

Thesis\* Title            An Assessment of the Effectiveness and Experimental Result of Teaching Test-Taking Strategies for Multiple- Choice English Reading Comprehension Tests

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#### ABSTRACT

This study investigated the effectiveness of the teaching of test-taking strategies for multiple-choice English reading comprehension tests and examined the students' attitudes towards the teaching and learning of test-taking strategies.

The subjects of this study were 60 first-year nursing students in the Faculty of Science, Mahidol University. The study was conducted during the second semester of the academic year 1996. The research design involved two groups, a control and an experimental group. Each group consisted of 30 students. Both groups were taught the regular English reading course by the researcher. Only the experimental group was taught about test-taking strategies for multiple-choice English reading comprehension tests as a supplementary addition to their course. The test-taking strategies training was done 20 minutes per week in the regular English class for 10 weeks. The research instruments employed were a multiple-choice English reading comprehension test and a questionnaire. The test was used as a pretest and a posttest for both groups. The questionnaire was administered to only the experimental group after the experimental training to examine their attitudes towards the training on test-taking strategies.

After the teaching of test-taking strategies, the results showed that the mean score on the English reading comprehension test obtained from the experimental group was significantly higher than that from the control group. In addition, all the questionnaires completed by the students in the experimental group indicated that they had a positive attitude towards the learning and teaching of test-taking strategies, and could apply these strategies in the real testing situation.