

# **Improving Thai university EFL students' reading comprehension and use of English tenses through question- generating strategy**

By

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# Rationale

- KUCSC EFL students are mostly medium to low readers.
- They are under-prepared for university study due to some high-school related factors, lack of reading strategy knowledge and practice, and teachers' use of unsuitable reading teaching methods.

(Dreyer, 1998; Van Wyk, 2001)

# Rationale (continued)

- Good readers know & use more reading strategies than poor readers.
- Reading strategies can be successfully taught to improve poor EFL readers' reading comprehension. (Ramos, 1996; Yu, 1997; Ward-Washington, 2002; Walkovic, 2004)
- Question Generating Strategy (QGS) is one reading strategy widely supported by EFL reading research (National Reading Panel, 2000).
- QGS can be effectively used by good and poor readers (Duke and Pearson, 2002).

# Rationale (continued)

- Question generation and reading comprehension are connected (Katims, 1997; Royer, 2003).
- Teachers can use QGS to check and improve EFL students' reading comprehension (Harris & Sipay, 1990).

# Rationale (Continued)

- KUCSC EFL students' use of English tenses is also weak.
- It is assumed that when QGS can improve reading comprehension, it would also improve the students' use of English tenses.
- No research on effects of QGS on use of English tenses can be found.

# Purposes

- To investigate the effects of QGS on Thai university EFL students' reading comprehension and use of English tenses

# Hypotheses

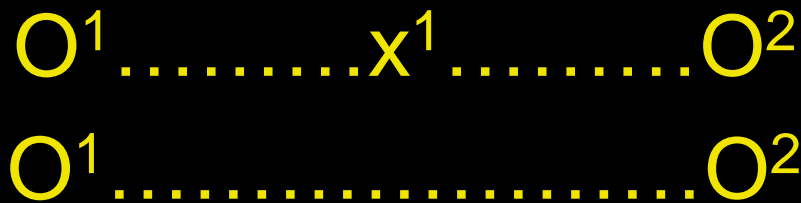
- The students who were taught question-generating strategy would perform significantly better than the ones who did not receive the teaching of the strategy as measured by their post-reading comprehension test scores
- the post-English tense test scores of the students who were taught question-generating strategy would be significantly higher than their pre-English test scores.

# Methodology (subjects)

- Forty first year students (enrolled in Foundation English I, 1<sup>st</sup> semester, 2010)
- Purposively selected
- Experimental group (n=20), and control group (n=20)

# Methodology (design)

- Quasi-experimental pre-test and post-test with control group design



(Marion, 2004)

# Methodology (data collection tools)

- Pre- and post reading comprehension test (30 items, adapted from the FCE Test, Part I [Cambridge University Press, 2008])
- Pre-and post English tense test (30 items, developed by the researcher)

# Methodology (procedures)

- Administered the pre-and post tests for 90 minutes (reading comprehension and English tense).
- Ex. Group, but not Control group, learned QGS for 50 minutes twice a week, for 2 weeks.
- Practiced generating literal and inferential questions in writing, based texts from [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)
- Administered the post-tests

# Data analysis

- Using SPSS
- Descriptive statistics: Mean, S.D., Percentage
- Independent samples T-test for hypothesis testing

# Results

On the students' Reading comprehension

- The Ex. Group (M=22.30, S.D.=2.53) performed significantly better than the con. Group (M=15.65, S.D.=2.45) on post-reading comprehension test ( $t(38)=8.425$ ,  $p<.01$ .)
- Hypothesis 1 was accepted. QGS significantly improved the students' reading comprehension.

# Results

On the students' use of English tenses

- The Ex. Group (M=23.70, S.D.=2.22) performed significantly better than the con. Group (M=14.95, S.D.=3.15) on English tense test ( $t(38)=8.425, p<.01$ ).
- Hypothesis 2 was accepted. QGS significantly improved the students' use of English tenses.

# Discussion

- Findings were consistent with other researchers in that QGS improved EFL learners' reading comprehension (e.g. Wong, 1985; Nolan, 1991)
- Written questions in literal and inferential levels with the help of cooperative learning might help to explain their significant improvement in RC.
- Also cooperative learning/teaching method led to sig. improvement in their use of English tenses.

# Implications

- QGS should be taught to L2 Lns at all levels, in writing, and in group.
- Inferential questions should be more focused than literal questions, for their being more effective for RC practice.

# Suggested future research

- Investigating the effects of written and spoken questions generated by a single student and grouped students.
- Replicating this study by adopting both qualitative and quantitative aspects.
- Replicating this study in a Web-based CALL setting.

End

Thank you very much for your  
attention.

I would now appreciate and answer any  
questions to come.