Incorporation of Advance Organizers and Annotations in Online Reading Comprehension

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ABSTRACT

This study aimed to investigate the effect of annotations and advance organizers on EFL learners' vocabulary acquisition and reading comprehension. A 3×3 between-subject factorial design is used. Under the CALL setting, two independent variables are involved: annotations (online dictionary, margin and pop-up) and advance organizers (none, descriptive and question). Seventy two English-majored students, based on their English scores, were systematically assigned to nine groups. The instruments used for data collection were vocabulary tests (word recognition and application), reading comprehension tests (literal comprehension, interpretive comprehension) and questionnaires. To answer the research questions, two-way analysis of variance and the goodness of fit test were conducted.

It is found that students in the margin annotation and the pop-up annotation group outperformed the online dictionary group in vocabulary tests but not in the reading comprehension test. This result suggested that EFL learners' vocabulary acquisition was facilitated by margin and pop-up annotations more than by an online dictionary. However, when compared with an online dictionary, annotation did not enhance students' reading comprehension. Furthermore, there was no significant difference among none, descriptive and question advance organizer groups regarding their reading comprehension. The results indicated that reading comprehension might be hindered by advance organizers. Nevertheless, most of the students hold positive attitudes toward the use of web-based instruction (online annotations and advance organizers) for vocabulary acquisition and article comprehension.

Based on the findings, some pedagogical implications and design of web-based annotations and advance organizers were derived for future relevant studies of second language learning and strategy.

Keywords: Advance organizer, annotation, reading comprehension, vocabulary knowledge scale


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