

On the Comparison of the Effects of Computerized Auditory and Compound Glosses on the Comprehension of L2 Academic Texts by Iranian Intermediate EFL Learners

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This study sought to compare the effects of two annotation modalities on the reading comprehension of Iranian intermediate EFL learners. The two experimental groups under study received treatment on 12 academic reading passages under one of two conditions: one group received treatment on their ability to comprehend the key words in the ed texts through a multimedia environment providing computerized auditory annotations. The second group received treatment on their comprehension ability under a similar environment but used compound glosses (textual pictorial glosses) as the definitions of the key terms. The control group, however, received no special type of treatment and was encouraged to use contextual guessing in their attempt to surmise the meaning of the key terms. The findings revealed that the experimental group who received treatment through compound glosses outperformed the other two groups on the comprehension test, and that the group who used auditory annotations obtained a comparatively higher mean on the posttest than did the control group. One explanation is that compound glosses might help learners better decipher the meanings of key words in L2 passages, thus contributing to their deeper understanding of the texts. The study, then, carries important implications for different groups of stakeholders, in particular, ELT practitioners and language learners.

Keywords : differen understanding

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