

## REFERENCES

- Abraham, L. B. (2001). The effects of multimedia on second language vocabulary learning and reading comprehension. *Doctorial dissertation*. University of New Mexico.
- Aebersold, J. A. & Field, M.L. (1999). *From reader to reading teacher*. Cambridge: Cambridge University Press.
- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. *Language Learning and Technology*, 5(1), 202-232.
- Anderson, R.C., & Freebody, P. (1981). Vocabulary Knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research review* (pp.77-117). Newark, DE: International Reading Association.
- Aust, R., Kelley, M. J. & Roby, W. (1993). The use of hyper-reference and conventional dictionaries. *Educational Technology Research and Development*, 41(4), 63-73.
- Barnett, M.A. (1989). *More than meets the eye foreign language reading: Theory and practice*. New Jersey: Prentice Hall Regents.
- Belisle, T. A. (1997). Developing Vocabulary Knowledge in the Immersion Classroom. Normandale French Immersion School, Edina, MN. from [Carlaumn.edu/immersion/acie/voll/Nov 1997.pdf](http://Carlaumn.edu/immersion/acie/voll/Nov%201997.pdf).
- Carian, R. B., & Lee, D. (2001). The effects of recognition and recall study tasks with feedback in a computer-based vocabulary lesson. *Educational Technology Research & Development*, 49(3), 23-36.
- Carter, R. & McCarthy, M. (1991). *Vocabulary and language teaching*. London: London Inc.

- Chen, H. Hao-Jan. (2002). Effects of L1 and L2 glosses on reading comprehension and vocabulary retention. *The Proceedings of the Nineteenth International Conference on English Teaching & Learning in the Republic of China*. Taipei: the Crane Publishing Co, 117-129.
- Chun, D. M. (2001). L2 reading on the web: Strategies for accessing information in hypermedia. *Computer Assisted Language learning*, 14(5), 367-403.
- Chun, D. M., & Plass, J. L. (1996a). Effects of Multimedia annotations on vocabulary acquisition. *The Modern Language Journal*, 80, 183-198.
- Chun, D. M., & Plass, J. L. (1996b). Facilitating reading comprehension with multimedia. *System*, 24(4), 503-519.
- Chun, D. M., & Plass, J.L. (1997). Research on text comprehension in multimedia environments. *Language Learning and Technology*, 1(1), 60-81. Retrieved November 30, 2002, from [http://llt.msu.edu/vollnum1/chun\\_plass/default.html](http://llt.msu.edu/vollnum1/chun_plass/default.html).
- Davis, J. N. & Lyman-Hager, M. (1997). Computers and L2 reading. Student performance, student attitudes. *Foreign Language Annals*, 30(1), 58-72.
- Gass, S. (1988). Integrating research areas: A framework for second language studies. *Applied Linguistics*, 9(2).
- Glover, J. A. (1989). The "testing" phenomenon: Not gone but nearly forgotten. *Journal of Educational Psychology*, 81(3), 392-399.
- Harley, B. (1996). Introduction: Vocabulary learning and teaching in a second language. *The Canadian Modern Language Review*, 53(1), 3-12.
- Hegelheimer, V., & Chapelle, C. A. (2000). Methodological issues in research on learner-computer interactions in CALL. *Language Learning and Technology*, 4(1), 41-59.

- Hulstijn, J.H. (1992). Retention of inferred and given word meanings: Experiments in incidental vocabulary learning. In P. Arnaud & H. Bejoint (Eds), *Vocabulary and Applied linguistics*, 113-125. London: Macmillan.
- Hulstijn, J.H. (1993). When do foreign-language readers look up the meaning of unfamiliar words? The influence of task and learner variable. *The Modern Language Journal*, 77(2), 139-147.
- Hulstijn, J.H., Hollander, M. & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 80(3), 327-339.
- Jacobs, G. Dufon, P., & Hong, F.C. (1994). L1 and L2 glosses in reading passages: Their effectiveness for increasing comprehension and vocabulary knowledge. *Journal of Research in Reading*, 17(1), 19-28.
- Jonassen, D., & Tessmer, M. (1996). An outcome-based taxonomy for instructional system design, evaluation and research. *Training Research Journal*, 2, 11-46.
- Kellogg, G., & Howe, M. J. (1991). Using words and pictures in foreign language learning. *Alberta Journal of Educational Research*, 17(2), 87-94.
- Kost, C. R. (1999). Enhancing communicative language skills through effective use of the World Wide Web in the foreign language classroom. *Foreign Language Annals*, 32(3), 309-320.
- Kost, C., Foss, P., & Lenzini, J.J. (1999). Textual and pictorial glosses: Effectiveness on incidental vocabulary growth when reading in foreign language. *Foreign language Annals*, 32(1), 89-113.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S. (1985). *The input hypothesis*. New York: Longman.

- Laufer, B., & Hill, M. (2000). What lexical information do L2 learners select in a CALL dictionary and how does it affect word retention? *Language Learning and Technology*, 3(2), 58-76. Retrieved May 14, 2001, from <http://llt.msu.edu/vol3num2/laufer-hill/index.html>.
- Laufer, B. & Schmueli, K. (1997). "Memorizing new words: Does teaching have anything to do with it?" *RELC Journal*, 28, 89-108.
- Levelt, W. J. M. (1989). *Speaking: from intention to articulation*. Cambridge, MA: MIT Press.
- Lomicka, L. (1998). To gloss or not to gloss: An investigation of reading comprehension online. *Language Learning and Technology*. 1(2), 41-50. Retrieved May 12, 2001 from <http://polyglot.cal.msu.edu/iit/vol1num2/robby/index.html>.
- Lyman-Hager, M., & Davis, J.N. (1996). The case for computer-mediated reading: Une Vie de Boy. *The French Review*, 69(5), 775-790.
- Markham, P. (1989). Effects of contextual versus definitional computer-assisted vocabulary instruction on immediate and long-term vocabulary retention of advanced ESL students. *Educational Psychology*, 9(2), 121-126.
- Martinez-Lage, A. (1997). Hypermedia technology for teaching reading. In M. Bush & T. Terry (Eds.), *Technology Enhanced Language Learning*. Lincolnwood, IL: National Textbook Company. 121-163.
- Mayer, R.E. (1997). Multimedia learning: Are we asking the right questions? *Educational Psychologist*. 32 (1), 1-19.
- Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of a dual-hypothesis. *Journal of Educational Psychology*, 83, 484-490.
- McDaniel, M. A. & Mason, M. E. J. (1985). Altering memory representations through retrieval. *Journal of experimental psychology. Learning, Memory and Cognition*, 11, 371-385.

- Ministry of Education. (1996). *English Is Fun Book 4*. Bangkok: Kurusapa.
- Myong, H. K. (1995). Glossing in incidental and intentional learning of foreign language vocabulary and reading. *University of Hawaii Working Papers in ESL*, 13, 49-94.
- Nagata, N. (1999). The effectiveness of computer-assisted interactive glosses. *Foreign Language Annals*, 32(4), 469-479.
- Nagy, W.E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253.
- Najjar, L. J. (1996). Multimedia information and learning. *Journal of Educational Multimedia and hypermedia*, 5, 129-150.
- Nation, I. S. P. (1982). Beginning to learn foreign vocabulary: A review of the research. *RELC Journal*, 13, 14-36.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nikolova, O. R. (2002). Effects of students' Participation in authoring of multimedia materials on student acquisition of vocabulary. *Language Learning & Technology*, 6 (1), Jan, 100-122
- Omaggio, C. (1979). Picture and second language comprehension: Do they help? *Foreign Language Annals*, 12(2), 107-116.
- Oskarsson, M. (1975). On the role of the mother tongue in learning foreign language vocabulary: an empirical investigation. *ITL*, 27, 19-32
- Oxford, R., & Crookall, D. (1990). Vocabulary learning. "A critical Analysis of techniques". *TESL Canada Journal* 7(2), 9-30.
- Paivio, A. (1986). *Mental representation: A dual-coding approach*. New York: Oxford University Press.
- Paivio, A. (1991). Dual coding theory: Retrospect and current status. *Canadian Journal of Psychology*, 45, 255-287.

- Paivio, A., & Begg, I. (1981). *Psychology of language*. Englewood Cliffs, NJ: Prentice Hall.
- Paribakht, T. S., & Wesche, M. (1996). Enhancing vocabulary acquisition through reading: A hierarchy of text-related exercise types. *The Canadian Modern Language Review*, 52(2), 155-178.
- Plass, J. L., Chun, D. M., Mayer, R. E., & Leutner, D. (1998). Supporting visual and verbal learning preferences in a second language multimedia learning environment. *Journal of Educational Psychology*, 90(1), 25-36.
- Rieber, L. P. (1994). *Computer, graphics and learning*. Madison, WI: WCB Brown & Benchmark.
- Roby, W. B. (1999). What's in a gloss? *Language Learning and Technology*. 2(2), 94-101. Retrieve May 11, 2002, from <http://polyglot.cal.msu.edu/llt/vol2num2/roby/index.html>.
- Sadoski, M., & Paivio, A. (2001). *Imagery and text: a dual coding theory of reading and writing*. New Jersey: Lawrence Erlbaum Associates, Inc, Publishers.
- Sanaoui, R. (1996). Processes of vocabulary instruction in 10 French as a second language classrooms. *The Canadian Modern Language Review*, 52(2), 179-199.
- Segalowitz, N., Watson, V., & Segalowitz, S. (1995). Vocabulary skill: Single-case assessment of automaticity of word-recognition in a timed lexical decision task. *Second Language Research*, 11(2), 121-136.
- Segler, T. (2001). Second Language Vocabulary Acquisition and Learning Strategies in ICALL Environments. *Unpublished PhD Proposal Available online from <http://www.dai.ed.ac.uk/homes/thomasse/newprop.pdf>* [2001, Apr 23].
- Simpson, T. J. (1995). Message into medium: An extension of the Dual Coding Theory. In *Imagery and Visual Literacy: Selected Readings from the annual Conference of the International Visual Literacy Association* (26<sup>th</sup>, Tempe, Arisona, October 12-16, 1994), 2-10.

- Siribodhi, T. (1995). Effects of three interactive multimedia CALL programs on the vocabulary acquisition of elementary EFL students (*Doctoral dissertation, University of Kansas, 1995*). *Dissertation Abstracts International*, 56(09), 3552A.
- Swain, M. (1994). Three functions of output in second language learning. *Paper presented at the Second Language Research Forum (SLRF), Montreal, October 6-9*.
- Watanabe, Y. (1997). Input, intake and retention: Effects of increased processing on incidental learning of foreign language vocabulary. *Studies in Second Language Acquisition*, 19, 287-307.
- Wesch, M. & Paribakht, T. (1996). Assessing second language vocabulary knowledge: Depth versus breadth. *The Canadian Modern Language Review*, 53(1), 13-40.
- Widdowson, H. G. (1979). *Teaching language as communication*. Oxford: Oxford University Press.
- Wu, Jui-Chen. (2002). The Effects of Multimedia Annotations on Second Language Vocabulary Retention. from [http://ethesys.lib.pu.edu.tw/ETDdb/ETDsearch/view\\_etd?uRN=etd-0729107-...](http://ethesys.lib.pu.edu.tw/ETDdb/ETDsearch/view_etd?uRN=etd-0729107-...)
- Yoshii, M., Flaitz, F. (2002). Second language incidental vocabulary retention: The effect of text and picture annotation types. *CALICO Journal*, 20(1), 33-58.