URN etd-0407109-183713-1012
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Statistics This thesis had been viewed 39 times. Download 0 times.
Department
Year 2004
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title A Case Study on Concept Mapping Strategy As an Adjunct Aid for EFL reading Comprehension and Recall
Date of Defense 0000-00-00
Page Count 174
Keyword
Concept mapping
Reading strategy
Case Study

Abstract

Instruction for English reading in an EFL classroom context is usually centered on learning-to-read. However, in recent years, another trend of instruction, reading-to-learn, has also emerged and flourished, that is, to cultivate autonomous and strategic readers who can apply what they have learned about reading to different texts outside the classroom context. Therefore, to research on the instruction of reading strategies, it is necessary and important.

The first purpose of the study is to investigate how college English-majors learned to use concept mapping strategy to enhance their performance in reading comprehension task and recall task. During two training periods, they were trained to use concept mapping as a reading aid or reading strategy, especially during the post-reading phase. The second purpose is to understand how the two participants' attitudes are towards the implementation of concept mapping strategy during the training sessions in research process.

Employing a qualitative case study approach, the study collected data through multiple instruments, such as interviews, questionnaires, written tasks for documentary analysis, and observations.

The results of the study suggested that both learners had their individual ways to employ concept mapping as a strategy to enhance the performance of reading comprehension task and recall task. The results also showed that the learners thought that concept mapping strategy would benefit their recall task more than reading comprehension task.

The pedagogical implications and suggestions for further studies are (1) to apply concept mapping strategy to instruction, the teacher can consider the activities of cooperative learning and (2) the teacher can begin by giving handouts of half-finished concept maps to students, by using some well-structured and easily comprehensible articles, to guide them and help them improve gradually.
Key words: Concept mapping, Reading strategy, Case Study
Advisory Committee Huang Da-Fu - advisor

Files No Any Full Text File.
Date of Submission 2005-08-27