Effects of Concept Mapping on Reading Comprehension in Adult Language Learners

Abigail Havener

MSEd Childhood Special Education, Alliance University

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Dr B.Schepens

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Research shows that reading and comprehension skills are critical for gaining knowledge about the world and society. However, many language learning programs prioritize oral proficiency over written language instruction. (Oliver & Young, 2016; Anderson & Roit, 1996) As a result, there is limited research on how to improve vocabulary, critical thinking, and summarization skills for adult English language learners. (Khodadady & Ghanizadeh, 2011) One tested method for improving reading comprehension is concept mapping, which helps learners activate prior knowledge, locate main ideas, and recognize text structure. Concept mapping involves organizing concepts from a text into circles or boxes, which are then connected via lines labeled to show the relationship between concepts. (Phan, 2017) Several studies have shown positive results in reading comprehension through the use of concept mapping.(Oliver & Young 2016) Therefore, this study will investigate the effectiveness of using concept mapping as a pre and post-reading strategy for adult language learners.

References

Burt, M., Peyton, J. K., & Van Duzer, C. (2005). How Should Adult ESL Reading Instruction

Differ From ABE Reading Instruction? (*CAELA Brief*). Retrieved from

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Burt, Peyton, and Van Duzer (2005) explore the differences between adult English as a

Second Language (ESL) reading instruction and Adult Basic Education (ABE) reading

instruction. They discuss the challenges that adult ESL learners face, including different

cultural norms and experiences as well as the need for more complex materials. They

argue that adult ESL learners require more explicit instruction in vocabulary and

grammar, as well as instruction in reading strategies such as skimming and scanning.

Additionally, the authors suggest that a top-down approach to reading instruction, which

focuses on the use of context and background knowledge, may be particularly effective

for adult ESL learners.

Chandran, Y., & Shah, P. M. (2019). Identifying learners' difficulties in ESL reading

comprehension. *Creative Education*, 10(13), 3193-3207. doi:10.4236/ce.2019.1013259

The study by Chandran and Shah (2019) investigated the reading comprehension

difficulties faced by English as a Second Language (ESL) learners. The study surveyed

153 ESL learners in a Malaysian university and identified vocabulary, inference, and

comprehension monitoring as the key difficulties faced by the learners. The study

provides insights into the specific challenges that English language learners face and the

need for effective instructional strategies to address them.One potential strategy for

addressing the vocabulary difficulties identified in the study is the use of graphic

organizers, as they can help learners visualize the relationships between words and

facilitate vocabulary learning. The study also suggests that concept mapping may be an

effective strategy for improving comprehension monitoring. Concept mapping can help

students organize and connect information, which may improve their ability to monitor their comprehension while reading.

Kalanzadeh, G.-A., Maleki, Z., & Raz, A. (2014). Concept Maps and Reading Comprehension among EFL Learners. *International Journal of Innovation and Research in Educational Sciences*, 1(2), 2349–5219.

Kalanzadeh, Maleki, and Raz's (2014) study explores the effectiveness of concept maps on reading comprehension among English as a Foreign Language (EFL) learners. The study involved 40 EFL students who were randomly assigned to an experimental group and a control group. The experimental group received instruction on how to create concept maps, while the control group received traditional instruction. The results of the study indicate that the experimental group showed significant improvement in their reading comprehension skills compared to the control group. The study concludes that concept mapping can be an effective instructional strategy for enhancing reading comprehension among EFL learners. This study is relevant to the topic of reading comprehension and the use of concept mapping as an instructional strategy for EFL learners. The study's findings provide further evidence that concept mapping can be an effective tool for improving reading comprehension skills among EFL learners. The study also demonstrates the effectiveness of concept mapping, and discusses its potential in improving reading comprehension among EFL learners.

Khodadady, E., & Ghanizadeh, A. (2011). The impact of concept mapping on EFL learners' critical thinking ability. *English Language Teaching*, 4(4), 49-56.

Khodadady and Gheanizahed's (2011) study investigates the effect of concept mapping as a post-reading strategy on EFL learners. The study used a pre-test and post-test to measure the impact of concept mapping on critical thinking. The results showed that the use of concept mapping significantly improved the critical thinking ability of EFL learners. The authors discuss constructivist theory which establishes an organization such as the

context according to text structure for selection relevant information to later be connected via inferences and elaboration. The study suggests that concept mapping can be used as an effective instructional tool to enhance critical thinking ability in EFL learners.

Knight, S. L., Padron, Y. N., & Waxman, H. C. (1985). The Cognitive Reading Strategies of ESL Students. *TESOL Quarterly*, *19*(4), 789–792. doi:10.2307/3586677

The study by Knight, Padron, and Waxman (1985) provides valuable insights into the cognitive reading strategies used by ESL students to comprehend text. The authors set out to determin the differences between ESL students and their native language peers in the type and frequency with which they used cognitive reading strategies. The authors used think-aloud protocols to gather data on the strategies employed by the participants when reading. Native speakers cited concentration as the most frequently used strategy. Interestingly, none of the native speakers mentioned students' perception of teachers' expectations as a strategy. On the other hand, ESL students most frequently cited their perception of teachers' expectations as a strategy, and did not mention imaging, noting details, or predicting outcomes during the study. Additionally, the native speakers used twice as many different strategies as their ESL peers. The authors suggest that teaching cognitive reading strategies can help ESL students develop more effective reading skills. By understanding and applying these strategies, ESL students can become more proficient readers and better equipped to process text. Through this explicit instruction, educators can empower ESL students to become more autonomous learners who can successfully comprehend and process English-language text.

Kuo, E. N., Chang, Y.-T., Sung, Y.-T., & Chen, I.-D. (2002). The effect of concept mapping to enhance text comprehension and summarization. *The Journal of Experimental Education*, 71, 5-23. doi:10.1080/00220970209602054

Kuo et al's (2002) study aims to evaluate the effect of concept mapping on the participants' ability to comprehend and summarize text. The authors conducted an experimental study with 69 adult language learners who were assigned to a concept mapping group or a control group. Each group used a different type of concept mapping strategy including; map correction, scaffold fading, and map generation to examine the effects on text comprehension and summarization skills. The authors suggest that concept mapping can be particularly effective for adult language learners, as it provides a visual representation of information, which can aid in comprehension. The study's findings suggest a benefit of improved critical thinking skills, which can enhance reading comprehension. Concept mapping can enhance reading comprehension by helping learners identify the main ideas and relationships between concepts. The authors concluded that concept mapping is an effective strategy for adult language learners to comprehend and summarize text.

Oliver, R., & Young, S. (2016). Improving reading fluency and comprehension in adult ESL learners using bottom-up and top-down vocabulary training. *Studies in Second Language Learning and Teaching*, 6(1), 111-133. doi:10.14746/ssllt.2016.6.1.6

Oliver and Young's (2016) study explores the use of bottom-up and top-down vocabulary instruction to improve reading fluency and comprehension in adult English language learners. The study was conducted with a group of 60 adult learners divided into three groups of 20 each. One group received bottom-up vocabulary instruction, another received top-down vocabulary instruction and the third was a control group. The control group did significantly better in reading fluency and comprehension than the group that received bottom-up instruction. There were no significant differences between the control group and the group receiving top-down instruction with regard to comprehension. However the top-down group did show higher fluency rates than either the bottom-up or control group. The study provides evidence for the effectiveness of

using both top-down and bottom-up instruction when teaching vocabulary to adult language learners. It suggests that using top-down instructional strategies such as graphic organizers for vocabulary instruction could potentially enhance fluency which has been shown to improve reading comprehension. Overall, the article provides valuable insight into teaching reading comprehension to adult language learners.

Phan, T. T. (2017). The effects of concept mapping on EFL students' reading comprehension. *European Journal of English Language Teaching*, 2(2). doi:10.5281/zenodo.581801

Phan's (2017) study investigated the effects of concept mapping on the reading comprehension skills of adult English as a foreign language (EFL) learners. The study used concept mapping as a visual learning tool to improve reading fluency, comprehension, and retention. The study included pre-reading and post-reading activities to assess the impact of concept mapping on reading comprehension. The results showed that concept mapping improved the reading comprehension skills of EFL students by facilitating the identification of main ideas, relationships between ideas, and the organization of information.The findings point to the effectiveness of concept mapping as a teaching strategy to enhance the reading comprehension skills of adult language learners.

Salehi, A. D., Jahandar, S., & Khodabandehlou, M. (2013). The Impact of Concept Mapping on EFL Student's Reading Comprehension. *Indian Journal of Fundamental and Applied Life Sciences*, 3(3), 241-250. Retrieved from

https://www.cibtech.org/J-LIFE-SCIENCES/PUBLICATIONS/2013/Vol_3_No_3/JLS-32-3 7...the...comprehension.pdf

Salehi, Jahandar, and Khodabandehlou's (2013) study explores the impact of concept mapping on the reading comprehension of English as a Foreign Language (EFL) students. The study included 62 participants, who were divided into two groups. The experimental group received instruction on how to create concept maps, while the

control group received traditional instruction. The results of the study indicate that the experimental group demonstrated significant improvement in their reading comprehension skills compared to the control group. The authors found that concept mapping is an effective instructional strategy for enhancing reading comprehension skills among EFL learners.The authors discuss the effectiveness of concept mapping as a cognitive tool for organizing and representing knowledge.