

Thesis Title An Experimental Study of the
Effectiveness of the Student-
Generated Question Technique on
Reading Achievement of the First Year
Nursing Students at Mahidol
University

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ABSTRACT

This experimental study investigated the effectiveness of the student-generated question technique. It aimed to find out whether teaching reading by students' questioning was better than answering questions posed by a teacher in increasing students' reading ability.

Two groups of first year nursing students at Mahidol

University were randomly assigned to either control or experimental groups. Each group consisted of 30 students. The control group received practice in answering a teacher's questions while the experimental group practiced generating their own questions after reading. They were taught for a semester in the regular reading course. The tool employed to determine the English reading achievement of both groups was an English reading achievement test constructed by the researcher. A self-generated question test was also administered to students in orders to determine whether trained and untrained students could generate questions on their own. A questionnaire eliciting students' attitudes toward the self-generated question technique was taken into consideration.

The findings of this study can be summarized as follows:

1. Teaching reading by the student-generated question technique significantly increased students' reading ability at a .001 level.

2. The weak and average students in the experimental group achieved significantly greater results than did those in the control group. Good students in both groups showed no statistically significant differences from each other.

3. Trained students gained a significantly higher mean scores than untrained students at .001 level.

4. The majority of students revealed positive attitudes toward the student-generated question technique.

The implications for teaching and reading English are as follows:

1. Students should actively be trained to generate their own questions instead of answering a teacher's questions. They should be equipped to be independent readers. To facilitate this, extensive training should be provided in reading courses.

2. Weak and average students should particularly be trained to monitor their state of reading comprehension by using the self-generated question technique.

3. English teachers should arrange an appropriate environment for training students to generate their own questions and they themselves should be good models for asking questions.