The study of Web-based annotation design on L2 reading comprehension and vocabulary learning

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ABSTRACT

The study aims to investigate the effect of web-based annotation design on reading comprehension and vocabulary learning. The researcher's intention is to determine whether CAI annotation guidance (the design with inference-making activity) helps learners in comprehending an article and acquiring vocabulary, and whether CAI annotation type (L1 and L2 input) influences learners' performance of reading comprehension and vocabulary learning. The participants were forty second-year undergraduate students of the English Language Department at Da-Yeh University. All participants were randomly assigned to five groups to ensure equal reading proficiency among groups. The first group was the control group and was offered paper-based annotation during the reading process. Group 2 and Group 3 were offered web-based annotation with English-only definition. Group 4 and group 5 were offered web-based annotation with English-Chinese definition. In addition, Group 2 and Group 4 did inference-making activity in which they were required to choose from two possible choices one correct definition to a new word. The main findings are: 1 Students' performance of reading comprehension and vocabulary acquisition was better while doing inference-making activity with L1+ L2 definition. 2 When offered with L2 definition, inference-making activity increased mental burden to the students. 3 If students did not do inference-making activity, L1+ L2 definition made participants more confused towards the meaning of a certain word. 4 Most students had positive attitudes towards CAI annotation on comprehending an article or acquiring vocabulary. Based on the findings, some pedagogical implications and design of web-based annotation further discussed in Chapter V.Suggestions for further study are also proposed.

Keywords : web-based annotation, reading comprehension, vocabulary learning

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