Research paper

Iranian EFL Teachers' Attitudes towards Using Multimodal Instruction of Vocabulary

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Abstract

Learning a foreign language can be challenging, often memorizing grammatical rules, words, and phrases, unknowingly repeating what teachers have uttered in class, and consequently being completely unable to speak outside of class. Conversely, students in their lives are inevitably involved in a life which has a variety of modes and is multimodal such as social media. In addition, with the development of new software and applications and their gradual integration into EFL classes, students surpass traditional learning. EFL learning tools are becoming more and more powerful, often combining different ways of communicating in a single environment. Multimodality has been on trend recently due to its relatedness with E-learning and technology. The present paper aimed at investigating the perceptions of EFL teachers at schools and language institutes towards multimodality. The reason for choosing vocabulary as this study's focus was the assorted ways that vocabulary is being instructed which usually requires specific strategies. In addition, teaching words for Iranian EFL teachers has always been a daunting and disconcerting task. The researcher through a qualitative design tried to find out the attitudes of EFL teachers regarding the use of multimodal training. A 25 item, Likert scale questionnaire designed by the researcher was used to collect data from 93 male and female EFL teachers at different schools and language institutes in Iran. The researcher using statistical analyses including frequency and means analysed the data. The results highlighted that Iranian teachers both in institutes and school chose multimodal instruction over traditional way of teaching. In addition, most teachers preferred to use multimodal input when teaching vocabulary elements. Teachers showed more resistance to using traditional methods of teaching vocabulary subjects. School teachers, on the other hand, did not have the same ability to prepare multimodal teaching materials as their corresponding institute teachers, who were more equipped with technical tools. Finally, it should be mentioned that the multimodal vocabulary teaching tools seems more suitable for EFL classes. This study has great implications for English teachers across different

settings in general and for EFL pedagogy developers in particular, to lean more on multimodal tools in the course of vocabulary instruction since multimodal learning offers new ways of teaching English vocabulary.

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Introduction

Multimodal instruction encompasses all types of means that empowers the process of learning through igniting different senses. Multimodal foreign language teaching is becoming a whole new learning model thanks to the proliferation of digital technology, the internet and multimedia. In recent years, many researchers have conducted studies on the effect of multimodal aids on language skills (Haijing, 2015). However, studies examining teachers' views on the use of multimodal theory to teach English vocabulary are very rare. With the emergence of technology in the modern age, languages are not merely one-sided paper-based contents. Recently the role of multimodality in every aspect of life and education has increased. Inside English course books pictures, audios and videos are inseparable sections and learners' acquisition of new materials would come to a halt without enough side materials. This circumstance applies to every language skill even grammar. Gradually, pictures in EFL materials have been positioned in the center of acquisition. Therefore, as every aspect of communication in real life has become multimodal, the application of multimodal theories in teaching English are unavoidable. In traditional EFL classes the teacher usually follows a monotonous mode of teaching lexical items which are commonly tedious for learners. They often get bored and eventually forget what they have learned.

Languages are comprised of vocabularies, and they appear first as words when anyone begins to learn a language (Thornbury, 2002). Vocabulary knowledge is often seen as an important tool for second language learners, as limited second language vocabulary can hinder successful communication (Alqahtani, 2015). In recent decades the focus of instruction in English language classes has been grammar and little attention has been paid to vocabulary. However, as Thornbury (2002 as cited in Cárcamo, et al., 2016) states that learning grammar does not help to improve English language, as much as the acquisition of words would do. The modern era and novel innovations provide a wide range of the latest methods and methods in the field of education. In fact, they help to effectively present a foreign language to students of different levels. In other words, the frequent use of such tools for teaching and learning foreign languages opens the classroom to the outside world. Similarly, they are very important for working with modernism.

The number of people in Iran fancying to master English language vocabularies is booming. Also, the ubiquity that vocabulary plays the major role in grasping English cannot be rebuffed. This in turn has impelled EFL teachers to focus more on vocabulary instruction. EFL students at all levels too, have vocabulary mastering goals. Teachers and instructors also are seeking

ways to instruct words deftly. Thus, they look for new strategies to accomplish this process. Inadequate and outdated practices, such as memorizing out-of-context word lists and overuse of translations when teaching vocabulary, are widespread problems in English language teaching (Cárcamo, et al., 2016). Instructors usually lack sufficient authentic materials in their classrooms to teach words. Therefore, in order to maximize vocabulary acquisition, teachers make different efforts. But they have to use strategies that increases EFL learners' willingness in vocabulary acquisition activities. One such strategy is multimodality. Conventional methods of teaching vocabulary items are outdated and need to be modified. Multimodal teaching of lexical items corresponds to the development of time and is becoming the main direction of English teaching.

Multimodality is concerned with using more than one aspect in communicating the meaning. Generally, it combines extra modes to fasten the transfer of meaning. In EFL classes it usually includes using a variety of materials in combination with texts. These materials encompass videos, images, and audios. In order to reach this objective, teachers use a variety of aids in class when representing lessons. Such aids capture learners' attention and thus accelerates the learning process. Many studies have confirmed the positive role of multimodality on learning language skills (Choi & Yi, 2015; Guichona & McLornan, 2008; Naderi et al., 2019). For instance, Meneses, et al. (2018) proved the effect of high-multimodal scaffolding text on science reading comprehension for low-skilled comprehenders. Cárcamo, et al. (2016) explored the effect of multimodality on vocabulary acquisition among semi-public schools in Chile. The results confirmed the effectiveness of multimodality. Therefore, it is believed that multimodal instruction can be used in a broader way in language schools, but a lack of study on teachers' insights on this method of instruction existed. The purpose of this study was to explore teacher's view on the use of multimodal approach in teaching vocabulary.

Literature Review

Theoretical Background

Multimodality is defined as the integration of different semiotic modes in texts and communicative events to formulate meaning educational activities (Kress, 2010). Dressman (2019) refers to multimodality as "a meld of multiple sensory and communication modes, such as sight, sound, print, images, video, music, etc., that create meaning in any message" (pp. 39-55). Jewitt (2014) also uses multimodal literacy term to refer to a learning process that uses more than one mode of meaning and has its roots in semiotic theory. Multimedia is a resource that makes efficient use of computer technology, providing modeling, multiple views, and informative and immediate feedback on the student's activities on the interface (Gilakjani, et al., 2011). Multimodality has been the subject of study by many researchers. In other words, much of the previous research has been devoted to the impact of multimodalities in the field of learning. In multimodal instruction, teachers use the computers to create content and use projectors, smartboards or even smartphones to deliver multimodal materials to learners. Many researchers have confirmed the effectiveness of using multimodal approaches in EFL classes. Lirola (2016) suggested that using multimodal approach fastens the learning process. Many studies such as Nassima (2018) have confirmed the effectiveness of multimodality, and

Phengsuai and Suwanarak (2020) proved the positive attitude of EFL learners toward it. Naderi Anari and Shariati (2019) investigated the effect of multimodalities on reading comprehension and vocabulary retention of Iranian EFL learners. The results confirmed the effectiveness of multimodality on L2 reading classrooms and vocabulary retention. In qualitative phase also the results demonstrated that learners prefer texts to be accompanied by visual images.

Empirical Studies

Choi and Yi (2015) explored the use of multimodality in English language learning classes by low experienced teachers in an online setting. Qualitative data analysis showed that using multiple instructional aid modes to improve linguistic text gave teachers the opportunity to help ELLs understand the content of the subject, vividly express what they had learned, and find psychological refuge. In addition, they confirmed that multimodal learning improves ELL's sense of fulfillment and self-esteem. They also revealed the teacher's opinion on multimodal instruction in the educational environment and concluded that various technology challenges and a lack of administrative support were the main obstacles to integrate multimodality in the classroom setting.

Nassima (2018) investigated the impact of multimodal resources on vocabulary acquisition in sophomores. In other words, they sought to investigate participants' attitudes toward using such aids in the context of EFL and their impact on improving second-grade vocabulary acquisition. Furthermore, it was intended to understand their meaning in the teaching process. To achieve the above objectives, the theory used to carry out this research work was the theory of multimodality advanced by Gunter Kress (2010). This study relied on a mixed methods approach that combined quantitative and qualitative research. Therefore, he consists of two main data collection tools: questionnaires and structured interviews. The former was distributed to 205 of her sophomores in the English Department. The latter was conducted with her five teachers specializing in listening and speaking modules in the same department. Collected results showed that multimodal resources can greatly benefit both teachers and learners in English departments. Both have therefore formed a positive view of using these devices in the process of teaching and learning English as a foreign language.

Phengsuai and Suwanarak (2020) in their study explored the students' views from Nakhon Pathom Rajabhat University (NPRU) on teaching English reading skills through a traditional approach and a multimodal approach, and teacher's experience on the use of the two approaches. The researchers through a mixed method approach including questionnaire survey and semi-structured interview collected data. The findings suggested that most of the students had a negative feeling during learning English reading via the traditional approach and took part in the multimodal learning more. Furthermore, the teacher was more pleased on the advantages of using the multimodal approach in teaching English reading since the students were more inspired. On the other hand, students with less reading proficiency favored traditional approach. On the contrary, those more reading proficient readers found that the traditional approach was not interesting.

In another study Romero and Bobkina (2021) explored the perceived benefits and drawbacks of using multimodal learning objects in pre-service English teacher inverted instruction. In this study a group of 25 pre-service teachers studying M.A in Teaching English as a Foreign and Second Language (TEFL) was involved. Researchers investigated participants' perceptions of the advantages and disadvantages of using multimodal learning objects (LOs) as learners, active classroom discussion leaders, and pre-teaching English in the context of reverse classroom instruction. of teachers were surveyed. The results of this study showed that LO is perceived as an attractive tool in teaching in reverse settings because it enabled a shift in classroom dynamics towards a learner-centered approach. No significant differences were found between the views of students, debate her leaders, and teachers before the service began. However, preschool teachers expressed concerns about the implementation of LO. This suggests that more emphasis should be placed on supporting the use of LO in the classroom.

The researcher only came up with few studies on teachers' perception on multimodal instruction of vocabulary. Thus, there was a substantial gap in the literature. Therefore, it is believed that the findings of this study will contribute to further similar studies or some practical application of multimodality in educational environments provided that the paper will be read by them. This paper seeks to answer the following research questions:

(1) What are Iranian EFL school teachers' attitudes towards using multimodal Instruction of vocabulary?

(2) What are Iranian EFL institute teachers' attitudes towards using multimodal Instruction of vocabulary?

Method

Design

The present study was carried out as a qualitative survey study in order to answer the research questions of the study. A qualitative study is an information gathering research that seeks to obtain detailed information about the underlying reasons and motivations of a particular population. Therefore, although it describes the current conditions, it is not a prediction.

Participants

The researcher used convenience sampling in findings the population of the study. The participants of this study were 93 teachers. 37 schoolteachers and 56 institute teachers took part in this study. They were EFL teachers from different regions of Iran who contended to take part in the study. The schoolteachers were teaching English at high school and the institute teachers were teaching general English at intermediate and advanced level.

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Table 1
Participants of the Study

Gender	Frequency	Percent	Teaching place	Frequency	Percent
Male	49	52.7	Institute teachers	56	60.2
Female	44	47.3	School teachers	37	39.8
Total	93	100.0		93	100.0

Measures

Using a qualitative approach, the researcher designed a questionnaire on the teachers' perceptions and insights on multimodal instruction of vocabulary items, including items that asked teachers on their views on integration of multimodal input in teaching vocabulary items. A five-point Likert scale questionnaire including 25 items designed by the researcher was utilized in this study.

1 – Strongly disagree 2 – Disagree 3 – Neither agree nor disagree 4 – Agree 5 – Strongly agree

The author conducted a pilot study on 32 participants. The questionnaire was distributed among the participants via google forms. Therefore, the researcher only shared the link of the form through online platforms such as WhatsApp. The questionnaire included the massages of invitation and consent.

Data Collection

The required data of the study were collected through teachers' attitudes towards using multimodal Instruction of vocabulary questionnaire. The study was conducted in Iran and the researcher sent the questionnaires through emails for teachers residing across Iran. The researcher provided explanations on multimodal instruction of vocabulary and asked the instructors to conduct at least one such class. Performing sessions of vocabulary instruction through multimodalities provided the required experience of this strategy. Thus, the teachers could provide better choices in the questionnaire. The participants sent back the questionnaires with their choices. The researcher transferred the choices in forms of numbers into Excel data sheet.

Data Analyses

The qualitative data which were collected from the questionnaires were transformed to Excel data sheets. In order to answer the research questions of the study, the data were analyzed quantitatively. The data were coded and imported to the Statistical Package for the Social Sciences (SPSS-v26). The researcher using statistical analyses including frequency and means analyzed the data. The results were reported in forms of tables and graphs.

Results

Based on the research questions, the findings from questionnaires are presented in the two following sections.

(1) What are Iranian EFL school teachers' attitudes towards using multimodal Instruction of vocabulary?

The researcher analyzed the schoolteachers' choice in response to the items of the questionnaire. The mean score of the choices were calculated. Based on the choices of participants on (Q1-Q7) as demonstrated in table 2, the teachers had positive view toward using, multimodal instruction.

(2) What are Iranian EFL institute teachers' attitudes towards using multimodal Instruction of vocabulary?

The results of the analysis of institute teachers suggested their interest in multimodal instruction of vocabulary as shown in Table 4.2. Q1 and Q7 items presents their view on multimodal instruction.

Table 2
Comparing the Mean Scores of Participants

N	Items	Institute Teachers' Mean	School Teachers' Mean
Q1	All types of multimodal input including text, visual or audio, can be considered helpful in teaching vocabulary.	4.48	3.00
Q2	EFL learners in my class, prefer the words to be accompanied by visual images	4.59	3.73
Q3	EFL learners in my class, prefer the words to be accompanied by audio	4.45	3.41
Q4	EFL learners in my class, prefer the words to be accompanied by video	4.96	3.81
Q5	technology and multimodal input play a large role in learning.	4.48	4.38
Q6	I use technology and multimodal tools for teaching vocabulary.	3.88	2.05
Q7	multimodal input contributes to the improvement of English language proficiency	4.46	3.81
Q8	I will use multimodal input in teaching vocabulary in my future classes	4.59	3.70
Q9	I am currently using multimodal inputs to teach vocabulary	3.45	2.22
Q10	Multimodal inputs motivate my students to take active part in tasks.	4.50	3.27
Q11	The multimodal teaching of vocabulary is interesting.	4.55	4.62
Q12	I enjoy teaching vocabulary through multimodal method.	4.50	2.57
Q13	With the use of the multimodal approach, students and the teachers will have more interaction which is helpful for the acquisition of vocabulary.	4.43	4.16
Q14	The traditional method of teaching vocabulary is more effective than multimodal approach.	2.02	3.81
Q15	The multimodal method of teaching vocabulary is more effective than traditional approach.	4.45	3.16
Q16	I prefer traditional method of teaching vocabulary to multimodal teaching.	1.95	2.54
Q17	I prefer multimodal teaching of teaching vocabulary to traditional method.	4.45	4.49
Q18	I prefer combining traditional and multimodal approach of vocabulary instruction and use them together.	4.09	3.14
Q19	I can easily prepare multimodal materials including pictures, sounds and videos.	4.46	2.05
Q20	The various kinds of modes such as texts, pictures, sounds, and video clips encourage my students to study English vocabularies.	4.43	3.84
Q21	I am familiar with multimodal instruction of vocabulary.	4.50	4.00
Q22	I believe that through multimodal inputs the difficulty of learning new vocabularies is lowered	4.48	4.41
Q23	I believe that students via multimodal input memorize words better	4.43	4.43
Q24	My students understand the words better through multimodal aids.	3.95	4.51
Q25	I have enough tools in my class to provide multimodal inputs.	4.50	2.70

Valid N (listwise)

Figure 1 presents a schematic review of the results of the questionnaire items. The graph shows that in some items institute teachers and schoolteachers share the same idea. In some other options institute teachers regard more positive insights.
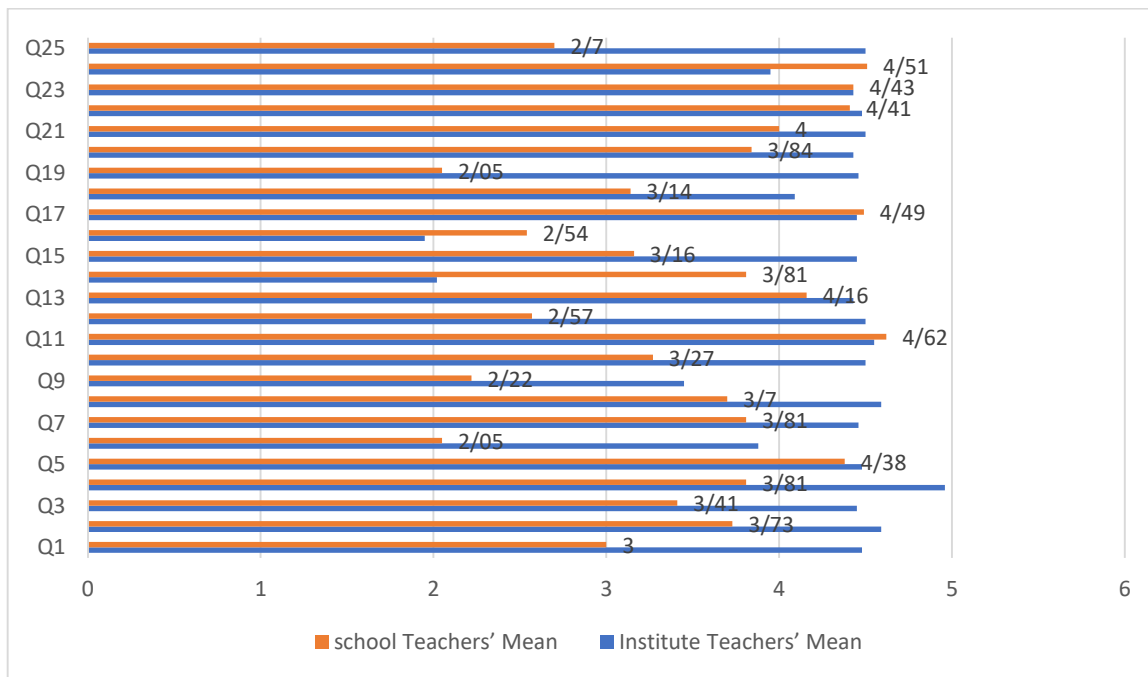

Figure 1. *The Comparison of School and Institute Teachers' Insights on Multimodal Instruction*

According to Figure 2 both groups of participants prefer multimodal instruction rather than traditional one.
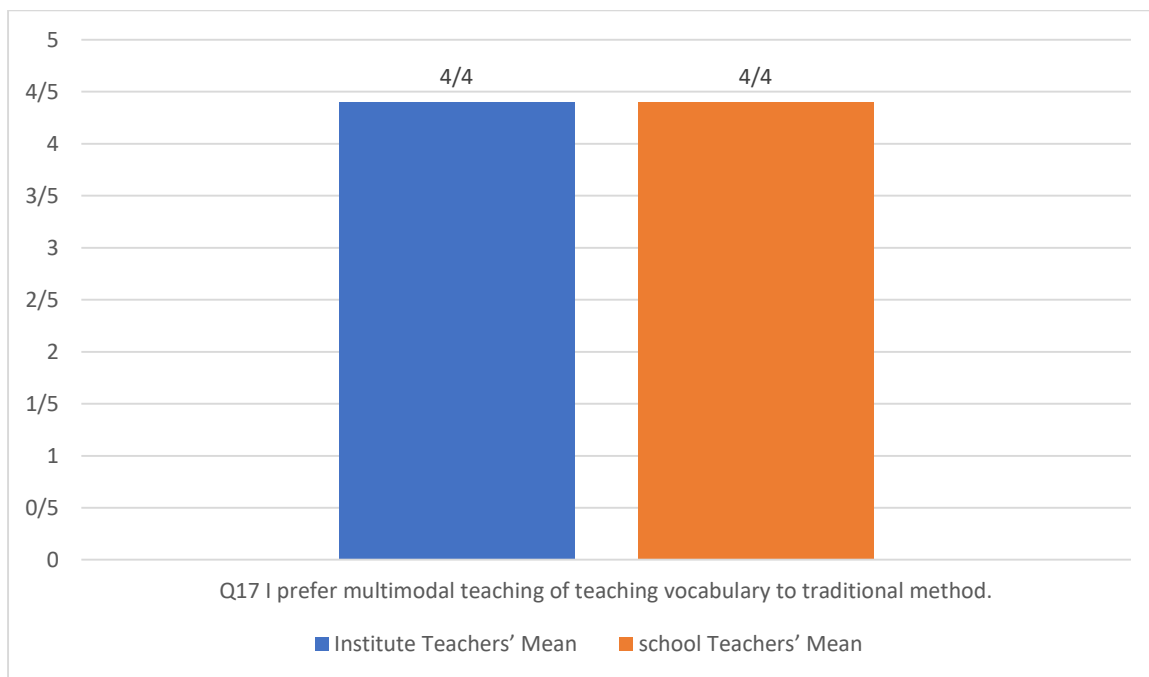
Figure 2. *Preference of multimodal teaching*

Figure 3 presents the capability of teachers to provide multimodal materials in their classes. As it is clear from the figure institute teachers can prepare their materials easily. This could be due to the school system of Iran which is state based, and the classes may have not been equipped with technology. In addition, the pedagogy or course books provided by either organizations could lead to high or low usage of technology or multimodal materials in the course of instruction.
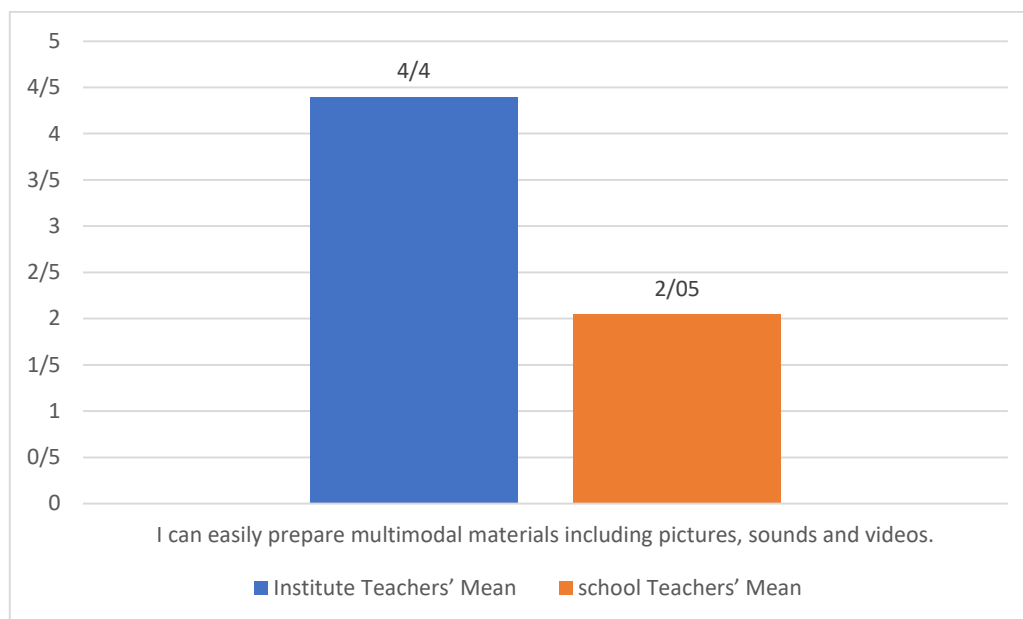
Figure 3. *The Ability to Prepare Multimodal Materials by Teachers*

Discussion

The findings of the study revealed that EFL teachers selected using multimodal input in instruction of vocabulary over the conventional approaches. In other words, teachers both in schools and institutes preferred multimodal input, compared to traditional way of teaching vocabularies. The majority of the respondents to the questionnaire indicated their positive attitudes. Although some teachers were identified as adversaries of using multimodal inputs based on the statistical analysis. Most teachers as table 4.2 had negative attitude toward the conventional approach of teaching vocabulary. The most identical study to the present paper was a thesis conducted at Nassima (2018) which investigated teachers' and learners' attitudes on the role of multimodal resources on enhancing students' vocabulary acquisition which was caried out at a university. Their results showed positive view of both teachers and learners toward multimodal resources. The main difference of this M.A thesis and the current paper is that the study by Nassima (2018) did not provide any comparison and the context of the study was only a university whereas the current study compared the results of the schools and institutes.

The study by Phengsuai and Suwanarak (2020) also explored the difference of traditional and multimodal approach in English reading skills, and asked teacher's opinions in using the approach. Interestingly their findings concluded that the majority of the students preferred attending classes with multimodal approach. In addition, the instructors enjoyed the benefits of multimodal approach as reported by the researchers, since the students were more eager to learn in multimodal classes. Multimodal approaches therefore are considered useful by teachers as Yimwilai and Phusri (2015) believed that this type of learning is useful in all learning styles. Also, some teachers preferred traditional way of teaching vocabulary. The results of the present study are in line with most of previous studies in this manner that the effectiveness of multimodal instruction is also advocated by teachers. Choi and Yi (2015) confirmed that multimodal learning improves ELL's sense of fulfillment and self-esteem. They also asked the teacher's opinion on multimodal instruction and similar to the present paper, various technological support were their major problems at classes. In the study by Romero and Bobkina (2021) also multimodal learning objects were perceived as attractive tools in inverted classrooms.

The outcome of this study has implications for EFL materials developers and researchers in EFL pedagogy and planning. EFL teachers can develop teaching vocabulary materials using multimodal models and, in this way, facilitate the acquisition of vocabulary or other language skills. The results of the study have some implications too for authorities in education to dedicate more tools to schools, universities, and institutes so as the teachers can use multimodal inputs. Furthermore, materials developers and publishers can shift to designing coursebooks which include multimodal contents. The teacher in the classroom should decide on the use of multimodal input based on the available materials of the school or institute. In addition, teachers can use a combination of these two approaches.

Conclusion

The objective of this paper was to survey EFL teacher's view on the use of multimodal inputs in teaching vocabulary. In this study, the opinions of 93 Iranian male and female TEFL teachers of various age groups were collected and analyzed. Through a qualitative design, the perceptions, and views of teachers on using multimodal input in the classroom were explored. The results of questionnaire indicated the preference of multimodal materials in the classroom. According to the quantitative data of this study, many of the teachers tended to use multimodal input teaching vocabulary items; and they showed reluctance in using traditional teaching methods of lexical items. On the other hand, the schoolteachers did not have the same amount of ability to prepare multimodal materials as compared to institute teachers, where they are equipped with technological tools more. The majority of the teachers, either from school or from institute, strongly agreed with that multimodal input increases motivation in their students or encourages them in learning words. The teachers reported that their students preferred some type of multimodal aid including audio. Image and video to be accompanied by their vocabulary learning. The data also demonstrated that Multimodal input is being used at

relatively low numbers at classes. As the conclusion, it must be mentioned that visually supported means of instruction of vocabulary seems to be more suitable for EFL classes as teachers have chosen to use it in their classroom. The presents study was conducted on a small scale thus it cannot be generalizable to the whole context of Iran. But this study will be a jumping step for further studies that investigate this approach in detains in the context of Iran or any other country. The issue with multimodal approach is the need for aiding tools. Some of the materials should be prepared by teachers, and this requires teachers to master some skills in computer knowledge. Also, these skills are not difficult to acquire but authorities in education should plan some teacher training courses for providing multimodal materials. Publishers and course book designers also play an important role in present their materials specially teaching vocabularies in multimodal context. It is suggested that further research explore the opinions of Iranian university professors on multimodal instruction and examine the effect of new multimodal based pedagogies on improving language skills.

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Appendix A

		1 – Strongly disagree	2 – Disagree	3 – Neither agree or disagree	4 – Agree	5 – Strongly agree
1	All types of multimodal input including text, visual or audio, can be considered helpful in teaching vocabulary.					

2	EFL learners in my class, prefer the words to be accompanied by visual images					
3	EFL learners in my class, prefer the words to be accompanied by audio					
4	EFL learners in my class, prefer the words to be accompanied by video					
5	technology and multimodal input play a large role in learning.					
6	I use technology and multimodal tools for teaching vocabulary.					
7	multimodal input contributes to the improvement of English language proficiency					
8	I will use multimodal input in teaching vocabulary in my future classes					
٩	I am currently using multimodal inputs to teach vocabulary					
10	Multimodal inputs motivate my students to take active part in tasks.					
11	The multimodal teaching of vocabulary is interesting.					
12	I enjoy teaching vocabulary through multimodal method.					
13	With the use of the multimodal approach, students and the teachers will have more interaction which is helpful for the acquisition of vocabulary.					
14	The traditional method of teaching vocabulary is more effective than multimodal approach.					
15	The multimodal method of teaching vocabulary is more effective than traditional approach.					
16	I prefer traditional method of teaching vocabulary to multimodal teaching.					
17	I prefer multimodal teaching of teaching vocabulary to traditional method.					
18	I prefer combining traditional and multimodal approach of vocabulary instruction and use them together.					
19	I can easily prepare multimodal materials including pictures, sounds and videos.					
20	The various kinds of modes such as texts, pictures, sounds, and video clips encourage my students to study English vocabularies.					
21	I am familiar with multimodal instruction of vocabulary.					
22	I believe that through multimodal inputs the difficulty of learning new vocabularies is lowered					
23	I believe that students via multimodal input memorize words better					
24	My students understand the words better through multimodal aids					
25	I have enough tools in my class to provide multimodal inputs.					

Appendix B

Iranian EFL school teachers' attitudes towards using multimodal Instruction of vocabulary?

		N	Minimum	Maximum	Mean	Std. Deviation
		Descriptive Statistics				
Q1	All types of multimodal input including text, visual or audio, can be considered helpful in teaching vocabulary.	37	1	5	3.00	.913
Q2	EFL learners in my class, prefer the words to be accompanied by visual images	37	2	5	3.73	1.146
Q3	EFL learners in my class, prefer the words to be accompanied by audio	37	2	5	3.41	1.040
Q4	EFL learners in my class, prefer the words to be accompanied by video	37	3	5	3.81	.776
Q5	technology and multimodal input play a large role in learning.	37	2	5	4.38	.639
Q6	I use technology and multimodal tools for teaching vocabulary.	37	1	4	2.05	.970
Q7	multimodal input contributes to the improvement of English language proficiency	37	3	5	3.81	.811
Q8	I will use multimodal input in teaching vocabulary in my future classes	37	2	5	3.70	1.077

Q9	I am currently using multimodal inputs to teach vocabulary	37	1	4	2.22	.917
Q10	Multimodal inputs motivate my students to take active part in tasks.	37	2	5	3.27	.962
Q11	The multimodal teaching of vocabulary is interesting.	37	4	5	4.62	.492
Q12	I enjoy teaching vocabulary through multimodal method.	37	1	5	2.57	1.237
Q13	With the use of the multimodal approach, students and the teachers will have more interaction which is helpful for the acquisition of vocabulary.	37	3	5	4.16	.834
Q14	The traditional method of teaching vocabulary is more effective than multimodal approach.	37	2	5	3.81	1.076
Q15	The multimodal method of teaching vocabulary is more effective than traditional approach.	37	1	5	3.16	1.405
Q16	I prefer traditional method of teaching vocabulary to multimodal teaching.	37	2	3	2.54	.505
Q17	I prefer multimodal teaching of teaching vocabulary to traditional method.	37	4	5	4.49	.507

Q18	I prefer combining traditional and multimodal approach of vocabulary instruction and use them together.	37	1	5	3.14	1.437
Q19	I can easily prepare multimodal materials including pictures, sounds and videos.	37	1	3	2.05	.815
Q20	The various kinds of modes such as texts, pictures, sounds, and video clips encourage my students to study English vocabularies.	37	3	5	3.84	.764
Q21	I am familiar with multimodal instruction of vocabulary.	37	3	5	4.00	.850
Q22	I believe that through multimodal inputs the difficulty of learning new vocabularies is lowered	37	4	5	4.41	.498
Q23	I believe that students via multimodal input memorize words better	37	4	5	4.43	.502
Q24	My students understand the words better through multimodal aids	37	4	5	4.51	.507
Q25	I have enough tools in my class to provide multimodal inputs.	37	1	5	2.70	1.543

Valid N (listwise)	37

Appendix C

Iranian EFL institute teachers' attitudes towards using multimodal Instruction of vocabulary

		N	Minimum	Maximum	Mean	Std. Deviation
	Descriptive Statistics					
Q1	All types of multimodal input including text, visual or audio, can be considered helpful in teaching vocabulary.	56	4	5	4.48	.504
Q2	EFL learners in my class, prefer the words to be accompanied by visual images	56	4	5	4.59	.496
Q3	EFL learners in my class, prefer the words to be accompanied by audio	56	4	5	4.45	.502
Q4	EFL learners in my class, prefer the words to be accompanied by video	56	4	5	4.96	.187
Q5	technology and multimodal input play a large role in learning.	56	4	5	4.48	.504
Q6	I use technology and multimodal tools for teaching vocabulary.	56	3	5	3.88	.764
Q7	multimodal input contributes to the improvement of English language proficiency	56	4	5	4.46	.503
Q8	I will use multimodal input in teaching vocabulary in my future classes	56	4	5	4.59	.496
Q9	I am currently using multimodal inputs to teach vocabulary	56	2	5	3.45	1.077
Q10	Multimodal inputs motivate my students to take active part in tasks.	56	4	5	4.50	.505
Q11	The multimodal teaching of vocabulary is interesting.	56	4	5	4.55	.502

Q12	I enjoy teaching vocabulary through multimodal method.	56	4	5	4.50	.505
Q13	With the use of the multimodal approach, students and the teachers will have more interaction which is helpful for the acquisition of vocabulary.	56	4	5	4.43	.499
Q14	The traditional method of teaching vocabulary is more effective than multimodal approach.	56	1	3	2.02	.863
Q15	The multimodal method of teaching vocabulary is more effective than traditional approach.	56	4	5	4.45	.502
Q16	I prefer traditional method of teaching vocabulary to multimodal teaching.	56	1	3	1.95	.773
Q17	I prefer multimodal teaching of teaching vocabulary to traditional method.	56	4	5	4.45	.502
Q18	I prefer combining traditional and multimodal approach of vocabulary instruction and use them together.	56	3	5	4.09	.815
Q19	I can easily prepare multimodal materials including pictures, sounds and videos.	56	4	5	4.46	.503
Q20	The various kinds of modes such as texts, pictures, sounds, and Video clips encourage my students to study English vocabularies.	56	4	5	4.43	.499
Q21	I am familiar with multimodal instruction of vocabulary.	56	4	5	4.50	.505
Q22	I believe that through multimodal inputs the difficulty of learning new vocabularies is lowered	56	4	5	4.48	.504
Q23	I believe that students via multimodal input memorize words better	56	4	5	4.43	.499

Q24	My students understand the words better through multimodal aids	56	3	5	3.95	.840
Q25	I have enough tools in my class to provide multimodal inputs.	56	4	5	4.50	.505
Valid N (listwise)		56				

Javady, Iranian EFL teachers' attitudes towards using multimodal instruction of vocabulary