

Abstract

The Effects of Word-Recognition Strategies
on Reading Comprehension of EFL Students

by

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The study investigated the effects of word-recognition strategies on reading comprehension. The subjects were 16 graduate students at NIDA. They were asked to read two passages on different topics, which contained 20 underlined words each. The students were asked to give verbal reports of their word-recognition strategies as they encountered the underlined words. After completing the think-aloud session, the students were given 40 items in a vocabulary test and 20 items in a comprehension test. From the verbal reports, a taxonomy of nine strategies was compiled. The students used background knowledge and contextual clues more frequently than other strategies. Background knowledge seemed to have a positive relationship with comprehension scores, whereas contextual clues did not.