

# The Effects of Explicit Teaching of Concept Mapping Reading Strategy on Junior High School Students' Reading Comprehension

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**Abstract** Different studies approved that employing concept maps allows learners to easily embody and pass on their tacit knowledge. The reason can be that concept maps could bring about better understanding of the material provided by enabling learners to use their previous knowledge to recognize novel concepts. Due to the importance of concepts maps in educational studies as well as importance of reading comprehension in language classrooms, the present study attempted to investigate the effects of traditional and conceptual reading learning strategies of Iranian EFL learners at high-school level. In this quasi-experimental study, non-equivalent pretest-posttest control group design was adopted. To meet the objective of the study, 60 high-school students were ed and divided into two groups. The concept-mapping group as experimental group received the treatment and the control group received explicit reading instruction. The results demonstrated that experimental group outperformed the control group. Implications of this study could encourage teachers to apply concept-mapping strategies in teaching reading comprehension texts.

**Keywords :** knowledge,employing,material

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