

# **The Study of Effectiveness of Visual Input on Lexical Knowledge among Iranian Elementary EFL Learners**

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**This study was conducted to investigate the effect of visual input on Iranian elementary EFL learners' lexical knowledge. For this purpose, 90 learners of English at Safir Language Academy participated in this study. All the groups used the same textbooks and were taught by the same instructor. Quick Placement Test which included vocabulary, grammar, and reading items was used in order to get homogenized groups of participants. They were also given a vocabulary pretest the purpose of which was to measure the learners' initial knowledge of the target words. The treatment procedure took six fifteen-minute sessions. During each session, the students were presented with 5 new words. Finally, at the end of the course all the groups sat for the posttest of lexical knowledge. Then the statistical analysis was run through one-way ANOVA. It was explored the study that learners' lexical knowledge improves more when they are provided with definition and visual input . EFL and ESL teachers should teach vocabulary by using different methods instead of focusing on one method of giving definition only.**

**Keywords : English as a foreign language, lifelong in memory, retrieval, vocabulary, visual input.**

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