Effects of Two Multimedia Computer-Assisted Language Learning Programs on Vocabulary Acquisition Of Intermediate Level ESL Students

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Abstract
EFFECTS OF TWO MULTIMEDIA COMPUTER-ASSISTED LANGUAGE LEARNING PROGRAMS ON VOCABULARY ACQUISITION OF INTERMEDIATE LEVEL ESL STUDENTS

by

Chiemeka Clement Iheanacho

(ABSTRACT)

Computer-assisted language learning (CALL) programs developed earlier for vocabulary acquisition employed mainly word-list pedagogy and could not present information in a real world context. Advancement in computer technology has triggered the development of multimedia CALL programs which can present information in different formats using graphics, sound, text, and video with links to other chunks of information.

The purpose of this study was to examine the effects of two multimedia CALL programs on vocabulary acquisition. Participants were 86 intermediate level English as a second language (ESL) students. They were randomly assigned to one of two treatment groups. Students in group one viewed a program with Motion Graphics and text. Students in group two viewed a program that had Still Graphics and text. Their task was to study ten names of hand and power tools. Both groups took the pretest, viewed the video of the tools, had an immediate posttest and a two-week delayed posttest.

The results yielded no treatment effects. Further analysis revealed time effects but no interaction between treatment and time. Students who learned through Motion Graphics performed significantly better on the recall tests than those who learned through Still Graphics. Further research in this area involving the use of various graphic formats in a CALL environment is needed.

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Computer-assisted language learning (CALL) programs developed earlier for vocabulary acquisition employed mainly word-list pedagogy and could not present information in a real world context. Advancement in computer technology has triggered the development of multimedia CALL programs which can present information in different formats using graphics, sound, text, and video with links to other chunks of information. The purpose of this study was to examine the effects of two multimedia CALL programs on vocabulary acquisition. Participants were 86 intermediate level English as a second language (E...)

Vocabulary plays an important part in second language acquisition and academic achievement. This paper will present several possibilities to enhance vocabulary acquisition and reading comprehension with the help of technology. Introduction. Multimedia is a central component of good computer-assisted skill-building software. Thus, Chanier and Selva (1998) stressed the benefits of multimedia support for learning L2/FL vocabulary and presented ALEXIA, a lexical learning environment for French as a L2/FL, which includes a corpus of texts, a general and a personal dictionary, and a lexical activities unit. Chun, D. and J. Plass. (1996a) Effects of Multimedia Annotations on Vocabulary Acquisition. The Modern Language Journal, 80 (ii), pp. 183-198. Vocabulary learning is an indispensable process for ESL learners to acquire proficiency and competence in the target language. Word power facilitates fluent speaking and effective writing. According to Richards and Renandya (2002), vocabulary is the key component of language proficiency which provides the basis for how well learners speak, listen, read, and write. In language learning, vocabulary takes place in building the language proficiency too. Students are able to have good language proficiency in the language skill depending on the quality and quantity of the vocabulary that they have mastered. The effect of call program on expanding lexical knowledge of EFL Iranian intermediate learners. Reading Matrix: An International Online Journal, 8 (2), 1 -10.