

On Effects of Signaling on Recall

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Abstract

All the information that explicitly indicates how a discourse is structured is called signaling; this information is supposed to be helpful, for example, for readers to comprehend a passage by enabling them to identify how it is structured. This study examines how Japanese college students respond to a passage with signaling and one without signaling. Their recall scores did not show any significant difference between the two groups. Signaling did not work properly as expected not because signaling is not helpful information, but because the subjects did not have enough knowledge of English discourse structure.
