

Thesis Title **A Comparative Study of Levels of Questioning:
Their Effects on the Reading Achievement of
M.4 Students**

Name **Arunrat Puangtipakorn**

Degree **Master of Arts (Applied Linguistics)**

Thesis Supervisory Committee

William G. Fennell, M.Ed.

Dhanan Chantrupanth, M.A.

Kanitta Vanikieti, M.A.

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ABSTRACT

This experimental study investigated the effects of levels of questioning used in teaching English reading on students' reading achievement.

Two groups of M.4 students studying in the science program at Wat Pradoonaisongtham School were assigned randomly to control and experimental groups. Each group consisted of 30 students, including males and females. The control group received practice in answering low level questions alone while the experimental group practised answering both low and high level questions. They were provided with 12 periods in the normal reading course. A pretest and posttest

procedure was applied to determine the progress of the English reading achievement of both groups. The scores obtained from the pretest and posttest were analyzed by employing a t-test of two different means.

The findings of this study can be summarized as follows:

1. Practice in answering both low and high level questions helped students to increase their English reading achievement far more than practice with only low level questions.

2. Students receiving practice in both low and high level questions gained significantly higher scores for high level questions than those who practised only low level ones but there was not a significant no differences for low level questions.

3. Compared to the control group, the average students in the experimental group achieved significantly greater results for both low and high level questions. Good students from both groups were not significantly different from each other. Fair students in the experimental group had superior scores to those of the control group for low level questions while they were not superior at high level questions.

Implications for teaching and learning reading English include:

1. The technique of asking both low and high level questions should be used in teaching English reading instead of asking only low level questions.

2. Students should be given a chance to practise answering high level questions.

3. Teachers should be trained in the application of this technique of questioning.