Chapter 1 : Teaching Reading- Related Links

Dorothy M. Chun & Jan L. Plass Methodological Issues in Research on Learner Computer Language Learning & Technology 57 when they construct a mental representation for incoming pieces of verbal information" (p. 22), see.

The effect of multimedia annotation modes on l2 vocabulary acquisition: One aspect of second language teaching via multimedia to have received attention over the past few years is the impact of glossing individual vocabulary words through different modalities. This study examines which of the image modalities--dynamic video or still picture--is more effective in aiding This study examines which of the image modalities--dynamic video or still picture--is more effective in aiding vocabulary acquisition. The participants, 30 ESL students, were introduced to a hypermedia-learning program, designed by the researcher for reading comprehension. The program provides users reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all of which are intended to aid in the understanding and learning of unknown words. A within-subject design was used in this study with 30 participants being measured under three conditions: In order to assess the efficacy of each mode, a vocabulary test was designed and administered to participants after they had read the English narrative. Two types of tests were administered: In addition, a face-to-face interview was conducted, and questionnaires were distributed. Results of the both tests were analyzed using analysis of variance procedures. The investigation has yielded the conclusion that a video clip is more effective in teaching unknown vocabulary words than a still picture. Among the suggested factors that explain such a result are that video better builds a mental image, better creates curiosity leading to increased concentration, and embodies an advantageous combination of modalities vivid or dynamic image, sound, and printed text. Visible or invisible links: Does the highlighting of hyperlinks affect incidental vocabulary learning, text comprehension, and the reading process? This article investigates how the signaling-mode of electronic glosses in online texts i. Indeed, does the fact that hyperlinks with dictionary definition Indeed, does the fact that hyperlinks with dictionary definitions are visible i. Furthermore, the article addresses the question whether the type of reading task general vs. The article discusses empirical research conducted in an attempt to address these questions. The results indicate that when reading a text with highlighted hyperlinks, readers are significantly more willing to consult the gloss. However, this increased clicking does not slow down the reading process, does not affect text comprehension, and does not increase the vocabulary learned incidentally. Help options and multimedia listening: As multimedia language learning materials become prevalent in foreign and second language classrooms, their design is an important avenue of research in Computer-Assisted Language Learning CALL. Some argue that the design of the pedagogical materials should be informed by theory such as the intera Some argue that the design of the pedagogical materials should be informed by theory such as the interactionist SLA theory, which suggests that input modification can help comprehension, but does not provide specific guidance regarding choices designers should make when they attempt to implement theory-based features like modified input. This empirical study was designed to provide evidence about one such issue: A multimedia listening activity containing a video of an academic lecture was designed to offer help in the form of target language subtitles captions and lecture transcripts in cases of comprehension breakdowns. Eighteen intermediate ESL students enrolled in an academic listening class at a research university participated in the study. The results indicate that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Also, the study identified four patterns of learner interaction with the help options. Since, overall, the participants interacted with help less than half of the time they opened help pages, an important challenge in investigating help options lies in finding ways to promote the use of help. Show Context Citation Context However, a smaller number of studies Brett, , investigated thesuse of multimedi Second, it examines whether there is a relationship between reading comprehension and the amount of annotation use. Finally, it investigates the effects of specific types of annotations on reading comprehension. Data were collected

through a tracking tool, a reading comprehension test, a questionnaire, and interviews. Results indicate that learners preferred visual annotations significantly more than textual and audio annotations. On the other hand, a negative relationship was found between annotation use and reading comprehension. Especially, pronunciations, pictures, and videos were found to affect reading comprehension negatively. However, the qualitative data revealed that the participants had positive attitudes towards annotations and hypermedia reading in general. Effects of text, audio, and graphic aids in multimedia instruction for vocabulary learning by Daesang Kim, David A. Gilman - Educational Technology and Society , " Abstracting with credit is permitted. Request permissions from the editors at kinshuk ieee. Strategies for reading hypertext by Japanese ESL learners. The Reading Matrix by Masae Konishi , " Researchers emphasize the effectiveness of Web-based reading, especially accessing authentic l Researchers emphasize the effectiveness of Web-based reading, especially accessing authentic language materials through the activities, but those studies rarely look into the actual behaviors individual learners engage when they read Web pages. Considering these situations in the research field of reading instructions in ESL classrooms, the research in this paper tries to investigate what kinds of strategies ESL learners use when they read through the authentic Web pages on the Internet. By empirically probing into the strategy use for reading hypertext, this research will provide more objective and reliable data to support better instruction of reading in the second language with hypertext as its material. The key words of this research are intertextual reading, development of cognitively flexible approaches to reading hypertext and control of the cognitive load from reading hypertext in the second language. The other research stream investigates the cognitive processes of reading hypertext Rouet et al. Researchers in that stream, however, do not deal with authentic hypertext on the Internet. Rather, they create their own hypertext specifically for the purpose of their L2 Reading on the Web: This empirical study explores how L2 learners access information while reading L2 texts in a Web-based learning environment. Twenty-three second-year German students read and summarized two online texts in the netLearn program, while their use of online multimedia support resources was tracked. Multimedia resources included a program-internal glossary, an online bilingual dictionary, and an audio narration of the text. After reading each text, learners wrote summaries, and the summaries were scored in terms of the number of propositions recalled. The tracker noted the number of words looked up and the amount of time spent on the tasks of reading and writing. In addition, a subset of students did think aloud protocols while reading online. Selected students were interviewed after they used the program about their metacognitive reading strategies. The results from both the quantitative data e.

Chapter 2 : Home - Language Learning and Technology

Chun, Dorothy M.; Plass, Jan L. Language Learning & Technology, v1 n1 p Jul Discusses how second-language reading research is focusing increasingly on the cognitive processes involved in reading--the interaction of lower-level, bottom-up processes such as vocabulary acquisition with high-level, top-down processes such as activating.

Chapter 3 : Research on text comprehension in multimedia environments - CORE

Discusses how second-language reading research is focusing increasingly on the cognitive processes involved in reading--the interaction of lower-level, bottom-up processes such as vocabulary acquisition with high-level, top-down processes such as activating prior knowledge.

Chapter 4 : IAP || Book || Research in Technology and Second Language Learning

Title: Research on text comprehension in multimedia environments: Authors: Chun, Dorothy M. Plass, Jan L. Date Issued: 01 Jul Publisher: University of Hawaii National Foreign Language Resource Center.

Chapter 5 : Effects of multimedia annotations on vocabulary acquisition â€" NYU Scholars

Article Research on text comprehension in multimedia environments Authors Chun, Dorothy M.; Plass, Jan L. Volume Volume 01 Number 1, July Special Issue: Defining the Research Agenda - Language Learning and Technology.

Chapter 6 : Research in Technology and Second Language Education : Yong Zhao :

RESEARCH ON TEXT COMPREHENSION IN MULTIMEDIA ENVIRONMENTS Dorothy M. Chun University of California, Santa Barbara Jan L. Plass University of New Mexico ABSTRACT Based on underlying theories of L2 reading comprehension and text comprehension with multimedia, and in light of the new tools and modes of information presentation that are now available, researchers have a variety of avenues for.