

**Individual Paper Session 6**

**Reading and Writing**

**Tuesday, July 4**

**3:15-3:45pm**

**The effects of prompting on EFL learners' mapping behavior and consequent recall performance**

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Graphically mapping key ideas and relationships is an effective way to improve reading comprehension. An unanswered question is whether learners would voluntarily apply the mapping strategy previously taught, and how such a behavior may influence their consequent recall performance. To test this, 67 EFL college students in Taiwan participated in the experimental study. All received training on constructing maps, so to raise their awareness of the English expository text structure.

During the test phase, participants were randomly assigned to the prompted or unprompted groups and tested with the former prompted by a mapping sheet and the latter, not. Testing involved a reading habit survey, free written recall of a reading passage, and debriefing questionnaire. One week later, a delayed written recall was administered to measure retention.

Results: When prompting was present, participants were more likely to construct maps, but map quality was not necessarily higher. Analysis of maps revealed no difference in quality between groups, suggesting prompting only influenced choice of mapping, not map quality. Overall map quality was low. There were low correlations between map quality and recall performance.

The lack of significant differences between groups may be interpreted as an outcome of low-quality maps produced by the prompted group, and use by the unprompted group of reading strategies such as identifying text structure using signals, and/or locating main ideas.