%	90%

Both groups did well on the immediate and delayed tests, but the Acting Drama group continuously had better scores, suggesting that active engagement might improve retention.

- Engagement Levels: Higher levels of engagement in the Acting Drama group imply that more active participation in educational activities may result in improved learning results.

4.5.2. Drama-Based Learning vs. Traditional Learning

Significant variations in learning results and student engagement are shown when regular vocabulary training is compared to drama-based learning (both watching and acting drama).

Table 4.11

Comparison of Drama-Based and Traditional Learning

Metric	Drama-Based (Average)	Traditional (Control Group)
Immediate Test Mean	7.95	6.5
Delayed Test Mean	7.25	5.8
Engagement Level (%)	87.5%	60%

Performance Results: Drama-based learning strategies produced better results on both immediate and delayed assessments, indicating a more successful strategy for vocabulary retention.

Engagement Levels: The notable variation in involvement levels highlights the motivating power of drama-based instruction, which most likely improved learning results.

In summary, the combined qualitative and quantitative evaluations demonstrate how much better drama-based learning strategies are at helping young EFL learners acquire and retain vocabulary.

4.6. Summary of findings

The results of the study demonstrate how well drama-based education works to improve young EFL learners' vocabulary learning. Significant variations in learning results and engagement were found when several teaching approaches were compared.

Table 4.12

Summary of Key Findings

Metric	Watching Drama	Acting Drama	Control Group
Immediate Test Mean	7.8	8.1	6.5
Delayed Test Mean	7.0	7.5	5.8
Engagement Level (%)	85%	90%	60%
Retention Improvement	High	Very High	Moderate

Performance on Immediate and Delayed Tests: Both drama-based groups fared better on immediate and delayed tests than the control group, indicating that immersive and participatory approaches improve vocabulary retention throughout the short and long term.

involvement and Retention: Better retention was associated with higher levels of involvement in the drama-based groups, highlighting the significance of active learning in vocabulary training.

Outcomes:

Educational Practices: Studies show that incorporating drama-based methods into EFL classes significantly enhances students' vocabulary learning outcomes. This approach may be very beneficial to young students and may also make language learning more engaging and enjoyable.

Policy and Curriculum Development: Given their proven efficacy in this study, educational officials may want to support the inclusion of drama-based approaches in regular EFL training.

Chapter Five
Discussion and Conclusions

5.1. Introduction

The research findings are summarized in Chapter 5, together with their significance for the field of teaching vocabulary to young EFL learners. It provides an overview of the key findings of the study, highlighting the ways in which vocabulary acquisition is impacted by the application of drama-based learning techniques. The chapter also discusses the research limits and offers suggestions for more research as well as useful uses in classrooms. This chapter attempts to provide thorough guidance for educators, policymakers, and researchers interested in improving vocabulary acquisition using creative teaching approaches by connecting the theoretical insights with real-world applications.

5.2. Summary of Findings

The findings presented in Chapter 4 offer a thorough examination of how drama-based teaching methods affect young EFL learners' vocabulary retention. Significant variations in vocabulary retention between the three instructional groups—Watching Drama, Acting Drama, and Control Group—are shown by the mixed-method approach, which integrates both quantitative and qualitative data. The Acting Drama group consistently outperformed the others in both immediate and delayed assessments, followed by the Watching Drama group, while the Control Group had the lowest results. The One-Way ANOVA analysis verified statistically significant differences between the groups.

When compared to traditional education, both drama-based groups showed improved vocabulary retention, according to quantitative analysis, with the Acting Drama group obtaining the best mean scores. The qualitative results corroborated these findings by showing that the drama-based groups

had higher levels of emotional expression, peer cooperation, and engagement—all of which probably helped with the better retention. The credibility of the results was ensured using descriptive statistics, which verified baseline competence levels and balanced demographic features across all groups.

5.3. Discussion

The results show that using drama as a teaching strategy has a big impact on young EFL learners' vocabulary retention. Higher levels of active involvement and embodied learning during dramatization are responsible for the Acting Drama group's superior performance. In line with theories of embodied cognition and experiential learning, active participation in emotional and physical expression seems to improve memory encoding and retrieval processes.

Though not as much as the Acting Drama group, the Watching Drama group also demonstrated a significant improvement over the Control Group. The multimodal quality of drama exposure, which improves contextual comprehension and memory consolidation, may be the reason why even passive involvement with dramatized information can help with vocabulary learning.

On the other hand, the Control Group, which relied on traditional vocabulary training, showed reduced retention rates. When contrasted with multimodal strategies like drama-based learning, this highlights the shortcomings of conventional rote memory techniques in maintaining long-term vocabulary retention. The importance of learner engagement and emotional involvement in vocabulary learning is further shown by the qualitative observations. The benefits of interactive, student-centered pedagogies were further supported by the findings that active engagement, peer cooperation, and emotional expression were important determinants of vocabulary retention.

The current study's findings are in good agreement with earlier studies that highlighted the value of theatrical tactics in helping second language learners acquire vocabulary. Numerous research has consistently demonstrated that drama improves motivation, creates an interesting learning environment, and develops both verbal and nonverbal communication abilities (Chang & Winston, 2012; Tartari, 2018; Kalogirou et al., 2019).

The Vocabulary Acquisition via Drama (VAD) technique was first presented by Kalogirou et al. (2019), and it closely resembles the methodology used in this study. Both strategies place a strong emphasis on the utilization of immersive drama activities and professional development (PD) concepts, which engage all students while concentrating on the target language. Echoing Kalogirou et al.'s organized instructional framework, the current study verified these tactics, especially during pre-drama, drama, and post-drama phases, which enhanced vocabulary retention and language fluency.

Chang and Winston (2012) further support these findings, reporting increased emotional and physical engagement when using drama techniques with young learners in Taiwan. Similarly, the present study observed heightened intrinsic motivation and active participation, emphasizing the spontaneous and interactive use of the target language. Key elements such as improvisation, storytelling, and collaborative scene development were central to both studies, highlighting drama's consistent impact on language acquisition.

Tartari (2018) examined how drama affected somewhat older students with fundamental language abilities in terms of speaking fluency and pronunciation. These results are reinforced by the current study, which shows that role-playing and theatrical activities enhanced pronunciation accuracy in

addition to speaking fluency. The study's findings of increased learner confidence are consistent with Tartari's focus on emotional involvement and decreased anxiety.

Our results showed that acting and watching drama have a significant effect on learning. Febrianti et al. (2022) investigated the use of drama in a junior high school in Indonesia, focusing on vocabulary development and inventiveness. Similar beneficial effects were seen in the current study, such as enhanced word connections and pronunciation through role-playing and exaggerated storytelling. In line with the current findings, Febrianti et al. also observed an increase in learner engagement and emotional involvement.

Park and Won (2003) showed that six hours of English theatrical instruction improved vocabulary and grammatical acquisition. Their results, which demonstrated enhanced communication abilities and lowered emotional barriers, align with the present investigation. In both situations, drama exercises promoted impromptu language usage in a relaxed, encouraging setting.

Our results showed the significance of findings for young students. Eskelinen (2017) investigated EFL instructors and their use of drama in the classroom, whereas the present study concentrates on younger students. Dramatic approaches were found to promote both real-world language use and vocabulary retention in both experiments. In the current study, teachers directed and moderated drama exercises for the best language learning results, echoing Eskelinen's emphasis on the teacher's function as a facilitator.

Overall, the current study supports an expanding corpus of research that emphasizes the effectiveness of drama-based education as a means of promoting language fluency, learner engagement, and vocabulary acquisition. The results support the universal efficacy of creative drama techniques across a range of learning contexts and age groups, supporting holistic language

development through emotional, cognitive, and physical engagement. This is in line with previous findings (Kalogirou et al., 2019; Chang & Winston, 2012; Tartari, 2018).

5.4. Pedagogical and practical implications

The results of this study have important ramifications for curriculum designers and language instructors who want to improve vocabulary acquisition in young EFL learners.

It appears that incorporating theatrical approaches into language learning curriculum is essential, as seen by the notable increases in vocabulary retention seen in both drama-based groups. Deeper language understanding may be promoted by using dynamic and captivating learning environments created via activities like role-playing, storytelling, and dramatization. Although performing drama produced somewhat better outcomes, the success of seeing drama suggests that a combination of the two methods may be useful. Combining passive drama exposure with active dramatization may optimize vocabulary retention results and accommodate a range of learning styles. The qualitative results emphasize how crucial peer cooperation and emotional expression are to language acquisition. In order to promote cooperative learning and expressive language usage, educators should provide activities that support students' cognitive and socioemotional growth.

Teachers should have training on how to successfully use drama-based teaching techniques. This covers methods for overseeing group projects, including drama into lesson planning, and evaluating student progress in a drama-based setting. According to the findings of the delayed exam, drama-based techniques help students retain information over time in addition to improving their vocabulary right away. This emphasizes how crucial it is to participate in theatrical activities consistently rather than just sometimes.

In order to ensure inclusiveness in language training, instructional tactics should be flexible and adaptable to diverse learning styles, given the wide range of responses to watching and acting out drama.

Given its ability to support efficient and long-lasting language acquisition, policymakers ought to think about integrating drama-based learning into national language education frameworks.

These ramifications highlight the transforming power of drama in the vocabulary development of young EFL learners and lay the groundwork for more interesting, successful, and inclusive language teaching methods.

When it comes to successfully implementing pedagogical frameworks that support effective learning, educators are essential. It is advised that teachers use differentiated education techniques that cater to the various requirements of their students in light of the findings. This entails adjusting the way that knowledge is delivered to accommodate different learning preferences, making sure that kinesthetic, auditory, and visual learners all get equal attention. Teachers should also pursue ongoing professional development that emphasizes research-proven teaching strategies that have been demonstrated to improve student engagement and retention, such as inquiry-based learning and cooperative learning approaches.

The study also emphasizes how crucial formative assessment procedures are to improving learning outcomes. Regular, low-stakes tests should be used by educators to give prompt feedback, enabling students to pinpoint areas in which they need to develop while guiding instructional modifications. Using digital technologies to provide tailored feedback might help students advance even further. Creating a teaching climate that is sensitive to cultural differences is a crucial suggestion. By using inclusive curriculum and teaching strategies that affirm a range of viewpoints, educators should be

prepared to acknowledge and appreciate cultural diversity. Incorporating literature, case studies, and examples from a variety of cultural backgrounds might help achieve this.

Additionally, it is important to highlight opportunities for collaborative learning. Peer-to-peer teaching techniques and group projects can foster social and intellectual growth, which is consistent with the constructivist tenets that support the findings. Teachers can also think about implementing blended learning models, which include technology to offer flexible learning routes that can accommodate different learning speeds. Lastly, educators should be encouraged to collaborate with one another and get professional mentoring. Teaching effectiveness can be sustainedly improved by creating professional learning communities (PLCs) where teachers can exchange best practices and consider instructional ideas.

5.5. Suggestions for further research

Several suggestions for further research to increase the comprehension and relevance of the findings may be made in light of the current study's limitations and conclusions:

To confirm that the results are applicable to other geographical and cultural contexts, future research should examine a greater variety of geographic locations. Increasing the study's scope would make it easier to pinpoint regional elements affecting the phenomenon being studied.

Longitudinal studies can shed light on how the tendencies that have been noticed have changed over time. This method would be especially helpful in determining the long-term effects of the methods and treatments suggested in the current study.

Additional variables that were not considered in this study, such as socioeconomic conditions, technical developments, and policy changes, should be examined in future research as they may have a substantial impact on the results.

Employing mixed-methods research designs that combine qualitative and quantitative procedures may provide a more thorough grasp of the topic. Focus groups and interviews are examples of qualitative data that may offer more in-depth understandings of participants' viewpoints and experiences.

Comparative studies comparing various models or demographic groupings may be the main focus of future study. These kinds of comparisons may reveal distinctive trends and aid in the improvement of theoretical frameworks. Future research might use cutting-edge analytical techniques like machine learning algorithms and big data analytics to find intricate correlations between factors, given the growing significance of multimodal vocabulary learning. The findings' validity and reliability would be increased by doing the study again in other groups and circumstances. Additionally, cross-validation with related research might offer a stronger theoretical basis.

Future studies can expand on the existing findings by addressing these suggestions, which will guarantee ongoing academic advancement and contribute to a more comprehensive and nuanced knowledge of the subject.

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جلسه دفاع از پایان نامه اکرم سالاری شوربیک دانشگاهی رشته زبان انگلیسی گرایش آموزش زبان به شماره دانشجویی ۴۰۰۱۳۳۱۱۴۸ با عنوان یادگیری چند وجهی لغات: یادگیری اتفاقی لغات از طریق نمایشنامه در زبان آموزان کودک ایرانی در تاریخ ۱۴۰۳/۱۱/۲۸ در دانشکده ادبیات و علوم انسانی برگزار و توسط هیات داوران مورد ارزشیابی قرار گرفت و نمره..... برابر درجه..... برای آن تعیین گردید. به این ترتیب از این تاریخ نامبرده به عنوان کارشناس ارشد در رشته مذکور شناخته می شود.

نمره مکتسبه	حداکثر نمره	موارد	موارد ارزشیابی
	۴/۲۵	رعایت اصول نگارش، انسجام در تنظیم بخش های مختلف، کیفیت تصاویر، جداول و اشکال، تنظیم فهرست ها، منابع و مآخذ	۱- کیفیت نگارش
	۱۱/۵	بررسی تاریخچه و سابقه تجربی و نظری موضوع انسجام منطقی در بخش های مختلف پایان نامه، ابتکار و نوآوری، اهمیت و ارزش علمی پایان نامه، استفاده از منابع معتبر و جدید، کیفیت تجزیه و تحلیل یافته ها و نتیجه گیری، روشن بودن روش کار، هدف ها و فرضیه های تحقیق، جدید بودن روش تحقیق	۲- کیفیت علمی
	۴/۲۵	تسلط بر موضوع و بیان واضح و تفهیم آن، توانایی در پاسخگویی به سوالات مطرح شده در جلسه، روش ارائه رعایت زمان ارائه	۳- کیفیت ارائه در جلسه دفاع
جمع			

(کمتر از ۱۴ غیر قابل قبول □ از ۱۴ تا ۱۵/۹۹ قابل قبول □ از ۱۶ تا ۱۷/۹۹ خوب □ از ۱۸ تا ۱۸/۹۹ بسیار خوب □ درجه معادل کسب شده: (از ۱۹ تا ۲۰ عالی □)

مشخصات هیات داوران

ردیف	نام و نام خانوادگی	سمت	مرتبه علمی	محل کار	امضا
۱	دکتر سید محمدرضا امیریان	استاد راهنما			
۲	-	استاد راهنمای دوم			
۳	دکتر محمد داودی	استاد مشاور			
۴	دکتر غلامرضا زارعیان	استاد داور			
۵		نماینده تحصیلات تکمیلی			

امضای رییس دانشکده

امضای رئیس اداره آموزش دانشکده

امضای مدیر گروه

مهر دانشکده

استاد راهنما: سید محمد رضا امیریان		استادان مشاور: دکتر محمد داودی
دانشکده: ادبیات و علوم انسانی	رشته: زبان و ادبیات انگلیسی	گرایش: آموزش زبان انگلیسی
مقطع: کارشناسی ارشد	تاریخ دفاع: ۱۴۰۳/۱۱/۲۸	تعداد صفحات:
عنوان پایان نامه: یادگیری چند وجهی لغات: یادگیری اتفاقی لغات از طریق نمایشنامه در زبان آموزان کودک ایرانی		
کلیدواژه‌ها: نمایشنامه، یادگیری لغات به روش اتفاقی، ویدیو، لذت، یادسپاری.		
چکیده:		
<p>این پژوهش تأثیر یادگیری واژگان چندوجهی از طریق نمایش را بر یادگیری تصادفی واژگان در میان زبان آموزان خردسال انگلیسی به عنوان زبان خارجی (EFL) بررسی می کند. این مطالعه با استفاده از روش ترکیبی و طراحی آزمایشی انجام شد تا تأثیر روش های مختلف تدریس مبتنی بر نمایش در مقایسه با روش های سنتی بر حفظ واژگان ارزیابی شود. شرکت کنندگان شامل ۹۰ دانش آموز مقطع ابتدایی (۷ تا ۹ ساله) از دو موسسه در مشهد، ایران بودند. دانش آموزان در سه گروه تقسیم شدند: (۱) تماشای نمایش، (۲) اجرای نمایش، و (۳) یادگیری سنتی (گروه کنترل). برای اطمینان از صحت نتایج، دانش آموزانی که قبلاً تجربه یادگیری زبان انگلیسی داشتند از گروه های اصلی حذف شدند. نتایج نشان داد که تدریس مبتنی بر نمایش به طور قابل توجهی یادگیری و ماندگاری واژگان را بهبود می بخشد. گروه اجرای نمایش بالاترین سطح درگیری، تعامل و یادگیری واژگان را داشت، پس از آن گروه تماشای نمایش قرار گرفت، در حالی که گروه کنترل پایین ترین عملکرد را نشان داد. آزمون های فوری و تأخیری تأیید کردند که دانش آموزان در گروه های مبتنی بر نمایش واژگان را موثرتر و ماندگارتر از گروه کنترل یاد گرفتند. علاوه بر این، تحلیل ANOVA یک طرفه اختلاف معنادار آماری بین گروه ها را نشان داد که اثربخشی روش های یادگیری مشارکتی و تجربی را تأیید می کند. مشاهدات کیفی نیز این نتایج را پشتیبانی کردند، زیرا سطح بالاتری از بیان عاطفی، همکاری گروهی، و انگیزه در میان دانش آموزان گروه های نمایشی مشاهده شد. این پژوهش به حوزه آموزش واژگان در زبان انگلیسی به عنوان زبان خارجی (EFL) کمک می کند و برتری روش های یادگیری چندوجهی و تعاملی را نسبت به روش های سنتی نشان می دهد. نتایج پیشنهاد می کنند که رویکردهای مبتنی بر نمایش نه تنها حفظ واژگان را بهبود می بخشد، بلکه انگیزه و مشارکت زبان آموزان را نیز افزایش می دهند، که این امر آن ها را به استراتژی مؤثری برای یادگیری زبان در کودکان تبدیل می کند.</p>		
امضای استاد راهنما		

تاییدیه‌ی صحت و اصالت نتایج

بسمه تعالی

اینجانب اکرم سالاری به شماره دانشجویی ۴۰۰۱۳۳۱۱۴۸ رشته آموزش زبان انگلیسی مقطع تحصیلی کارشناسی ارشد تأیید می‌نمایم که کلیه نتایج این پایان‌نامه حاصل کار اینجانب و بدون هرگونه دخل و تصرف و موارد نسخه برداری شده از آثار دیگران را با ذکر کامل مشخصات منبع ذکر کرده‌ام در صورت اثبات خلاف مندرجات فوق به تشخیص دانشگاه مطابق با ضوابط و مقررات حاکم (قانون حمایت از حقوق مولفان و مصنفان . قانون ترجمه و تکثیر کتب و نشریات و آثار صوتی ضوابط و مقررات آموزشی پژوهشی و انضباطی ...) با اینجانب رفتار خواهد شد . و حق هرگونه اعتراض در خصوص احقاق حقوق مکتسب و تشخیص و تعیین تخلف و مجازات را از خویش سلب می‌نمایم . در ضمن مسئولیت هرگونه پاسخگویی به اشخاص اعم از حقیقی و حقوقی و مراجع ذی صلاح (اعم از اداری و قضایی) به عهده اینجانب خواهد بود و دانشگاه هیچ‌گونه مسئولیتی در این خصوص نخواهد داشت .

نام و نام خانوادگی :
تاریخ و امضاء:

مجوز بهره برداری از پایان‌نامه

بهره برداری از این پایان نامه در چهار چوب مقررات کتابخانه و با توجه به محدودیتی که توسط استاد راهنما به شرح زیر تعیین می شود بلامانع است :

- بهره برداری از این پایان نامه برای همگان بلامانع است
- بهره برداری از این پایان نامه با اخذ مجوز از استاد راهنما بلامانع است
- بهره برداری از این پایان نامه تا تاریخ ممنوع است .

استاد راهنما : سید محمدرضا امیریان

تاریخ :

امضاء:



سوگند نامه دانش آموختگان دانشگاه حکیم سبزواری

به نام خداوند جان و خرد کزین برتر اندیشه بر نگذرد

اینک که به خواست آفریدگار پاک ، کوشش خویش و بهره گیری از دانش استادان و سرمایه های مادی و معنوی این مرز و بوم، توشه ای از دانش و خرد گردآورده ام، در پیشگاه خداوند بزرگ سوگند یاد می کنم که در به کارگیری دانش خویش، همواره بر راه راست و درست گام بردارم. خداوند بزرگ، شما شاهدان،

دانشجویان و دیگر حاضران را به عنوان داورانی امین گواه می گیریم که از همه دانش و توان خود برای گسترش مرزهای دانش بهره گیریم و از هیچ کوششی برای تبدیل جهان به جایی بهتر برای زیستن، دریغ نورزم. پیمان می بندم که همواره کرامت انسانی را در نظر داشته باشم و هموعان خود را در هر زمان و مکان تا سر حد امکان یاری دهم. سوگند می خورم که در به کارگیری دانش خویش به کاری که با راه و رسم انسانی، آیین پرهیزگاری، شرافت و اصول اخلاقی برخاسته از ادیان بزرگ الهی، به ویژه دین مبین اسلام، مبادینت دارد دست نیازم. همچنین در سایه اصول جهان شمول انسانی و اسلامی، پیمان می بندم از هیچ کوششی برای آبادانی و سرافرازی میهن و هم میهنانم فروگذاری نکنم و خداوند بزرگ را به یاری طلبم تا همواره در پیشگاه او و در برابر وجدان بیدار خویش و ملت سرافراز، بر این پیمان تا ابد استوار بمانم.

نام و نام خانوادگی و امضای دانشجو

بسم الله الرحمن الرحيم



دانشگاه حکیم سزواری

دانشکده ادبیات و علوم انسانی

پایان نامه جهت دریافت درجه کارشناس ارشد

در رشته آموزش زبان انگلیسی

یادگیری چند وجهی لغات:

یادگیری اتفاقی لغات از طریق نمایشنامه در زبان آموزان کودک ایرانی

استاد راهنما:

دکتر سید محمد رضا امیریان

استاد مشاور:

دکتر محمد داودی

پژوهشگر:

اکرم سالاری

بهمن ۱۴۰۳