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ANALYSIS, QUESTION FOR TEACHING READING SKILLS.

AREA SUTTITON: AN ANALYSIS OF ENGLISH TEACHER-MADE QUESTIONS FOR
TEACHING READING SKILLS AT THE SECONDARY EDUCATION LEVEL, BANGKOK,
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The purpose of this study was to analyze English teacher-made questions according to teaching objectives and forms of questions for teaching reading skills at the secondary education level, Bangkok metropolis.

The findings were as follows :

1. Regarding to teaching, reading objectives : for pre-reading stage mathayom suksa 3 and mathayom suksa 6 teachers asked for prior knowledge the most and asked for prediction the least. For while-reading stage mathayom suksa 3 and mathayom suksa 6 teachers asked for questions involving reorganization or reinterpretation the most While mathayom suksa 3 teachers did not make any questions for prediction, mathayom suksa 6 teachers asked questions for prediction and personal response the least. For post-reading stage, mathayom suksa 3 and mathayom suksa 6 teachers made questions of inference the most and questions of evaluation the least.

2. Regarding to forms of questions : for pre-reading, while-reading and post-reading stages both mathayom suksa 3 and mathayom suksa 6 teachers asked for wh-questions the most. For pre-reading stage while mathayom suksa 3 teachers made true/false questions the least, mathayom suksa 6 teachers did not made any true/false questions. For while-reading stage mathayom suksa 3 teachers and mathayom suksa 6 teachers made alternative questions (or) the least/For post-reading stage while mathayom suksa 3 teachers did not make any multiple choice questions, mathayom suksa 6 did not make any true/false questions and multiple choice question.