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## Applied Linguistics Colloquium Series

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### Annotating Abstract Vocabulary Using Multimedia: A Pilot Study



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Time: 4:00 p.m.

Location: 312 Ross Hall

Previous research on multimedia annotations have consistently found that vocabulary annotations enhanced by visuals outperformed traditional text annotations on facilitating incidental vocabulary learning in the L2 reading context (e.g., Chun & Plass, 1996; Al-Seghayer, 2001). Such findings can be explained by Paivio's (1969, 1971, 1986) *dual-coding theory*, Mayer's (1997, 2001, 2002) *generative theory of multimedia learning*, and Plass and Jones' (2005) *integrated model of SLA with multimedia*, which address the importance of non-verbal, visual input to learning and second language acquisition. However, little research has explored whether the helpfulness of multimedia annotations to vocabulary learning would vary across words of different concreteness, considering that the processing of concrete and abstract words is associated with different neural activities in the brain (Fliessbach, 2006). The current study investigated the effectiveness of three types of annotations (text, text plus picture, and text plus video) on facilitating acquisition of L2 words of low concreteness through reading. The results indicated that visual-enhanced annotations were not different from text annotations in terms of aiding learners' comprehension of abstract vocabulary, which contradicts with the findings of previous studies on concrete words. However, the qualitative data from the study revealed that the visuals favored by learners had positive effects on vocabulary recall.