

Investigating the Effects of Using Audio-visual Aids on Field-dependent versus Field-independent Intermediate EFL Learners' Vocabulary Learning and Retention through Reading Passages

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Abstract

This main objective of this study was to deal with the impacts of using audio-visual aids on field-dependent versus field-independent intermediate EFL learners' vocabulary learning and retention through reading passages. The whole participants of this study were ۱۰۵ out of ۱۲۲ EFL learners at two private institutes in Babol, Mazandaran Province. They were selected through an Oxford Placement Test and GEFT questionnaire. The learners' proficiency level was intermediate. The learners were divided into three groups: a) Experimental group one (field-dependent) (EG^۱), b) Experimental group two (field-independent) (EG^۲), and c) Control group (CG) (both field-dependent and independent). For both experimental groups, "WhatsApp" application was used to watch video-clips and PowerPoints about a subject matter and a reading passage. Moreover, the teacher asked and answered the questions through this application. The teacher used a conventional method in the control group. The results indicated that there was a significant difference ($p = .۰۲۴ < .۰۵$) among three groups, FI, FD and the control groups in vocabulary post-test and delayed after giving the instruction.

Keywords: Audio-visual Aids, EFL Learners, vocabulary learning, reading passages, learners' proficiency.