

Thesis Title Observation and Analysis of Question
 -Asking Behavior of Thai ESP Teachers
 and Student Responses to Those
 Questions

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Date of Graduation 10 May B.E. 2533 (1990)

ABSTRACT

Purpose of the Study

The purpose of this study was to analyze question-asking behavior of Thai ESP teachers and student responses to those questions.

Procedures

The Population used in this study was five Thai teachers teaching English as a foreign language at the Faculty of Science, Mahidol University and students enrolled

in those classes (approximately 35 students per class).

The research instrument was an observation form on teacher questions and student responses which classified teacher questions into two types according to Long and Sato.

The present researcher collected the data by means of audio-taping. The collected data were transcribed and later analyzed using the observation instrument which was already tested for validity and reliability. The statistical devices used were: percentage, arithmetic mean, standard deviation, Scott's coefficient, and t-test.

Findings:

1. The teachers used display questions significantly more than referential questions ($p < 0.01$).

2. The syntactic complexity of referential questions used by the teachers as measured by the average number of sentence-nodes per question was significantly higher than that of display questions ($p < 0.01$).

3. The wait-time spent by the teachers on referential questions was significantly higher than that of display questions ($p < 0.01$).

4. The complexity of student responses to referential questions as measured by the average number of words per question was not significantly different from that of display questions ($p > 0.05$).