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Results

As a test of the hypothesis that the use of concept mapping before reading and after reading will improve reading comprehension an independent *t* test was conducted. This test was found to be significant $t(28)=-2.19$, $p < .05$. The effect size of this analysis ($d= 2.08$) was found to exceed Cohen's (1988) convention for a large effect ($d=.80$) These results support the null hypothesis that when participants received instruction in concept mapping ($M=5.66$, SD=2.02) they showed improved reading comprehension over when participants received traditional reading instruction ($M=4.00$, SD=2.14) (Table 1.1)

Table 1.1. Individual *t*-Test Results

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre	1.00	15	3.5333	2.06559	.53333
	2.00	15	4.3333	1.98806	.51331
Post	1.00	15	4.0000	2.13809	.55205
	2.00	15	5.6667	2.02367	.52251

Group 1 represents participants with traditional instruction and Group 2 represents participants utilizing concept mapping

Conclusions

The results from this study found that concept mapping was an effective strategy for improving reading comprehension in adult language learners. Participants scored higher overall on the post test after receiving instruction in concept mapping. This supports the findings of previous studies. (Salehi et al., 2013, Khodadady and Ghanizadeh, 2011, Burt, Peyton and Van Duzer, 2005)

This study supports the inclusion of explicit, top-down instruction of reading comprehension skills, specifically the use of visual organizers, such as concept maps to enhance reading instruction and support the organization and categorization of known and learned information.